



## **Contribution of Outbound Activities to the Soft Skills of Management Osis and MPK at SMAN 3 Kupang City**

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### **Article Info**

#### Article History :

Received : August 2023

Revised : September 2023

Accepted : September 2023

#### **Keywords:**

MPK,  
OSIS,  
Outbound,  
Soft Skill,

### **Abstract**

Soft Skill is a important factor in a organization. Soft skill who someone have can show ability to preparing him/herslef agains thread of the world. OSIS and MPK committee's are role model from indiviual who have soft skill and hard skill. They are selected among student who have capability to do task as OSIS and MPK committee's. There are many way to develop soft skill capability, among them; attended a training/seminar, attended a indoor training and outdoor training. One of the outdoor training is outbound activity. Outbound activities are packaged in the form of interesting games, but a lot of soft skills will be obtained from each game that is followed. This research goals to analyze the contribution of outbound activities to the soft skills of OSIS and MPK administrators at SMAN 3 Kota Kupang. The research sample consisted of 22 members of the OSIS and MPK committee at SMAN 3 Kota Kupang. The research design used is the One Group Pre-Post Test Design. According to the results of the regression test, an F value of 4.644 was obtained with a Sig. 0.044 <0.05, then outbound activities contribute to the soft skills of OSIS and MPK administrators at SMAN 3 Kota Kupang. The coefficient of determination (R Square) is 0.188 which means that the contribution of the independent variable (outbound activities) to the dependent variable (soft skills) is 18.8%. Therefore, it is recommended that OSIS and MPK coaches make outbound activities an alternative in improving the soft skills of OSIS and MPK administrators.



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## INTRODUCTION

In organizational development the progress and success of the organization is highly dependent on the hard skill and soft skill aspects of members in the organization, within an organization (among other school student organizations) superior human resources are those who do not only have hard skill proficiency but are also proficient in aspects its soft skills. According to research at Harvard University, United States, it was found that a person's success is not only from the aspect of knowledge and technical abilities (hard skills), but what is very important is the ability to manage oneself and others (soft skills). This research reveals that success is only determined about 20% by hard skills and the remaining 80% by soft skills. In line with this statement, the success of the OSIS board in carrying out their functions is also determined by soft skills factors other than hard skills (academic potential). To improve the soft skills of OSIS members, one of which can be pursued through Outbound Activities. Outbound activities are chosen to improve soft skills because it has been proven to be able to improve soft skills through the activities inside which are designed to improve aspects in soft skills.

The interesting side of the Outbound learning method is the game as a form of delivery. In skill games, individuals are not only challenged to think smartly but also have social sensitivity. In Outbound participants will be more required to develop their ESQ (emotional and spiritual quotient) abilities, in addition to their IQ (intelligent quotient). The Outbound training method allows participants in their activities to make physical touches with an open natural setting so that it is expected to give birth to the ability and character as well as a leadership vision

that contains the values of honesty, openness, tolerance, deep sensitivity, intelligence and a sense of togetherness in building human relations compatible and dynamic. Outdoor learning activities such as Outbound are beneficial for increasing courage in acting and expressing opinions. Outbound activities form a creative mindset, and increase emotional and spiritual intelligence in interactions. This activity will add to one's life experience towards self-maturity. Experience in Outbound activities provides positive input in the development of one's maturity. The experience started from the formation of the group. Then each group will face how to work together. Together making decisions and the courage to take risks. Each group will face challenges in assuming the responsibilities that must be passed, which means that outbound activities can significantly improve the soft skills of the participants who take part in the activity. Outbound activities are training programs that are generally known as an alternative method of similar trainings that use indoor media to improve Soft Skills. This method is a new breakthrough in training methods to improve soft skills whose advantages have been proven to be widely used by school or office institutions at home and abroad.

Hakim & Kumala (2016) doing research about outbound activities, and then the result state outbound can increase the quality of education and students have a good character. Sobah & Setiawan (2022) also doing the research about outbound, the implementation of outbound games in early childhood at the Roudlotul Ilmi Kindergarten Jatibarang Brebes is well evolve. Ramdani & Azizah (2019) doing experiment about outbound and the result are by carrying out physical activity in children can increase children's motivation in learning and improve gross

motor skills in early childhood education. Arachchige & Sathsara (2020) state the impact of outbound training according to their result of research are leadership skills, time management skills, team working and following right instructions on time are achieved factors of the outcomes with a successful training program.

The results of research from Yusriadi (2022) state that the impact of increasing soft skills that can be felt by participants who have participated in outbound management training activities from a amount of informants related to intrapersonal skills and interpersonal skills is:

1) Intrapersonal Skills

- a) Increased ability to think analytically, this is the ability to understand work situations or problems by breaking them down into a sequence of tasks, and also becoming better able to identify indicators that cause these situations or problems to occur, and be able to break down these problems into more detailed parts so that it is easy to understand, find causal relationships from a problem, and examine the consequences of each action.
- b) Increased initiative ability, this is the ability to take action quickly without waiting for prior orders to achieve the goals/objectives of the organizational unit, this action is carried out to achieve goals beyond those indicated.
- c) Increased commitment to the organization, this is the ability to align attitudes and behavior by prioritizing the interests of the organization in order to realize the vision and mission of the organization.
- d) Being more proactive, this is the ability to act beyond what is needed or demanded by the job by doing something without waiting for orders first.
- e) Being more creative and innovative, this is the ability to develop new thoughts for organizational development, by

spurring creativity and thinking that something is better than before.

f) Increasingly more confident, this is the ability to feel more confident in oneself in carrying out and completing tasks and work.

g) Increased ability to control yourself, this is the ability to control yourself when facing difficult problems, criticism from others or when working under pressure while still presenting a positive attitude.

h) The more enthusiasm for achievement, this is the ability to carry out work better to improve performance effectively and efficiently.

i) Increased ability to make strategic decisions, this is the ability to follow environmental developments, identify the main problems faced by the organization and determine strategic actions to realize the vision and mission of the organization.

2) Intrapersonal Skills

a) Increasingly more service-oriented, this is the ability to meet the needs of others, follow up on the needs of others, provide services quickly and accurately, seek information about basic and specific needs to adjust existing service policies and have a long-term service program .

b) Increased communication skills, this is the ability to convey information or opinions clearly to other parties, and help them understand the information or opinions conveyed.

c) Increased ability to lead groups, this is the ability to act as a work group leader to complete a job.

d) More and more empathic, this is the ability to listen and understand other people's thoughts, feelings, or problems that are not expressed or not fully conveyed.

e) Increased ability to delegate authority, this is the ability to properly delegate decision-making authority to subordinates so that the implementation of work is more effective and efficient.

f) Increased ability to build working relationships, this is the ability in terms of courage to take action According to calculating the benefits and impacts caused by these actions. is the ability to establish relationships with other work-related parties, practice small talk related to common matters such as family, sports, music, newspaper news and so on and be able to build agreements with related parties regarding the work involved. will be implemented.

g) Increased ability in conflict management, this is the ability to overcome conflicts that occur in other people by adjusting the values that exist in these people to overcome conflicts that occur.

h) Increased ability to direct and give orders, this is the ability to give detailed and clear instructions about the expected tasks, the ability to give firmness in refusing unreasonable requests, can demand compliance with orders with strict supervision.

i) Increased ability to build strategic working relationships, this is the ability to develop and implement cooperative relationships to achieve organizational goals.

j) Increased ability to organize, this is the ability to recognize and be able to utilize the formal structure or hierarchy of an organization, the chain of command of power for each position, regulations and standard operating procedures.

According to the data above, it can be concluded that Outbound activities have a very positive impact on improving individual Soft Skills, so this research was appointed to improve the Soft Skills of student council and MPK administrators at SMAN 3 Kota Kupang. The hypothesis This research:

This research it is hoped that through the provision of outbound activities there will be an increase in soft skills.

## METHODS

This type of research is included in quantitative research using a pre-experiment (pseudo-experiment) because it does not use a control group. This research only used the experimental group, namely Osis and MPK administrators at SMAN 3 Kupang City. Before and after being given treatment through outbound activities, the sample was given a questionnaire to measure soft skill abilities. In order to obtain two data, namely pre-test data and post-test data. So the research design used is the One Group Pre-Post Test Design.

### Participants

Population is a unit of individuals or subjects in a certain area and time to be observed/researched (Supardi, 1993). Masri and Nasution (in Supardi, 1993) stated that the amount of research samples should not be less than 10% of the total population. Meanwhile, according to Winarno (in Supardi, 1993) for a population of 100, the amount of samples is 50%, if the amount of members of the population is 1,000, then the amount of samples is 15% which can be justified. sample. According to the opinions of the experts above, the population This research were all 22 members of the OSIS and MPK administrators at SMAN 3 Kupang City, as well as being the sample This research

### Sampling Procedures

The sampling technique This research used a saturated sample, i.e. that means all population was sampled. According to the opinions of the experts above, the population This research were all 22 members of the OSIS and MPK administrators at SMAN 3 Kota Kupang as well as being the sample This research.

## Materials and Apparatus

The instrument used This research was to measure the contribution of outbound activities to the soft skills of OSIS and MPK administrators at SMAN 3 Kota Kupang, namely the Observation Guide during the activity to see how far the OSIS and MPK administrators were able to improve soft skills. Questionnaires were given to the sample at the beginning and at the end of the activity.

## Design or Data Analysis

Data analysis begins with a prerequisite test; normality test and homogeneity test after that it is continued with hypothesis testing if the prerequisite test results state valid, reliable, normal and homogeneous data then the statistical test is parametric using parameteric using the Paired Sample T-Test and testing the amount of contribution using Simple Linear Regression but if the data does not meet conditions then it will use non-parametric statistics. Statistical testing is assisted by the Statistical Package for the Social Sciences (SPSS) software

## RESULT

The research results will be discussed into seven (7) sections consisting of the results of the validity test, reliability test, normality test, homogeneity test, hypothesis test, simple regression test, and the magnitude of the contribution of the independent variable to the dependent variable, This research the outbound contribution to soft skills of OSIS and MPK administrators at SMAN 3 Kota Kupang. Details can be seen in the next sub-chapter.

### Validity test

Validity test goals to determine the validity and suitability of the questionnaire used by researchers in

measuring and obtaining data from respondents. According to the results of the validity test using Pearson Correlation it was found that there were 12 valid questions and 4 invalid questions, so for the next test only questions that were declared valid were used.

### Cronbach Alpha Reliability Test

The reliability test goals to see the consistency of the questionnaire if the questionnaire is used repeatedly.

Cronbach Alpha Reliability Test Decision Making Criteria. According to the results of the Reliability test using SPSS, it was found that the Cronbach Alpha value was  $0.752 > 0.6$ , so it can be concluded that the data is reliable.

### Normality test

The normality test goals to determine whether the pre-test and post-test data distribution is normal or not. Normality test is one of the prerequisite tests in parametric statistics. The amount of research samples is 22 people, so the normality test used for a sample of less than 50 is the Shapiro Wilk Test.

### Decision Making Criteria.

According to the results of the Normality Test using the Shapiro Wilk Test, it was obtained for pre-test data a Significance value of  $0.254 > 0.05$  and a significance value for post-test data of  $0.622 > 0.05$ , so both pre-test and post-test data are normally distributed. Furthermore, a homogeneity test can be carried out for the prerequisite test in parametric statistics.

### Homogeneity Test

Homogeneity test is a prerequisite test for parametric statistics. This homogeneity test goals to see whether the data variance is homogeneous or not.

According to the results of the homogeneity test using SPSS, a significance value was obtained

According to an average value of 0.244 > 0.05, so the data has homogeneous variance. This shows that the data has passed the prerequisite test and is declared normal and homogeneous, so to test the hypothesis using a parametric statistical test using the Paired Sample T-Test (Test of two paired samples).

#### Hypothesis testing

H0 = There is no contribution of outbound activities to the soft skills of the OSIS and MPK management of SMAN 3 Kota Kupang

Ha = There is a contribution of outbound activities to the soft skills of the OSIS and MPK management of SMAN 3 Kupang City. According to the results of the Paired Sample T-Test test above, the value of Sig. (2-tailed) of 0.012 < 0.05, then Ho is rejected, so it can be concluded that there is a significant contribution of outbound activities to the soft skills of OSIS and MPK administrators at SMAN 3 Kota Kupang.

#### Simple Linear Regression Test

The simple linear regression test goals to test the contribution and how much the independent variable contributes to the dependent variable, This research to test the magnitude of the contribution from outbound giving to the soft skills of OSIS and MPK administrators at SMAN 3 Kota Kupang. The prerequisite test has been passed and it was found that the data is valid and reliable, normality distribution and homogeneous variance.

Table 1. Regression Test Results

| Model        | Sum of Squares | df | Mean Square | F     | Sig. |
|--------------|----------------|----|-------------|-------|------|
| 1 Regression | 62.081         | 1  | 62.081      | 4.644 | .044 |
|              |                |    |             | 4     | b    |

|          |         |    |        |
|----------|---------|----|--------|
| Residual | 267.374 | 20 | 13.369 |
| Total    | 329.455 | 21 |        |

According to the results of the regression test, an F value of 4.644 was obtained with a Sig. 0.044 < 0.05, then outbound activities contribute to the soft skills of OSIS and MPK administrators at SMAN 3 Kota Kupang.

The result is the magnitude of the contribution of the independent variable to the dependent variable

Table 2. The results of the magnitude of the contribution of the independent variable to the dependent variable

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .434 <sup>a</sup> | .181     | .148              | 3.65632                    |

According to the regression test above, the coefficient of determination (R Square) is 0.188, which means that the contribution of the independent variable (outbound activities) to the dependent variable (soft skills) is 18.8%.

## DISCUSSION

### Internal factors

The OSIS and MPK organizations at SMA Negeri 3 Kupang City are accustomed to carrying out activities that enhance leadership, decision-making, conflict resolution, communication, creativity, presentation skills, humility and self-confidence, emotional intelligence, integrity, commitment, and teamwork, so that when given outbound games students more quickly apply existing knowledge at the time of assignment simulation. This also reinforce by result of study from Purushottam & Landge (2021) that show effectiveness of outbound training on faculty members to gain soft skill of

faculty member. State High School (SMAN) 3 Kupang, is one of the State Senior High Schools in East Nusa Tenggara Province, Indonesia. Similar to high school in general in Indonesia, school education at SMAN 3 Kupang is taken within three academic years, starting from Class X to Class XII. In 2014, schools used the 2013 Curriculum which previously used KTSP.

The OSIS and MPK organizations for SMA Negeri 3 Kota Kupang are extracurricular activities, students who take part in this organization are representatives of the best students and those selected by the school community who are entrusted with running the organization. The OSIS and MPK work programs that have been made every semester familiarize OSIS and MPK members to train and improve soft skills in various activities, the soft skills that are trained are leadership, collaboration, communication, and problem solving. OSIS as a forum for students in schools to achieve the goals of fostering and developing students in accordance with the school's vision and mission. OSIS administrators are students who are selected According to achievement, and the activeness of students in the school environment. Being an OSIS administrator must have broad insight, be good at interacting. According to the result of research from Novianti & Zipi (2013) shows that the outbound training carried out has an influence on team cohesiveness. There is an increase in team cohesiveness after being given training.

According to the result of research from Firdiansyah & Widyastui (2020) that show through outbound training, it is expected that students can mentally ready, tenacious, confident, caring, helpful and accountable to God Almighty, self, community and nation that are implemented in real life every day.

According to the historical background of the birth of OSIS and various situations, OSIS was formed with the main objectives:

1. Gather ideas, thoughts, talents, creativity, and interests of students into a container that is free from various kinds of negative influences from outside the school.
2. Encouraging the attitude, soul and spirit of unity and unity among students, so that there is pride in supporting the role of the school as a place for teaching and learning to take place.
3. As a place and means to communicate, convey thoughts and ideas in an effort to mature thinking skills, insights, and decision making.

MPK stands for Class Representative Assembly. MPK is an organization in schools that is tasked with overseeing the performance of the Student Council in carrying out their duties during their term of office. MPK is the only organization in the school that can monitor, supervise and assist OSIS tasks. MPK or Class Representative Council is responsible for OSIS. When the Student Council is involved in a problem, the MPK must help. In fact, if there are members of the OSIS who are not competent or consistent with their work, the MPK is obliged and has the right to expel them from the organization.

The main task of the MPK is to monitor, supervise and evaluate the performance of the Student Council during their term of office. Apart from that, he is also responsible for dealing with a amount of matters, including:

1. Supervise, monitor and assist OSIS performance in implementing its programs.
2. Organize and prepare Plenary meetings.
3. Prepare the oration for the election of the chairman of the MPK.
4. Prepare the OSIS chairperson election speech.

5. Selecting candidates for OSIS and MPK members for the next term of office.
6. Holding PKO-PKM for candidates for OSIS and MPK chairpersons.
7. Select candidates for OSIS and MPK chairpersons who will carry out the speeches.
8. Other additional tasks either programmed or incidental. For example, cleaning up the school environment at the initiative of MPK itself.

### External Factors

Satpathy, I., Patnaik, B. C. M., & Anamika. (2017) assume that high school students' soft skills can be developed through practical work activities and character learning (character education) at school. Fauzan, F., & Al Millah, A. A. (2018) emphasized that soft skills can be developed indirectly through school programs such as co-curricular and extra-curricular activities. Activities like this are non-academic, but indirectly help students develop their personality and character.

According to Ossi Indra Wardhani, et al. (2019) The results obtained by Outbound Management Training can improve instilling self-confidence. Also according to Surbakti (2013) Recreational sport is an activity which contains elements or values of sports activities carried out in a certain place with the aim of obtaining a certain satisfaction, without any feeling of burden. Osis and MPK doing the outbound activity with enjoyment and without worry.

Ginting & Perangin-Angin (2023) find out whether the Outbound Training activities carried out provide an increase in participants' knowledge.

Buchori, & Saman (2016) show the result from their study Character Education Training (CEt) through Outbound Training is effective to increase the honest and integrity

characters of the awardee of Bidik Misi in Educational Study Faculty of State University of Makassar (FIP UNM). The results from research by Munshi, M. M., & Deshpande, S. K. (2014) reveal that the training method, venue, contents of the training and competencies of the trainer determine the success of Outbound Training (OBT).

Diana, et al (2020) state that Outbound training is a modern learning method that takes advantage of natural advantages. The participants who took part in the outbound were not only faced with intellectual challenges, but also physically and mentally. Ginanjar (2017) state that outbound training activities can improve employee performance. Sepdanius & Chaeroni (2021) state that technological developments can be utilized in outbound activities through the development of applications that assist digital-based outbound activities. Desthiani & Suminar (2020) the results of this study showed motivation and basic leadership training competencies through the edutainment approach with the outbound method more effective. Palupi, et al (2015) shows that as an output, the training influences the participants learning process positively and significantly (trust, openness, responsibility, interdependency, & stress management).

The results from research doing by Martharini et al (2014) showed that the overall assessment of training learning needs carried out by the AT West institution had fulfilled the components of the planning system using the interview identification method with key persons, the training implementation used techniques in the off the job training method, and the evaluation was carried out in an informal way, namely using observation techniques with a psychological scale.



The results of the study from Kusuma,(2018) stated that outbound training as an educational method of strengthening soft skill. The results of the study from Ivonesti et al (2020) show that there is an effect of outbound training on the self-efficacy of vocational students. The form of influence is positive, which means that when vocational students receive outbound training, the self-efficacy of vocational students will get positive changes related to their self-efficacy.

The results of the study from Ramadhani (2015) showed that there is effectiveness of outbound training model of conflict resolution in improving interpersonal conflict resolution skills in adolescent self. Aziz & Mayowan (2018) The results of the study prove that outbound management training and coaching increase employee performance. The outbound program given to 22 OSIS and MPK students is by simulating Ice Breaking, Games Communication, Team Building, Problem solving, and Games Competition so that students can learn from experience from games and apply it to the OSIS and MPK organizations.

The outbound program provided is :

a) Ice Breaking Needs a stage to break the rigid atmosphere, this session is carried out by greeting each other and getting to know each other so that participants can be more familiar and get closer between one participant to another participant or an outbound instructor to the participants, if a familiar atmosphere has been built then it will be easier to run the program and direct the participants.

b) Communication In this material the participants are conditioned in an interesting and not boring game session. So that communication between team members can be formed and mutual trust is created for colleagues. The

communication games given to the participants were chocolate rifer games and hands knot games where these games required each participant to communicate clearly, in detail and with direction.

c) Team Building This outbound material conditions the participants in team play. This will create mutual support and cooperation. The importance of communication and building a cohesive team is the goal of this material. The games given to the participants are leaky pipe games and sato hunt games where in these games participants are required to work together to share tasks within a predetermined time so that these games can be successfully carried out.

d) Problem Solver Outbound training participants are able to recognize existing problems and how to solve them, participants are treated to material on selecting relevant information and making analyzes and decisions to find causes of problems in a more directed manner. Games that are carried out are rabbit hole games in which participants are required to solve the problems given to the group within the allotted time and require participants to make careful planning and strategies for solving problems.

e) Competition Games In this material, participants are expected to set strategies and optimize all capabilities, both individual and group abilities. The games given are to collect as many points as possible from each challenge and the games given in order to get full points. From the games given to OSIS and MPK, new experiences will emerge that can be applied to everyday life and maximize soft skills.

## CONCLUSION

The conclusion from this research is that there is a significant contribution of outbound activities to the soft skills of

OSIS and MPK administrators at SMAN 3 Kupang City, which is a significant amount of 18.8%. the skills of the OSIS and MPK administrators. It is recommended for future researchers to analyze soft skill abilities specifically as the dependent variable in the study.

#### ACKNOWLEDGEMENT

Our thanks go to the Institute for Research and Community Service (LPPM) at Nusa Cendana University, which has provided Beginner Lecturer Research Grants so that we can complete this research.

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