

THE EFFECTIVENESS OF OUTBOUND MANAGEMENT TRAINING WITH GAME TECHNIQUE TO IMPROVE STUDENTS' SELF-ADJUSTMENT

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Abstract

Students need to adjust because, as adult individuals, they must deal with the expectations and hardships of college life. One of the initiatives to promote personal mental health is self-adjustment. The inability to adapt to daily life in various social environments can cause unhappiness for someone, especially students. One effort to improve student adjustment is through outbound management training using game techniques. The aim of this research is to determine the effectiveness of outbound management training using game techniques to improve student adjustment. This research is quantitative research with a one-group pretest posttest research design. The research subjects were 12 students from the Guidance and Counseling Study Program at PGRI Madiun University. The sampling technique uses the purposive sampling technique. The data collection technique uses a self-adjustment scale consisting of 15 items referring to the Psychology of Adjustment theory, including four components, namely accurate perception of reality, ability to overcome stress and anxiety, positive self-image, ability to express feelings, and good interpersonal relationships. The data analysis technique uses the Wilcoxon signed rank test. The research results show that outbound management training is effective in improving students' adjustment to everyday life

Keywords: outbound management training, game technique, self-adjustment.

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Introduction

Adaptation is an important factor in human life. As social creatures, humans cannot be separated from the expectations and demands of the environment. Therefore, individuals need to align with these expectations and demands by adapting themselves. Self-adjustment is one of the efforts to create individual mental health. The inability to adapt to daily life in various social environments can cause unhappiness for someone, especially students. Students as adult individuals are required to adapt to conditions that they consider stressful.

According to the Kamus Pendidikan (Sharma, 2016), adjustment is the process of finding and adopting ways of behaving that are appropriate to the environment or changes to the environment. Shaffer (Sekar & Lawrence, 2016) explains that self-adjustment is a process where individuals maintain a balance between needs and circumstances that influence their satisfaction. Self-adjustment is the process of how individuals achieve self-balance in meeting needs according to the environment (Sunarto & Hartono, 2006). Self-adjustment has a very important role in determining how the individual achieves harmony both physically and spiritually. In the process of self-adjustment, various obstacles or problems arise, namely in the form of conflict, pressure, or frustration, and

in these circumstances, individuals try to try various behaviors so that they can free themselves from problems. Calhoun, J. F., & Acocella (1990) define self-adjustment as continuous self-interaction with oneself, other people, and the world itself, so it can be concluded that self-adjustment is a person's ability to create a harmonious relationship between self and the environment. Vyas, (2021) defines adjustment as the process of finding and adapting ways of behaving that are appropriate to circumstances or changes in the environment. Furthermore, Pajares in (Bai & Srivastava, 2022) describes the ability to adapt as the ability to symbolize, plan alternative strategies, learn through experience, self-regulate, and reflect on oneself in determining one's fate. Therefore, adaptability can be interpreted as a person's ability to handle conflict positively and fulfill psychological needs, which include emotional, social, and moral needs, to achieve a healthy quality of life. Individuals who are able to adapt well are individuals who are able to face challenges and maintain pleasant relationships with their environment.

In daily life, students are required to interact with other people in the larger community. In the college environment, students are required to interact and communicate with friends, lecturers and academic staff. Conversely, students are also required to adapt to the surrounding community. However, it is not uncommon to find students having difficulty adapting to new environments, and having difficulty blending in with new people. In the learning process in class, students still find difficulties when asked to make presentations and express opinions.

Students' inability to adapt can affect individual mental health. Mental health problems can impact all aspects of personal, interpersonal, and organizational life (Kitzrow, 2015). Based on this problem description, one effort that can be made to help students adapt to the environment is through outbound management training with game techniques. This method was chosen because it can train students' cognitive, affective, and psychomotor aspects. Apart from that, Outbound Management Training with Game Techniques has made many contributions in developing the realm of student development (Setiawati, 2021). Several research results related to the success of the Outbound Management Training method are described by Sivaram et al., (2019), which state that students who take part in outbound training have a tenacious, confident, caring, helpful, and responsible mental attitude towards themselves, society, and the nation. Research conducted (Wati, 2012) states that outbound management training (OMT) is effective in improving children's adaptability. Research (Wardhani et al., 2019) states that the outbound management training method is one solution that can be used to instill student self-confidence.

The success of the outbound management training method can help individuals overcome various problems related to individual personal and social problems because this method contains a series of games played in groups with a focus on children's cooperation and concern for the environment. The outbound management training method is carried out because it contains an experiential learning approach so that students can easily absorb their own knowledge. Outbound is also able to hone the ability to explore oneself through a fun and challenging atmosphere that is able to hone and develop potential, be ready to face the future, solve various unusual challenges, and help get to know oneself and the abilities one has (Agusta & Noorhapizah, 2018).

The outbound training program (OBT) aims to produce positive changes in participants by engaging in outdoor activities designed to help self-discovery and character formation. Outbound training method activities (Syamsuri & Aribowo, 2023) are carried out by designing outdoor activities and using group games designed to develop various leadership, communication, teamwork, decision-making, and leadership skills. Thus, this series of activities provides students with practical experience in facing challenges, managing conflict, and leading. The success of the Outbound Management

Training method is not only successful for students in developing their abilities but also helps develop soft skills, as in research (Karunawardhana, 2016), which explains that the outbound management training method is positively correlated with individual behavior.

Based on the description above, it can be said that the Outbound Management Training method can be used as an alternative to help students improve and develop their adaptability. This needs to be done considering that self-adjustment is one of the efforts to create individual mental health. A person who is unable to adapt himself to society will experience happiness. The aim of this research is to test the effectiveness of outbound management training with game techniques to improve students' self-adjustment.

Method

This research uses a quantitative approach with a one-group pretest-posttest experimental design. One group pretest-posttest design was used to determine differences in students' adjustment abilities before being given the intervention (pretest) and after being given the intervention (posttest) (Creswell, 2017). The one group pretest posttest experimental design is shown in Table 1.

Tabel 1 *One group pretest post test design*

Pretest	Intervention	Posttest
O ₁	X	O ₂

This research was conducted on students of the Guidance and Counseling Study Program at Universitas PGRI Madiun. The research subjects were 12 students. Sampling was carried out using a purposive sampling method, namely selecting subjects that were in accordance with the research objectives. The data collection instrument uses a self-adjustment scale consisting of 15 items referring to the Psychology of Adjustment theory (Runyon et al., 1984), which includes four components, namely accurate perception of reality, ability to overcome stress and anxiety, positive self-image, ability to express feelings, and good interpersonal relationships.

This research consists of three stages, (1) preparation stage; conducting literature studies on relevant theories regarding outbound management training used, compiling and validating intervention materials, and determining intervention groups, providing FGDs (focus group discussions) to find out the root of students' problems, (2) implementation stage; conducting a pretest in the form of a scale of student self-adjustment before being given intervention, then providing intervention through outbound management training with game techniques, (3) final stage of activity; processing data from pretest and posttest results, analyzing research data, discussing research findings, providing conclusions based on data results and providing recommendations based on research results. Outbound management training with game technique to improve self-adjustment was carried out in seven meetings over 2 months. The data analysis technique for this research uses the Wilcoxon signed rank test.

Result and Discussion

The results of the descriptive analysis of students' self-adjustment before and after being given intervention in the form of outbound management training with game technique are shown in Figure 1.

Figure 1. Graph of Mean Pretest and Posttest

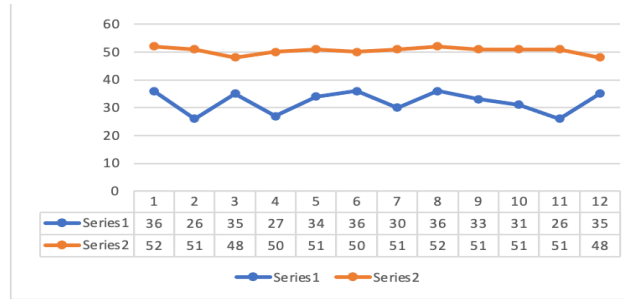


Figure 1 above shows that the mean pretest value of 32.08 is smaller than the mean posttest of 50.50. This shows that there is a difference in self adjustment before and after participating in outbound management training with game techniques. Increasing self-adjustment through outbound management training using game techniques means that this training program is very important to apply in daily life because it involves cooperation between participants.

Due to the non-normal distribution of the data, the Wilcoxon signed rank test was then employed to evaluate the effectiveness of outbound management training using this game technique. See Table 2 for the efficacy test findings.

Table 2 Test Rank

Descriptive Statistics			
	N	Mean	Std. Deviation
Pre -Test	12	32.08	3.965
Post - Test	12	50.50	1.314
Valid N (listwise)	12		

Test Statistics ^a	
	Post - Test - Pre -Test
Z	-3.063 ^b
Asymp. Sig. (2-tailed)	.002

Based on the results of Wilcoxon statistical test in Table 2, it was found that student self-adjustment data in the pretest group had an average score of 32.08 and the posttest group had an average score of 50.50 with a mean difference of 18.42. The results of the Wilcoxon signed rank test obtained a Z value of -3.063 with a significance of 0.002 ($p < 0.05$) so that there was a difference in the average adjustment behavior in the pretest and posttest groups. The results of the analysis can be stated that outbound management training with game techniques is effective in improving student self-adjustment.

Self-adjustment comes from general adjustment theory. Adaptation is an individual's response to dealing with demands and pressures in daily life resulting from changes in the environment (Lazarus, 1999; Eshun, 2006). Weiten (2015) further stated that self-adjustment is a psychological process in which harmonious relationships are established in an individual's environment due to changes and new demands in daily life. For students, adjustment is very important in life at college. Good adjustment is associated with success in building good interactions with institutions and tends to be more successful academically (Bailey & Phillips, 2015; Petersen et al., 2009; Credé & Niehorster, 2011).

Many factors influence a person's adjustment, both individual internal factors and social factors. Internal factors such as emotional maturity influence levels of stress, anxiety, and physical reactions (such as insomnia) in facing the demands of college life. Psychological factors, which include cognitive abilities, can influence the level of students' ability to process information and acquire new skills quickly (Credé & Niehorster, 2011). Social factors include environmental factors, where there are interactions between individuals, families, communities, and other social factors that directly influence individual development. Social support is also a factor that influences a person's adjustment. Social support provides benefits for students in adapting to their environment. This social support can come from parents, family, friends, or university officials such as lecturers and academic staff (Katz & Somers, 2015). Parenting style influences success in self-adjustment. An authoritarian parenting style can cause psychological harm such as anti-social behavior, which can trigger negative consequences such as not attending class and not completing assignments (Daniels et al., 2018; Nguyen et al., 2019; McClelland & McKinney, 2015). Gray et al., (2013) stated that students who are able to process adaptations and build good relationships with institutions tend to be more successful.

The success of outbound management training using game techniques as a training method for adult individuals is influenced by the individual's involvement in cognitive, affective, and psychomotor aspects. These three modalities actively make it easier for individuals to gain an understanding of something being studied. Based on the research results, it shows that there are differences in student adjustment before and after being given outbound management training using game techniques. Outbound management training using game techniques was carried out in 7 meetings using various game techniques so that students were more active and attractive in participating in this training. Student involvement with various games in outbound management training can develop their ability to adapt to daily life.

Game techniques in outbound management training require students to be actively involved from the group formation stage to the final stage. At the group formation stage, implement the game of pearls in shells. The learning points obtained in the group formation stage using this game technique are that students practice adapting, acting quickly, communicating well, and practicing concentration in each activity. At the introductory stage, outbound management training uses introductory and familiarization games. Participants are asked to line up in alphabetical order according to name and date of birth. At this stage, the learning points obtained are that students practice being able to adapt, start familiarizing themselves, communicate, and collaborate well. At the activity and cooperation stage, it consists of five games, namely see our feet, dragon war, rolling cycle, standing together, and getting tangled in ropes. In the game See Our Feet, the learning point gained is that students practice that even though there are obstacles, if we are united and work together, then all obstacles can be overcome. The learning point in the Dragon War game is to teach students about how other people function as part of the team's success, organizing strategies and solving problems, the ability to adapt and be willing to sacrifice for the team's success, as well as calm and resilience in dealing with panic situations in order to achieve goals. The rolling cycle game teaches students about patience, solidarity, and teamwork to achieve success. The game of standing together and getting tangled in ropes teaches students to maintain unity and support each other when they encounter difficulties that must be faced. The final stage, namely exploring UCA (understanding, comfort, and action), teaches students to share input and experiences held by group members so that they can help develop further outbound management training.

Previous research shows that outbound management training is effective for various purposes (Agusta & Noorhapizah, 2018; Karunawardhana, 2016; Setiawati, 2021;

Wati, 2012), so it can be concluded that outbound management training using game techniques has provided many benefits for individuals, especially improving student adjustment.

Conclusion

The conclusion of this research is that outbound management training using game techniques is effective in improving students' self-adjustment. This can be seen from the increasing aspect of self-adjustment, which includes accurate perception of reality, the ability to overcome stress and anxiety, a positive self-image, the ability to express feelings, and good interpersonal relationships. Student self-adjustment can be useful in establishing social interactions with various parties such as friends, family, the community, and institutions such as lecturers and academic staff so that it can influence academic success.

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Author Contributions Statement

Each author has a contribution. DNA developed the research idea and drafted the article. NKD contributed to data collection and analysis.

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