Life Skills Transfer through Outdoor Education for Positive Youth Development

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Abstract Outdoor Education firstly emerged in the 19th century until the 20th century in the form of camping activities in schools, and it also has been developed in several universities. In Australia, New Zealand, and Singapore, Outdoor Education has been included in the school curriculum. Outdoor Education (OE) has also been developed in Indonesia during the development of various learning sources. Having around 17,504 islands, Indonesia becomes an archipelagic country with an area of 1.9 million km². Lying along the equator line, Indonesia has two seasons, namely rainy season and dry season. Indonesia also has many beautiful landscapes scattered in various regions that can be used as the media to implement OE activities such as forests, mountains, and rivers. With Indonesia's geographical conditions, OE is very suitable to be applied in the school curriculum. With the context of Positive Youth Development (PYD), there are many positive benefits for children involved in OE activities, namely life skills improvement, social interaction, and higher environmental concerns to protect the natural environment. This paper is ended with an OE program that integrates structured and deliberated life skills for the development of positive youth. Besides, the transfer process of life skills that occurs is discussed in depth.

Keywords Life Skills Transfer, Outdoor Education, Positive Youth Development, Social Interaction, And Natural Environment

1. Introduction

In the past 20 years, outdoor education (OE) has shown several positive influences on personal and social development, physical activity, academic achievement, and various skills across ages. Crompton and Sellar [1] argued that Outdoor Education is an activity or activities carried out outside class hours or lectures using open natural media. The term outdoor education has also been used to describe a variety of subjective learning experiences that include personal and social development programs [2]. Bowen & Neill [3] found that outdoor education (OE) is effective in facilitating positive changes in the psychological, social, and emotional aspects and these changes seemed to be sustained over the long term including developing psychosocial skills, reducing behavioral problems (such as juvenile delinquency, drug abuse and interpersonal problems in school, family and social environment), helping the psychological problems and developing psychological endurance.

Outdoor education (OE) is a learning process in various environmental and natural activities that requires physical and psychological readiness in order to create learning for individuals or groups [4]. This refers to the integration of theoretical knowledge with practice in nature and also outdoor [5]. Outdoor education is one of the most potent learning program and transferable teaching program [6]. The learning process of using nature as a media is seen to be very useful in knowledge management where everyone will be able to feel, see directly and even be able to practice

the learning physically by themselves, so that the transfer of knowledge based on experience in nature can be felt, translated, and developed based on their own capabilities [7]. According to Becker et al. [8], the positive influence of outdoor education (OE) is associated with personal and social development, physical activity, and academic achievement. This approach hones children's physical and social activities where the child will do more activities that indirectly involve collaboration between friends and the ability to be creative [9]. Through outdoor education, a person can learn skills related to basic life skills, such as thinking, communicating, socializing, negotiating, and teamwork [10]. It also involves developing self-efficacy, improving self-esteem, internal locus of control, strengthening personal autonomy and self-determination, and developing interpersonal relationships and social skills [11], [12].

Life skills seem to be essential to be given to students at school. Life skills are the development of someone's various skills to be able to run a life either as a single creature, social creature or God's creature [13]. Goudas [14] argued that life skills could be seen as a particular skill that can produce the desired competencies after being learned and implemented successfully. Similarly, the results of [15] research showed that young people develop their life skills through extracurricular activities such as music, drama, and sports activities. The activities are usually varied, such as games, art, sports, music, or rock climbing [16]. Kendellen et al. [17], in their research, stated that the deliberated structured idea refers to the implementation of the designed activities in the environment to teach life skills and apply them in real life. In line with the previous research, it is suggested that structured sports designed to teach life skills are more suitable for positive development than accidentally created sports programs. Furthermore, Kendellen et al. [17] explained that there are four principles to help coaches integrate the teaching of life skills into sports, namely 1) focusing on one life skill per lesson, 2) introducing life skills at the beginning of the lesson, 3) applying strategies to teach life skills thoroughly to the lesson, and 4) giving questions about life skills at the end of the lesson. This principle must be well designed so that the development of life skills can meet the objectives. Developing life skills at school can improve the overall mental health of youth, indirectly influencing high-risk suicide, especially among boys [18].

Youth in Indonesia has become one of the main concerns of the country since its establishment until now. Today, it is considered to play an essential and strategic role in national development [19]. Based on Youth Law of Ministry of Youth and Sports Affairs (Kemenpora) [20] Article (1) paragraph (1) stated that Youth is an Indonesian citizen entering a substantial period of growth and development aged 16 (sixteen) to 30 (thirty) years. Youth life skills are now an essential and actual issue to be discussed for a variety of very plausible reasons, such as unemployment

and youth who have dropped out of school. The unemployment rate, according to the Central Bureau of Statistics (BPS) [21] per August, was in the high category, with a percentage of 5.28% of the total population in Indonesia. Meanwhile, the Centre for Data and Statistics of Ministry of Education and Culture [22], [23] revealed that teenagers who dropped out of school in Indonesia were in the high category, as many as 31,123 young people had been dropped out of high school and 73,388 young people had been dropped out of vocational high school. Sziraczki & Reerink [24] survey research showed that many young people left school and start looking for jobs before they intend to enter employment. In contrast, others left secondary and primary education because they did not like or felt that continuing their education would not be useful in finding work. The current era of globalization can increase its challenges and competition for the people of Indonesia, specifically youth, to develop the quality of human resources to compete and go hand in hand with the development of the globalization era. To succeed in a competitive and ever-changing global economy, young people must develop many life skills [15]. Such life skills are defined as the skills needed to deal with the demands and challenges of everyday life [15]. According to Singh [25], in order to succeed in life, young people must be equipped with the life skills such as discipline, honesty, trustworthy, smart, healthy and fit, hard-working, good at finding and benefiting the opportunities, able to work cooperatively with others, and dare to make decisions, etc. Through the life skills provided, it is expected that after completing the educational process, there will be a match between the life skills provided and the skills needed (e.g., healthy eating habits), behavior (e.g., goal setting), or cognitive aspects (e.g., self-talk) [26]. Therefore, productive age youth needed to have many life skills to compete and face the demands and challenges in everyday life. Because youth is a turning point in one's life, it is a period of increasing potential and a period of facing greater vulnerability [27].

The application of life skills education aims at improving the quality and relevance of life skills-oriented education by providing life skills for students. It helps students prepare themselves with the knowledge and skills needed to face challenges in the future [28]. According to Cronin & Allen [15], life skills resulted in goal setting, time management, emotional skill, interpersonal communication, social skills, leadership, and problem-solving to reflect human and natural harmony. Hardcastle et al. [29] conducted a study of high-performance athletes on youth sports programs that can develop life skills. The study results showed that the program was quite successful in developing adaptive behaviors and motives, including better involvement in training and in adopting time management and planning skills outside sports contexts such as in the academic field. There is a link between life skills and outdoor education

(OE); its benefits and goals encourage a positive attitude of youth. Therefore, this research intends to review the integration of life skills into OE to encourage a positive youth attitude.

2. Literature Review

2.1. Why Outdoor Education?

Geographically, Indonesia consists of islands extending 5,120 km from east to west along the equator and 1,760 km from north to south and has many mountains and forests spread across various regions. The natural conditions are diverse, including mountains, hills, lakes, rivers, seas, and residential areas [30]. Many regions in Indonesia can be used as arenas or places to conduct outdoor education activities along with challenges to be faced. Activities in the wild nature provide space for the people to be involved in it and interact with others and their environment in the form of challenges [31]. Waite [32] explained that outdoor education (OE) could make its distinctive contribution through various experiences with other people with challenging places and environments. In these circumstances, it will stimulate someone to build their confidence, raising questions in themselves whether they can overcome the challenges.

In several neighborhood countries such as Australia, New Zealand, and Singapore, outdoor education (OE) has been integrated into their national sports and health curriculum [33]–[35]. Realizing the benefits and positive values of outdoor education, children can get real learning through direct experience in the field [36], [37]. The activities provided give learning outcomes through observation and response through feeling, hearing, seeing, touching, and smelling [38]. Outdoor education is one of the dimensions in physical education, where through this activity, it is expected that students' self-concepts can be formed [39]. Experiences such as climbing, crawling, hanging, and swinging in the outdoors, which are part of the adventure program, will increase students' confidence. This kind of experience can meet the child's psychological needs for a sense of overcoming obstacles. The concept of life skills above is very much in line with the results obtained in OE where there are five main principles of OE that are referred to scientific work, [40] those are:

- a. The process of OE is experiential learning or based on one's subjective experience of outdoor conditions.
- b. The central place of learning is outside the room, but the preparations might be done indoor. However, the source of learning still focuses on outdoors (for example, explaining the concept of forest or outdoor social environment).
- c. It requires maximum use of the five senses and intuition.
- d. OE is based on a particular curriculum.
- e. The most important thing is that OE does not only pay attention to the management of natural resources, but also pay attention to relationships with oneself, others and the wider community (interpersonal relationships, intrapersonal relationships, ecosystems, and ecology).

Referring to point number five, the most critical thing from OE is how one can understand and manage natural resources, relationships with oneself, others, the wider community, and the universe. Based on the emphasis on its objectives, OE is divided into two things, namely psycho-social and responsibility to nature and environment [41]. The emphasis on the psycho-social aspect sees outdoor education as a learning program to develop psycho-social aspects through outdoor learning, especially learning in nature [42]. These activities are selected and designed to achieve objectivity in general objectives, especially self-development and social relations [43]. Through this OE simulation, participants will also be able to develop their potential, both individually (in personal development) and in groups (team development) by interacting in the form of effective communication, conflict management, leadership competition, risk management, and decision making and initiative [44], [45]. The aspects developed in outdoor education activities include increasing life skills consisting of initiative, leadership, communication, decision making, collaboration, creativity, facing risk, and self-confidence [46].

Life skills are abilities and skills needed by someone to have a life that is full of pleasure and happiness. These skills cover all aspects of human behavior as a provision to run their life [47]. According to the concept, life skills can be divided into two main types, namely generic life skills and specific life skills. Generic life skills consist of personal skills and social skills. At the same time, specific life skills consist of academic skills, intellectual skills, and vocational skills. Personal skills consist of self-awareness and rational thinking [48]. Self-awareness is more focused on the ability of students to reflect on themselves in the family environment, habits, hobbies, and others. In contrast, thinking skill is more focused on digging up information, processing information, and making decisions intelligently and able to solve problems appropriately and thoroughly. Social skills consist of two main things. The first one is communication skills that are performed both orally and written. The second one is cooperation skills, mutual understanding and mutual assistance between people to achieve functional goals [49]. Academic skill includes the skills of identifying, explaining, formulating, designing, and implementing something. In contrast, vocational skill covers the skill associated with certain occupations in the community or students' environment.

Academic skills in life skills are skills that someone

must own to live a happy life and be useful in real life [25]. The skills needed in work fields are skills in academics, which are skills possessed by someone to be able to face all life problems actively and proactively so that they can solve their problems [50]. Life skills in education are self-development to survive, grow and develop, have communication skills and good relations both individually and in groups, through the existing system in dealing with certain situations. Lifelong education is a concept and an idea [51]. In this concept, education, in the real sense of the word, continues throughout one's life. The main idea in this concept is that education is a long life process. It does not stop in formal educational institutions, but people, if they mind, also could get another education after finishing formal education. Life skill education, in general, is education given to the learners to understand meaningful learning better [52]. Life skill-oriented education suggests that education can provide meaningful provisions for life for all students. Life skill education provides students with basic training and proper training on the values of life needed and useful for the development of students' life [25]. The provision and development of life skills education provided aims at realizing the goals of education. Realizing these goals can be done through developing positive youth who will play an important role in the future, providing opportunities for educational institutions to be able to develop learning process flexibly, and utilizing the learning resources in the community to be in line with the principles of open education as well as the principles of school-based and community-based education. Besides, another goal is to provide supplies to graduates with the life skills needed to become youth who positively develop so that they will be able to face and solve life problems, both as an independent individual being and a social being. Thus, life skill education must reflect real life in the teaching process so that students acquire life skills for development in a positive direction, so students are ready to live in society. Specifically, life skill-oriented education aims at actualizing the potential of learners so that it can be used to solve problems faced, provide opportunities for principals to develop flexible learning, following the principles of broad-based education, and optimize the utilization of resources in the school environment, by providing opportunities for the use of existing resources in the community, following the principles of school-based management [53], [54].

There are four principles of life skill-based learning: learning to know/think, learning to do, learning to be, and learning to live together [55]. Learning to know/think means learning to know something. Learning is a process of long-lasting behavior change experienced by students or humans in living their lives. In the learning process, students are aware of what must be learned and are also expected to be aware of how to learn what should be learned so that learning is carried out continuously. This is

the essence of a famous motto, "lifelong learning" [56]. Learning to do is learning to do something (create something). After the learners learn to know, then they should learn how to create something as the result of knowing their potential. In this case, "learning to do" prepares students to be able to live in society, enter the world of work, and sharpen the creativity they have. The learning process of learning to do is characterized by changing in the cognitive domain, increasing competence, as well as conscious selection and acceptance of values, attitudes, appreciation, feelings, and willingness to act or respond to a stimulus. Education equips students not only to know, but also to be more skilled at doing something to produce something meaningful for life [57]. "Learning to be" is learning to become something or developing into a whole person. In this process, students are expected to learn to be creative, insightful, knowledgeable, and able to master the knowledge they have learned during the education process. "Learning to be" means that after knowing something, one can do it, they can share it to others, and they can make something better than before. Education practitioners need to train students to be able to have high self-confidence [58]. "Learning to live together" means one knows and can do something from what they learn. Then, they can do it for themselves and others around them. This kind of learning has to do with eradicating the attitude of selfishness that leads to chauvinism, which can fade the sense of togetherness and mutual respect among students [59].

2.2. Outdoor Education in Other Countries

The outdoor education (OE) program was popular in Australia in the twenty-first century. The field of outdoor education in Australia generally refers to the philosophy of progressive education. The most promising thing is that OE is included in the school curriculum. In this case, the Australian Curriculum, ACARA (Assessment and Reporting Authority) develops goals and content in the HPE (Health and Physical Education) learning area nationally. ACARA published documents for other key learning areas in the Australian national curriculum, and in 2015 OE was incorporated under the HPE. The reason for incorporating OE into the Australian national curriculum is because OE can be applied to cross-curriculum priorities and the general capabilities of the national curriculum. Historically, OE has claimed results in personal development, social and group development, as well as environmental appreciation [60]. This trilogy of awareness and respect for oneself, others, and nature have been a major focus for OE practitioners since it was frequently cited at the British Dartington conference in 1975. However, it did not help much in improving its contribution [61]. Unfortunately, the institutions that support the role of OE in achieving outcomes for students are very dependent on

philosophical positions, informal, or anecdotal evidence [62]. However, several empirical studies of OE have been published in several journals [63]. Finally, direct experience in nature, a socio-critical understanding of human relations with nature, and teaching students how to manage risk, personal and social development remain to be the foundation of OE. Gray & Martin [60] argued that OE is worthy of being defended as educational rights for all Australian children. However, it triggers various opinions about OE values embedded in the national curriculum, which is a logical way to achieve OE goals.

Outdoor education (OE) has been part of New Zealand education for more than 150 years [64]. The role of OE has shifted over time in the context of broader changes in the New Zealand education system. Before the 1940s, OE was mainly recreation. From the 1940s, the focus changed to more excellent educational intentions. The change of OE as a part of education has occurred since the 1970s. It became more instrumental, and the skills and the emphasized values were related to workability. It was not until 1999 that OE gained a proper place in the curriculum when it became one of the seven main learning areas of the Health and Physical Education curriculum in New Zealand [65]. The specific objectives of the OE learning area are to provide students with opportunities to develop their personal and social skills, to be active, to be safe, and be skillful in outdoors, and to protect and preserve the environment [65]. Students are given a variety of learning opportunities that are structured and in line with the following development of OE:

- a. Adventure activities and outdoor activities that focus on developing physical skills and pleasure.
- b. Adventure activities and outdoor activities that focus on developing personal and interpersonal skills.
- c. Learn about the traditions, values, and heritage of their own and other cultural groups.
- d. Opportunities to learn about the environmental impacts of outdoor recreation activities and plan strategies to evaluate and manage personal and group safety, challenges, and risks.
- e. Finding out how to access outdoor recreational opportunities in the community

As in Australia, in New Zealand, outdoor education (OE) is taught by teachers who are interested in it. They have already developed skills related to OE. They are also ready to work outside regular school hours to ensure that their students have an outdoor learning experience. Personal time demand is identified as the third most crucial barrier to teaching outdoor education programs. This problem needs to be addressed if outdoor education wants to be maintained in the school curriculum [66].

Historically, outdoor education (OE) in Singapore has been applied since its independence period. OE was raised from the need for defense capabilities by preparing troops to seize their independence. Carrying out physical

activities outside the room with heavy categories and adventurous activities were able to build a rough and dynamic society [67]. OE in Singapore was frequently carried out in the past four decades compared to other countries such as the US, Canada, Australia, New Zealand, England, and other European countries, which have been implemented OE for a longer time. OE is used as a connector for innovative pedagogical strategies because it supports an exciting learning context and different from the traditional schools, where OE remains relevant and enjoyable [68]. Besides, OE can also encourage reflective learning experiences and provide more exciting problem-solving so that students can develop to be a more meaningful person [35]. Outdoor education (OE) is seen as the basis and guidelines for education in Singapore, and it has been identified to have an important role, especially concerning the students' development characters and competences in line with educational goals in the 21st century. While existing elements such as Outward Bound School remain as a major feature of the national curriculum, newly launched programs such as OE in the Program for Active Learning (PAL) have been given special authority to increase student exploration, develop learners' character, knowledge and skills, and also provide context for their social and emotional development [32]. Thus, while there have been rather early articulations of OE in the curricular environment that have arisen in the primary context, we submit that further exploration of the nature and role of OE is needed because the country has agreed to involve OE in school's curriculum.

2.3. Outdoor Education in Indonesia

In Indonesia, the concept of outdoor education (OE) was firstly introduced by Ki Hadjar Dewantara (father of Indonesian education) at Taman Siswa Academy. At the beginning of its establishment, Taman Siswa established a dormitory system that invited students to explore the surrounding environment without being limited to education in the room to realize student behavior towards the environment through the stages of awareness, understanding, attention, responsibility, and action or behavior [69]. They learned by observing what happens when they interact with the environment and other people. Through active involvement with their environment, children tried to understand the world around them. Indonesia has a tropical climate, a sizeable tropical rain forest, high rainfall and mountains (camp), and rivers (river camp/rafting), which are spread in many regions. These broad areas can be used as arenas or media for implementing OE in schools that will create a direct experience for the youth. The astronomical and geographical location of the Indonesian archipelago influences its climate conditions [70]. Even youth will interact directly with objects, locations, or actual events naturally [71]. White [30] explained that OE's concept is not only about moving the learning from inside the

classroom to outdoor, but also involving the learners to experience with nature. These experiences require the participation of students to follow the adventure challenges that become the basis of OE, such as hiking, climbing mountain, camping, etc. OE holds philosophy, theory, and practice from experience and environmental education.

There are several preschool institutions in Indonesia that have implemented outdoor education (OE) into their curriculum. These institutions have successfully practiced outdoor learning and teaching techniques with learning models in natural schools using five senses and life experiences. This situation has successfully demonstrated OE's rapid growth in urban and sub-urban areas and greatly encouraged the desire to expand research on outdoor learning. Natural School uses three (3) concepts of nature, namely nature as a learning space, nature as a medium and teaching material, and nature as an object of learning. With these three concepts, students are introduced to a holistic understanding of nature by experiencing and feeling it through their senses. In terms of teaching and learning process, Natural School is based on four (4) columns, basically, those that learn with 'Qudwah' (life models), expand logic and creativity through 'Experiential Learning', expand leadership through the 'Outbound Training' method, and expand capabilities that developed their initial understanding of learning enjoyably [72]. The process of teaching and learning in Natural Schools forms the SPIDER WEB method based on themes or projects. The learning process will be totally expanded to all fields of knowledge with the ultimate goal of knowing the creator of nature, through the process of 'accelerating learning'. Students have to expose all their potential and form active learning methods. Students will be asked to be 'fun, fresh, and friendly' in learning and actively observe and explore what they learn. With this method, students can connect education with real-life and be able to connect one subject with another subject that has been learned. In this school, not only students who learn something, even teachers may learn from the students, and parents may also learn from teachers and students. Students not only learn in the classroom, but they also learn anywhere and from anyone. They not only learn from books, but also learn from nature. They do not learn to achieve or pursue positions in class or scores, but they learn to apply their knowledge to their daily life. Therefore, the understanding of learning becomes integrative, comprehensive, and applicable. Natural Schools also come out with an understanding of growing the basic abilities of each student, such as curiosity, observation, hypothesis, and academic thought. By using the Spider Web concept, students not only learn through the teacher's explanation but they see, touch, feel, and follow the entire learning process for each of the subjects. In this Natural School, students are asked to understand their basic abilities. Every student's strengths will be appreciated, and their weaknesses will be

understood. Therefore, students will not be considered strange when they have different ideas from the teacher, because it is a form of transformation of generations to be more intellectual and honest. It is a way to create intellectual, critical, honest, independent, and expressive young generations through OE embedded in the learning system and preschool model. The most important thing about OE is how one can understand and manage natural resources, relationships with oneself, others, the wider community, and the universe. Therefore, OE is a holistic learning method that is not limited by walls to explore the natural surroundings. By looking at the geographical conditions and several models that have been carried out by several educational institutions in Indonesia, OE should be integrated into the national education curriculum at various levels of education with genuine considerations and many benefits.

2.4. Integrated Life Skills in Outdoor Education to Positive Youth Development

Positive Youth Development (PYD) is a new perspective that understands youth as assets in human development. PYD is a framework that has emerged in the field of positive psychology as an alternative approach to reactive and reductionist methods that have historically been used when working by youth [73]. The PYD framework takes a proactive approach and has been defined as "the development of personal skills or assets, including the cognitive, social, emotional, and intellectual qualities needed for youth to be members of a functioning society" [74]. Lerner et al. [75] argued that the concept of PYD considers youth to have the potentials for success, thrive, and can develop positively. PYD is based on the opinion that youth will try to meet basic physical, personal and social needs and build and use competencies that are seen as essential for life, now and in the future [76]. The PYD will be relevant to the design of the program that will be given to youth based on positive development ideas. All youth can be developed, and the development functions to avoid risky behavior engagement [77].

Research on various youth development with PYD-oriented programs is motivated by comprehensive findings from The National 4-H Council on a positive youth development study that began in 2002. It was a survey of 7,000 youth from various backgrounds in 42 states in the United States, which showed that PYD (Positive Youth Development) contributed to decreasing risk behavior in youth [75]. Schwartz et al. [78] showed that PYD could predict higher contributions and decreased the level of risk behavior, especially deviant behavior. Although PYD has a preventive effect, it can also be a promotive process that diverts youth from opportunities to behave negatively. PYD focuses on the talent, strength, and potential of each young individual [79]. Therefore, it

represents the strength-based concept of youth development rather than the deficit-education approach [75]. For example, as Damon [80] points out, "the PYD perspective emphasizes the real potential of young people". Hence, the PYD emphasizes the "plasticity" of human development, recognizing that all young people can potentially change. It has been suggested by its supporters [75] that this philosophy lies behind the understanding of youth development as not only about preventing unwanted behavior but also the important thing is about promoting the intended outcomes. Reducing high-risk behavior is the core of the PYD framework, recognizing low-risk behavior as part of the development of healthy youth through sports.

Sports psychology researchers have worked hard to better understand how sports can be structured to encourage positive youth development (PYD). Sport has also been identified as a favorable environment for promoting PYD, because it is the most popular outside school activity for youth [57], [81]. Such information can promote sports as a place where young people can develop their life skills and further persuade their parents to involve their children in sports [82]. Petitpas, Cornelius, Raalte, & Jones [83] put forward that sport can provide a basis for youth to learn about themselves and acquire skills that are proven to be useful for their future. This view is shared by others who argue that sport can challenge and motivate people in ways that are not found in other life teachings, such as school and work [84]. Most research only focuses on benefits for physical health. However, it has also been recognized that sports can contribute to public health beyond physical [85], [86]. For example, scientific evidence claimed that doing sports and physical activity are not limited to physical. However, it is also beneficial to other domains such as social, psychological, and intellectual learning [87]–[93].

The non-physical result of sports participation is another form of the development of life skills. Bean & Forneris [94] argued that it is essential to teach life skills in programming youth activities intentionally. It is because the findings provide evidence that doing so allows youth to have higher opportunities for a supportive environment (for example, active involvement, skill development), interaction (for example, collaboration, leadership), and involvement (for example, planning, reflection), and encouraging PYD (Positive Youth Development) results. Considering the importance of a person's life skills in increasing PYD shows that skill transfer is the key of the PYD program through outdoor education (OE) activities because the activities involved are a vital step in achieving maximum results to increase PYD [77], [95].

Outdoor education (OE) included in sports activities can make a unique contribution through various experiences with others and can be conducted in a challenging environment that allows people to increase

their personal beliefs, attitudes, and values when living and learning with peers. In OE, students work in small groups to learn subjects such as science or arts through field-based studies or challenging explorations and utilize individual abilities for overall group development. The learning process in OE is basically done by giving the broadest opportunity to gain direct experience, controlling the sound concepts and knowledge that related to humans and natural resources, as well as life skills resulting from goal setting, time management, emotional skills, interpersonal communication, social skills, leadership and problem solving that reflects human and natural harmony.

There are three main concepts of outdoor education (OE), namely the concept of the learning process, the concept of activities outside the classroom, and the concept of the environment. First, the concept of learning implies that learning through activities outside the classroom is an interdisciplinary learning process through a series of activities designed to be carried out outside the classroom. This approach consciously exploits the potential of the natural setting to contribute to physical and mental development.

Increasing awareness of reciprocal relationships with nature, the programs can change attitudes and behaviors towards nature. Second, the concept of outdoor activities uses an approach using outdoor life.

Camping activities provide students with opportunities to acquire and master various forms of basic skills, attitudes, and appreciation of various things found in nature and social life. The activities outside the classroom might be in the form of camping, hiking, exploring, rowing, fishing, cooking, studying nature, living in the countryside, primitive living, crafts, etc. Third, the concept of environment refers to ecological exploration as the mainstay of living things that are interdependent with one another. In the end, it is expected that the activities carried out will inspire and give more information to researchers to promote youth development through sports (outdoor education) [96]. The activities designed are programmed to achieve objectivity in general objectives, which are primarily intended to support the development of social attitudes and social relations. It can be done by involving PYD and life skills improvement consisting of goal setting, time management, emotional skills, interpersonal communication, social skills, leadership and problem-solving through OE activities.

3. Conclusions

The principle of learning life skills includes four pillars of education, namely, learning to know (learning to know something), learning to do (learning to do something/work), learning to be (learning to be a real human being), learning to live together (learning to live together in the community). In line with outdoor

education's principles as a means to educational approach through direct experience guided by the environment using its resources as learning material, this is a learning approach that emphasizes direct and concrete guided experiences through various activities or authentic conditions with the environment learning material [35].

Life skills are skills that practically can equip an individual in overcoming various kinds of life problems. These skills include aspects of attitude, which include physical and mental, as well as vocational skills. Life skills produce health, well-being, creativity, a refreshing way of living, and positive attitudes that reflect harmony between humans and nature. Outdoor education (OE) aims to promote social and personality development, promote life-themed things and cooperation in life skills through activities that provide adventurous challenges and fun/comfort and provide opportunities for individuals to express their abilities, learn new things, and develop positive attitudes and advance more awareness about the environment. Moreover, UNESCO proposed four pillars as the foundation of education, namely learning to live together, learning to know, learning to do, and learning to be.

Life skills-based curriculum development requires a balance between theory and practice. Students develop an understanding of the relationship between their knowledge and its application in everyday life. Life skills-based curriculum development is done by identifying the life skills needed by young people to face real life in society. Furthermore, the main topics or scientific topics are identified, which are then packaged in the form of subjects. What is learned in each subject is expected to shape the life skills needed when the students enter real life in the community. Besides, there must be sports organizations in curriculum development that encourage or support to take initiatives and can help to create information products (e.g., life skills curriculum). The information produced is expected to be integrated into outdoor education programs. With the four benefits provided by outdoor education (OE) namely Recreational programs, Educational programs, Developmental programs and Therapeutic/redirection programs will affect the integration of life skills into OE programs. These OE activities become an essential activities for students and the community to get to know nature more closely. It is possible for young people or students to interact with nature so that they are expected to be able to practice life skills and improve positive youth. It is believed that many other countries have implemented OE in their educational curriculum. The implementation is parallel with the PYD's ultimate goal, to prepare and involve young people in opportunities that will give them the strength and quality needed to develop their careers in the future [97].

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