

DESCRIPTION OF OUTBOUND MANAGEMENT TRAINING FOR STAFF IN REPRESENTATIVE BKKBN BENGKULU PROVINCE

Corien Akwari Febrianti¹, Ultari Addie Syahputri² & Vinny Cahyani³

corien.akwari.febrianti@upi-yai.ac.id¹, t.addiesyahputrie@yahoo.com², vnieceahyani88@gmail.com³

Faculty of Psychology

Program Study Masters Psychology Profesi (PSMPP)

University Persada Indonesia YAI

Jakarta, INDONESIA

ABSTRACT

An employee needs the training to develop their knowledge, skill and ability such as: Outbound Management Training (OMT). This training could be done in outdoor activities, that the employee free from their duty and become themselves. This training could be influenced by the stage, such as: conditioning, games and reflection; the aspect, such as: management, activities and the facilitator. Beside that, OMT can produce best response of respondent, such as: intelligent, tough and teamwork. This researched is aimed to analyze the description of Outbound Management Training, which produce response like intelligent, tough and teamwork for staff in Perwakilan BKKBN Bengkulu Province. This is the survey research which is taking sample from a population of 30 personel of staff in Perwakilan BKKBN Bengkulu Province, that they don't know about OMT before. The methods are qualitative research that consist of interview, observation, and questioner. The results of the research are: 1) The respondent agrees that the OMT has 3 Stage, 2) The respondent feels better that OMT use the Aspects, 3) Respondent OMT can develop: intelligent, tough, teamwork.

Keywords: The Outbound Management Training, Stage, Aspect and Response of Respondent.

INTRODUCTION

According to Riggio (2009), training is a training activity that increases employee awareness and tries to increase understanding of all people from different backgrounds and to change negative things into positive attitudes and behavior. Training such as learning is carried out throughout life at work, therefore organizations need to understand what the needs of workers or employees are so that they become more competent, where the training carried out is more focused and specific in preparing programs (Riggio, 2015 in Industrial / Organization Psychology).

Fred Luthans in Organizational Behavior (2012:274) states that David Mc.Clelland in determining the characteristics of high achievers uses children's games, such as throwing a bracelet a certain distance. People who have achievement motivation will throw a distance that is calculated and is a challenge for them.

According to Randall S.Schuller (1996:343) one form of training is Experiential Board Games, where someone plays the games directly, then the results of the game will be interpreted in the debrief process. The facilitator immediately provides stimulants so that training participants can describe feelings and values that can be taken to apply in the world of work, as is done by Microsoft. Outbound Management Training (OMT) is an effective method in building understanding of the

concept of behavior development (Ancok, 2002). OMT uses a complex life simulation method to make it simpler, uses a learning approach through experience, and uses games with lots of fun. According to Irwansyah (2004) OMT develops human resources in order to take initiative, improve leadership skills, communication, decision making and group collaboration. Budi (2012:3) outbound is a planned activity designed to develop the potential of children and adults. Children who take part in outbound activities will be more confident (Abdulhak, 2002).

However, in the realization of implementing OMT activities there are many problems and shortcomings. According to Djamluddin Ancok (2002), there are many complaints from outbound participants that they do not know the benefits of Outbound Management Training (OMT), how OMT relates to activities in the workplace. Apart from that, he continued, many organizers do not understand group psychology issues, management issues and learning from experience (experiential learning).

The results of interviews from several outbound service users explained that they felt dissatisfaction with the outbound organizers, including: Susliana (January 2012) stated that in the outbound implementation that she carried out, it was seen that the organizers, especially trainers and facilitators, were not well prepared and needed to be continuously commanded, so that initiatives needed to be carried out. improved and activities do not run rigidly. Bambang (February 2012) stated that he felt the weaknesses in implementing OMT were more to problems with facilities and infrastructure, such as unorganized snack and meal times, menus that did not match the needs and requests of outbound users, so that this undermined the meaning of OMT activities. In addition, the initiative from the organizers to condition the difficult situation that still does not exist, so that while waiting for one activity to another, the participants get bored.

Totok (January 2012) stated that in implementing OMT there is a need for good meaning of activities/reflection so that participants are able to understand the meaning of the games they play and are able to apply them in the world of work. Juraida (January, 2012) stated that facilitators and trainers are figures/role models when OMT is running, so supportive attitudes and behavior need to be had by facilitators and trainers. Mastery of the material and OMT objectives must also be owned by the Outbound organizing team so that the activities carried out lead to the OMT objectives.

The various problems above can be concluded that OMT needs special attention in planning and implementing management of OMT activities. The success of OMT is seen from various aspects starting from supporting infrastructure, such as food, snacks, equipment, audiovisual, then reliable instructors, facilitators and staff. The activity stages that are seen by outbound participants and become supporting factors are the form of activity in the form of conditioning, games and reflection or meaning-making in accordance with the participants' needs and conditions.

Outbound is felt to be meaningful if at the end of the game the instructor and facilitator can guide participants to express feelings and values that can be taken from the outbound activity. Staff within the BKKBN Representative of Bengkulu Province have never conducted Outbound Management Training (OMT), even though based on the results of interviews with several Heads of Division and Head of BKKBN Representative for Bengkulu Province, OMT can improve the BKKBN's organizational values, namely Smart, Tenacious and Partnership.

Based on the background of the problem described above, a problem was formulated in this research, namely: What is the description of the implementation of Outbound Management Training (OMT) which applies a Smart, Resilient and Partnership (CUK) work culture for staff in the BKKBN Representative environment of Bengkulu Province.

RESEARCH METHODS

Based on this research, we know that qualitative research implies a naturalistic and interpretive perspective on what is being researched, and in this type of research it is explicitly allowed for close interaction between the researcher and those being studied. Sugiyono (2011: 7) states that the qualitative method is also called the artistic method, because the research process is more artistic (less patterned) and is called an interpretive method because the research data is more concerned with the interpretation of the data found in the field. Researchers used structured interviews and unstructured interviews in obtaining the formulation of problems related to the implementation of Outbound Management Training (OMT) and also structured interviews in obtaining research data and research results. The interview guidelines are attached.

Interviews were conducted prior to the implementation of the research with the Head of Bengkulu Province BKKBN Representative, Head of KS-PK, Head of Population Control and Head of KB-KR and Head of Legal and Personnel Sub-Division. Results of interviews with the Head to find out about organizational values or culture that need to be improved from employees who will carry out OMT. Interviews with several Kabids obtained data about OMT experiences carried out by the Kabid along with the benefits and expectations of OMT implementation that had never been carried out by staff within the BKKBN Representative Office of Bengkulu Province.

Interviews were conducted in this study to collect data regarding problems in Bengkulu Province BKKBN Representative employees, training that had been carried out at Bengkulu Province BKKBN representatives and employee work attitudes so as to obtain the specifications of participants who took part in OMT from each field along with the names of the participants also through results of interviews before conducting the research. Interviews were conducted with the Head of the Legal and Personnel Subdivision of the Bengkulu Province BKKBN Representative. Participants after carrying out the OMT were also interviewed to see the results of the activities in terms of stages, aspects and responses related to their organizational culture. This type of structured interview was conducted on 3 participant respondents.

In this study, researchers used participatory observation and structured observation where researchers were directly involved in research and used a structured system in carrying out outbound management training. Researchers participate in carrying out OMT as observers, and in the world of work researchers come into direct contact with OMT participants who are employees of the Bengkulu Province BKKBN Representative. When carrying out OMT the researcher acts as an observer, observing the stages in OMT starting from the conditioning, playing and game reflection stages then aspects including OMT management, facilities and infrastructure, game management and EO, the role of instructor and administration as well as how enthusiastic the participants are and the development of a good smart organizational culture, tenacity and partnership. Researchers made observations by carrying out OMT for 1 day.

Before and after the implementation of OMT, researchers also carried out unstructured and participatory observations to see the condition of OMT participants who were staff within the BKKBN Representative Office of Bengkulu Province. Before implementing OMT, researchers directly observed staff activities which included the Smart, Resilient and Partnership organizational culture, 1 week before implementing OMT activities. After implementing OMT, researchers observed the effects of behavioral changes that describe the organizational culture of Smart, Resilient and Partnership staff after participating in OMT. The time needed for researchers to observe after the activity is 1 month after the OMT activity, to see whether there are changes in participants' attitudes and behavior. The questionnaire was given to dig deeper into the knowledge, attitudes and behavior of participants in developing a Smart, Resilient and Partnership organizational culture as well as knowledge about OMT through a questionnaire before implementing OMT. After implementing OMT, the researcher gave back a questionnaire regarding the results of the evaluation of activities both in terms of OMT aspects, which include: conditioning, games and game reflection as well as stages of OMT activities, which include: management, managed activities, staff energy. Participants also received a questionnaire about organizational culture which includes Smart, Tenacious and Partnership which can be grown from the OMT process.

The population to be researched is BKKBN Representative employees of Bengkulu Province who have the following characteristics:

1. Work period of 1 year or more.
2. Position: staff.
3. Need to increase achievement motivation.
4. Have never participated in outbound training.

In this study, the sample taken was 40% of the total population. The OMT sampling technique is the Proportional cluster sampling technique, with Simple Random Sampling. This technique is taking sample members from the population randomly without paying attention to strata without being random, so that a sample is obtained like a table.

Tabel 3.1. Number of Population and Samples of OMT

Information	Population	Sample (40%)
Secretariat Field	24 Employees	10 Employees
ADVIN Field	14 Employees	6 Employees
KS-PK Field	11 Employees	4 Employees
KB-KR Field	11 Employees	4 Employees
Balatbang Field	16 Employees	7 Employees
Population Control Sector	11 Employees	4 Employees
Amount	87 Employees	35 Employees

Source: Representative of BKKBN Bengkulu Province 2012

The OMT sampling technique in the implementation and observation process is Proportional Cluster Random Sampling (Sekaran, 2006) which is a sampling method that has heterogeneity among group members. Then the sample was stratified so that it could be selected proportionally, namely 40% of each part. This is based on performance assessment data submitted by the Head of the Legal and Civil Service Subdivision, that of the 87 employees representing the BKKBN of

Bengkulu Province, there are 40% or 35 people who need motivation with Participate in Outbound Management Training activities. The interview process used a sample of 7 people, namely: Head of BKKBN Representative for Bengkulu Province, Head of KS-PK Division, Head of Population Control and Head of KB-KR Division as well as Head of Legal and Personnel Sub-Division and 3 OMT activity participants. Descriptive analysis displays a meaningful form that helps to: understand the characteristics of a group in a particular situation, think systematically about various aspects of a particular situation, provide ideas for further investigation and research, and/or make certain simple decisions. Researchers carried out descriptive analysis based on theory and combined previous knowledge and then tested the data through conducting interviews and observations as well as questionnaires at the beginning.

The next stage of research implementation is in the form of Outbound Management Training activities which are described and analyzed so that observation data per individual is obtained. The researcher gave a questionnaire after implementing the OMT, then accompanied by interviews and observations over a certain period of time as material for research analysis.

Test the validity of descriptive analysis using questionnaires, interviews and observations. Of the 35 participants who were to be researched, it turned out that only 30 people were able to take part in OMT activities.

RESEARCH RESULTS AND DISCUSSION

Research Result

This study aims to understand about Outbound Management Training (OMT) activities. The first sub-chapter is an explanation of the general description of the research location, the vision and mission of the organization, the number of employees at the Bengkulu Province BKKBN. The second sub-chapter is an explanation of the aspects and stages of the Outbound Management Training as well as participant responses that describe the organizational culture, namely: Smart, Tenacious and Partnership (CUK) based on the results of OMT implementation and interviews with Leaders, Head of Division, Head of Section, and Staff at Provincial BKKBN Representatives Bengkulu.

The aspects presented include: management, activities and staff while the stages of OMT activity are based on the conditioning, playing and reflection stages. The third sub-chapter is a discussion of the results of the research.

Researchers hope that the Outbound Management Training activities carried out will provide changes in the Smart, Tenacious and Partnership organizational culture in a better direction for staff. The research results were deepened through interviews conducted by researchers with the Head of the Bengkulu Province BKKBN representative, several Heads of the Bengkulu Province BKKBN Representative, and heads of the legal and personnel sub-sectors as well as OMT activity participants. Researchers also carried out observations and gave questionnaires to staff who took part in OMT activities, after the implementation of OMT.

The description of this study is to show an overview of the stages and aspects of OMT to produce participant responses in the form of a Smart, Tenacious and Partnership organizational work

culture within the Bengkulu Province BKKBN. An overview of the OMT stages at the Bengkulu Province BKKBN can be seen from the stages of conditioning, games and activity reflection.

Conditioning Stages

Conditioning is the stage of preparing the participants' physical and mental conditions with various activities so that they can optimally carry out OMT as quoted from Ruth (2012, June 23) accessed from www.kaskus.co.id/showthread. The forms of activity range from rhythmic gymnastics, agility and speed games, making chants, etc.

Participants who were initially still accustomed to routine conditions were directed to enter conditions that were out of the ordinary, fun and exhilarating conditions. The unification of the atmosphere for all participants who came from cultural, educational and different backgrounds was carried out with various kinds of ice breaking games, such as: How are you?, Happy here, happy there, and enthusiastic applause. Next, so that participants are able to prepare their physical condition, rhythmic exercises are carried out guided by the facilitator.

Game Stages

Game stages are stages of activities carried out in various activities that are in accordance with the objectives of the training. The preparation of training activities should be related to group dynamics and the behavior that appears in the game. OMT conditioning with Bruce Wayne's FSNP theory, states that the Forming, Storming, Norming and Performing (FSNP) theory can be found that the game stages are stages of storming formation (accessed from [Outbound activist notes.blogspot.com/view/classic](http://Outboundactivistnotes.blogspot.com/view/classic), 2012). The second phase in group formation is marked by the emergence of conflict and polarization/entrenchment, both regarding personal issues and emotional responses in response to the assignment process to achieve group goals. This behavior reflects personal rejection or nonconformity to group interdependence and task achievement requirements.

The game consists of 3 types, namely throwing the ball, blind people and wayang orang. The ball throwing game requires that each ball thrower must say thank you to the previous thrower and who they will throw to. In this game the respondent looked very enthusiastic, but sometimes encountered difficulties, when he was surprised to receive the ball because he was not prepared and lacked concentration. If they make a mistake, participants must apologize by shaking hands with all participants. The aim of this game is to set a strategy so that the ball can be thrown evenly and received by all group members.

The second game is blind people, where the group is divided into 2, 1 part to be the blind person whose eyes are closed and 1 part to be the guide for the blind. Showing the way only uses the mouth, no hands. Blind participants must follow the direction of the guide and collect the letters scattered in a game area randomly. Participants in each group are expected to be able to collect all the letters and form the writing of the BKKBN organizational culture, namely intelligent, tenacious and partnership.

All groups compete with each other and play a role in wanting to achieve the best, so that they are able to produce BKKBN organizational culture writings. The faster group was able to organize strategies and work together by placing blind people to compose organizational culture sentences,

while other participants competed to get as many scattered letters as possible. Guides must be able to understand the condition of blind people and provide appropriate directions so that blind people can carry them out. The blind must be able to interpret the instructions from the guide.

The third game is wayang orang, where participants are expected to blend from one group to another. 1 participant becomes a puppet that will be moved by all his friends. Then the puppet must follow the puppeteer's movements, using tools and materials in the form of rope, bamboo. Participants work together to direct the puppet so that it doesn't fall from its place and are able to pick up scattered letters and form them into the sentences Smart, Tenacious and Partnership.

All participants try to work together to form a stand for the puppets which consists of bamboo made in a triangular shape with ropes. Then the ropes are tied as many as the number of participants, so that the end of the rope can be held by all participants. When the puppet and its stand are ready, the puppet holds on to the bamboo and follows the direction where the puppet is pulled/directed by the participant towards a point where the letters are placed which must be taken and arranged into the BKKBN organizational culture, namely Smart, Tenacious and Partnership. Finally, wayang was successfully executed and was able to form Smart, Tenacious and Partnership sentences. All group members have succeeded in setting strategies, working together in carrying out tasks for the tasks of each given game.

The game is carried out by prioritizing group cooperation, all group members collaborate with each other and develop their potential. Mc.Callin (2009) states that groups that collaborate with each other focus on solving problems, coordinating with each other and learning together.

Game Reflections

Game reflection is the meaning of the game that can be learned in everyday life and the world of work. During the game at each post, the facilitator at the end of the game at each post provides facilitation so that all participants can learn lessons from each game, why it can be successful and why it can fail.

Game reflections are given to participants at the end of each game by the trainer. Participants are asked to discuss what can be interpreted from each game. Participants are able to explain what factors cause the failure and success of a game. Each participant was directed to express his opinion and feelings. Then concluded by the trainer, what are the values that can be obtained from the game to be applied in life in the world of work.

At the end of all activities, a reflection activity was carried out, where the trainer gave various slides about the meaning of life, in the form of contemplation of a candle and a mother. This activity is to provide enlightenment for participants and inspire enthusiasm for work for participants, in addition to increasing the participants' emotional spirituality.

Conditions for Critical Aspects of OMT Success

Infrastructure, Including Management of Activity Tools, Property Management, HR Management

The implementation of OMT activities was previously preceded by a committee meeting, facilitators and trainers. Several activity tools are inventoried and recorded in detail. Then

determine the places where the activities will be carried out, starting from the conditioning, namely the opening which will be carried out in the indoor space. Which was continued on the back page of the Bengkulu Province BKKBN Representative. The first and second games were held in the front yard of the Bengkulu Province BKKBN Representative, while the third game was held in the middle yard. Reflection is carried out according to the place of the game. While the contemplation and closing as well as the distribution of prizes were carried out in the indoor room.

The appointment of the committee, documentation section, equipment section, consumption section, facilitator, observer and trainer was also carried out. Each committee has different roles and functions and is explained in the existing job descriptions. The time schedule and run down of activities are provided in detail and completely with the committee responsible for the program, so that there is no overlapping of work.

Activities Managed Include Event Organizer, Food and Beverage, Maintenance and Engineering, Budget & Accounting Control as Well as Security, Safety and Parking

OMT activities are a series of activities for an event, so that the activities take place in a fun and not boring way. Several small games, in the form of shouts, clapping and witty humor were prepared by the committee, so that the atmosphere of the OMT event could raise enthusiasm.

Food and drinks are also packaged attractively, each participant gets a drink bottle which must be worn during the game, refilling can be done independently by placing a gallon at a certain point. Snacks are given at the beginning of the activity and at the end of the activity, while for lunch they are made in a large tray for each group, so that there is a sense of togetherness to enjoy the meal in the group. Garbage is conditioned to be disposed of in a large plastic bag that is given to each group.

Equipment related to games has been provided in each playing area, especially for games that require security, such as in the third game, the committee checked the condition of the bamboo, which is strong enough to hold the weight of the puppets and the ropes are strong, so they don't break easily to pull the puppets. As for indoor activities, the committee has prepared a sound system that supports and is in focus as well as seating patterns that focus on the front.

Safety and comfort for the participants were positively ensured. Before starting the game, mobile phones, wallets, watches, etc. were put in plastic for each person, recorded by the committee and entrusted to the committee. So that participants don't feel anxious about their valuables, at the end of the activity all items are distributed again. The parking position, both for the participants and the committee's operational vehicles, has been prepared in such a way that it is safe and does not interfere with OMT activities.

Staff Personnel, Including; Instructor and Administration

Staff, including instructors who are commonly referred to as trainers, have also prepared the material to be delivered. While administrative staff, whose function is to record administration starting from activity attendance, activity participant assessments, observation results, evaluation results and evaluation of the implementation of participants trying to carry out their duties properly.

Respondents' Responses in the Questionnaire Regarding the Implementation of OMT

Participants were given a questionnaire by the researcher after the implementation of the OMT, in which 30 people completed the questionnaire. Participants filled out 3 parts of the questionnaire, namely stages, aspects and participant responses. The explanation of the three questionnaires is:

1. Activity Stages Questionnaire

The results of the questionnaire showed that the activity stages carried out in the OMT activities had gone well, in terms of conditioning an average of 4, where the participants felt that the games at the beginning of the activity were able to break the ice and make the participants excited to start the game stages. At the game stage the average is 4.3 where the participants carry out the game with enthusiasm and enthusiasm in completing challenges with the group in the three games.

Game reflection has an average of 4.3 which is good. Participants are able to interpret the activities and reflect on the game in their daily activities. The questionnaire assessing OMT aspects, obtained an average score on management assessment, especially in terms of managing activity tools with an average of 4, property management with an average of 4 and HR management with an average of 4. Game as an aspect has details aspects, in the form of event organizer with an average of 4.3, food & beverage with an average of 4.3. Maintenance and engineering with an average of 4.3 and budget & accounting control with an average of 4.3. Security and parking conditions are also good with an average of 4.

The staff aspect, which consists of instructors and administrative staff, already has good skills. This can be seen from the average results of the questionnaire, where instructors score 4 and administrative staff score an average of 4. In general, in terms of aspects The activities have been carried out well, seeing that the average for each aspect is more than 4.

2. Participant Response Questionnaire

Participant responses in terms of smart, tenacious and partnership work culture for OMT participants have the potential to be developed. The results of the participant questionnaire show that intelligent culture has an average of 4, tenacious culture has an average of 4.3 and partnership culture has an average of 4.3. OMT is able to create games that lead to a smart, tenacious and partnership attitude in the participants when completing challenges. The participant response questionnaire table is attached. Respondents' responses in interviews.

The results of Outbound Management Training Research Data Analysis were obtained from the results of interviews, observations and questionnaires conducted by researchers. The results of interviews conducted with the Head of the Bengkulu Province BKKBN Representative obtained data that BKKBN Representative employees needed increased motivation and cooperation through OMT activities. He hopes that the theme of the OMT activity is Smart, Tenacious and Partnership in accordance with the BKKBN Culture. So that packaged games are able to increase the intelligence of participants with the ability to set strategies for each game so as to get the best results. The value of tenacity in the game can be seen from how the participants want to keep trying other ways, without knowing despair when they fail. Partnership relates to the ability of participants to work together and synergize with other participants so that after OMT participants are able to work together with colleagues, superiors, work partners and the community.

3. Interview with Leaders

Interviews with several Heads of BKKBN Representative Divisions for Bengkulu Province stated that OMT is an experience in itself for the participants so that it can be applied in the world of work. So far, employees have worked quite well, but need to improve with OMT. The Head of Population Control stated that the effect of OMT was positive for developing work motivation for employees. He supports the implementation of OMT for employees who have never had OMT, so that it will create togetherness and work enthusiasm. Employees after OMT will feel fresher in their personal condition, feel fun and refreshed so they get out of routine.

The Head of the Civil Service and Legal Subdivision also explained the situation that most of the Bengkulu Province BKKBN employees had never participated in OMT activities, and hoped that this activity would result in an increase in employee performance. Personal and character analysis during the OMT game can provide input for staffing to develop employee potential in the future.

From the OMT results, data was obtained that participants felt an increase in work enthusiasm and motivation. Most of the participants who were successfully interviewed stated that OMT developed the ability to get to know the work team well, participants were able to express ideas well. Participants felt they could understand the importance of developing self-confidence, so they were able to communicate actively with other people. Problem solving in each game creates various strategies that participants must carry out, this is useful for participants when they are in working conditions. Participants feel more able to organize various strategies in solving problems.

Participants also explained that they were starting to be able to accept input and criticism from other people and tried to introspect themselves on what they had done so far. Participants have the desire to continue to improve themselves at work.

DISCUSSION

This section of the discussion will describe a scientific review of the stages of OMT, aspects of OMT and participants' responses to OMT activities at the Bengkulu Province BKKBN Representative. The discussion is described based on the results of interviews, observations and questionnaires conducted by researchers with leaders such as the Head, Head of Division and Head of Sub-Division at the Bengkulu Province BKKBN Representative as well as all respondents who participated in the Outbound Management Training activities.

Game

The participants were enthusiastic in carrying out the Outbound Management Training game, where the games were felt to be varied and not boring, this can be seen from the results of the questionnaire 83.33%. The games that were carried out were able to develop togetherness in a team, as well as togetherness for all participants, was revealed in the 66.67% questionnaire, which means that it is enough to give a sense of trust in the team so that they understand the importance of trust with co-workers. The form of all games is in the form of competition, giving rise to a sense of healthy competition between groups to be the best. This was felt by the participants to develop a spirit of competition which has the potential to be developed in the world of work 66.67%.

Games are full of challenges and require creative strategies, so participants try to think of the best way to solve existing challenges. In the questionnaire, 66.67% of participants felt there was a

challenge in the game. Challenges in games create openness with friends and develop self-confidence, so that leadership potential can develop.

Communication that needs to be developed and leadership potential that needs to be honed are a form of the characteristics of the storming stage, where participants have conflict and distrust, but in line with the process experienced by the participants, norms will form in the group. Trust with colleagues is evidence that the process of the norming stage where there is interdependence to achieve common goals. The form of mutual trust and openness with co-workers is the development of attitudes from these two stages.

Game Reflection

Outbound management training participants feel the need for reflection on the game, so that they have the opportunity to have an opinion in interpreting the game. This is shown by the questionnaire results of 83.33%, participants are starting to be able to provide input and receive criticism from teammates regarding activities carried out in the game with a score of 66.67%. These results are in accordance with FSNP theory, so the reflection stage of this game produces a performing phase where new structures/relationships are formed between group members. The issue of differences of opinion/views has been resolved. Mutually agreed rules become flexible and more functional, and group energy is focused on achieving common goals.

The form of performing in this research is that OMT participants begin to introspect themselves, understand and try to improve themselves and are willing to be open and accept criticism well. The group also became focused on achieving goals to understand the meaning of OMT activities which can be applied in the world of work.

Aspects of Management Activities

OMT activity participants could see that activity management in the form of activity tool management, property management and HR management was quite good, according to the results of the questionnaire 66.67% of the participants who filled out scores 4 and 5 (good and very good). This means that although there are still some shortcomings in terms of management, the OMT Team has tried to manage activity tools well.

The location and location of OMT, both indoors and outdoors, the participants thought that property management and HR management in OMT had also been going well. This is in accordance with the results of the top two boxes of 66.67%, where the outdoor area is comfortable and shady, as well as the atmosphere in the room which is also quite comfortable and the lighting is good, so the OMT process runs enthusiastically.

Game

Game activities managed by the Outbound team are in the form of event organizer activities, where the games presented according to the participants are unique and fun, this can be seen from the questionnaire at 83.33%. Then OMT activities are supported by snacks according to the needs of the participants, drinks are also provided at any time for the participants where participants are given bottled mineral drinks that can be refilled. Participants also felt that the lunch menu was in accordance with the wishes and needs of participants who needed sufficient food intake. The lunch menu includes chicken, fish and vegetables as well as fruit and the form of presentation is unique,

where each group gets lunch in the form of food in winnowing, so that it can create togetherness when the group enjoys eating together. This can be seen from the participants' assessment in the questionnaire of 83.33%.

The equipment and supplies that support gaming activities have been placed by the committee in accordance with standards and are quite adequate. Starting from conditioning activities, games to reflecting on activities, the equipment provided by the committee satisfied the participants, along with supporting equipment such as: sound system, electronic equipment such as: laptops, infocus and room lighting were able to support OMT activities to be more lively. Participants gave an assessment in the questionnaire of 83.33% in terms of OMT equipment.

Every activity requires good financial management, so that activities can run smoothly and regularly. In the BKKBN Representative OMT activities of Bengkulu Province, the committee appointed a treasurer who recorded the finances of the activities. Starting from expenses in the form of equipment that must be prepared, food and drinks as well as honorarium for the committee prepared by the OMT treasurer, so that activities run smoothly. Participants can see the regularity of activities and do not disturb the OMT finances which have been recorded and processed properly by the treasurer. Questionnaire assessment of 83.33%.

The committee tries to provide participants with a sense of security from the start of the activity. When participants head to the OMT location, a parking area has been prepared so that it is neat and orderly and does not interfere with the progress of activities. Participants enter the indoor room which is conditioned as safe and comfortable as possible, after the opening of the activity and before starting the ice breaking on the field, the committee gives plastic to each participant who will deposit valuables, in the form of cellphones, wallets, glasses, money, etc. which are then given names. This aims to prevent loss for participants. The impact on participants was very positive, because participants felt quite safe and ready to play in OMT activities, this was supported by a questionnaire percentage of 66.67%.

The strategic implication of Outbound Management Training (OMT) research is that Outbound Management Training can develop the motivation and cooperation of all participants, so that it can be applied in the world of work. Management of Human Resource Development needs to be developed optimally so that the quality of human resources also increases, one way of developing it is through training.

Outbound Management Training is a form of training, where participants can experience experiential learning which can later be applied in the world of work. Research on Outbound Management Training (OMT) has provided input that OMT using research-appropriate stages and aspects can develop a work culture for BKKBN Bengkulu Province Representative staff, namely smart in attitude, tenacious when facing problems and partnerships in solving things.

OMT activities can be strategically implied to develop the effectiveness of activities by using OMT activity stages, in the form of conditioning, play and game reflection. While aspects of OMT activities that need to be carried out include: management, in the form of activity tool management, property management and human resource management. Another aspect is games, such as: event organizer, food & beverage, maintenance & engineering, budget & accounting control, security, safety & parking. The final aspect is staff, such as instructors and administration. The stages and aspects of OMT can be used as guidelines for OMT organizers so that they can create OMT optimally.

OMT which is carried out in fun conditions and in the form of a game can be packaged for the world of work in order to improve motivational abilities, cooperation and performance, which are tailored to the needs of the company/agency. Apart from that, in the world of education, OMT can be used to develop curriculum for elementary, middle and high school students. Students will more easily absorb lesson material in conditions that are fun and in the form of games.

CONCLUSION

The conclusion of this research is that Outbound Management Training (OMT) can be implemented by looking at the stages of conditioning, games and game reflection. The conditioning stage is carried out before the game, aiming to lighten the atmosphere so that participants are ready to play. The game stage is a stage that is full of challenges and requires cooperation to complete. The game reflection stage is the final part of the activity, which aims to interpret the game in everyday life.

Outbound implementation can run optimally if you pay attention to aspects, including: activity management that is packaged well in terms of equipment, space and human resources. The next aspect is activities that are well managed, activities that suit the needs and attract the interest of participants, supported by management of supporting facilities such as food, drinks, financial management, security and parking. Aspects of staff who are competent and understand their duties, including: instructors and administration.

Participants' responses that can be obtained in Outbound Management Training activities for staff within the BKKBN Representatives of Bengkulu Province are: intelligent, tenacious and partnership. Intelligence is intelligent, precise, efficient and effective thinking behavior, while tenacity is an attitude of being serious in carrying out tasks, disciplined and responsible. Partnership is the ability to build networks and collaborate with other people.

OMT participants representing the BKKBN Province of Bengkulu, after being observed, showed a change in work culture towards smart, tenacious and partnership. This comparison of cultural changes occurs more often among female employees than male employees. However, for all respondents, it can be seen that the majority of respondents experienced a change in work culture based on Smart, Tenacious and Partnership.

SUGGESTION

After conducting research regarding the description of the implementation of Outbound Management Training in the representative environment of BKKBN Bengkulu Province, the researcher provided several suggestions, namely :

1. In order for Outbound to run optimally, activities can be carried out in accordance with the stages, namely: conditioning, play and game reflection.
2. In order for OMT to obtain output for the organization, the aspects that need to be considered in the implementation of OMT are professional activity management, activities are managed according to needs and attract and competent staff in their fields.
3. Representatives of the Provincial BKKBN to develop smart, tenacious and partnership attitudes can carry out Outbound Management Training (OMT) for all employees and use locations in the open, so that they are more open and refreshed for employees.
4. For BKKBN Representatives of Bengkulu Province, based on the differences in observation

results after the implementation of OMT, where female employees show more changes in the CUK work culture compared to male employees, this can be used as a basis for future organizational policy making.

5. So that other researchers can develop further research related to more specific Outbound Management Training, for example OMT is associated with job satisfaction, teamwork, work motivation, etc.
6. So that future researchers can conduct Outbound Management Training research by involving all employee components, from leaders to subordinates.
7. So that future researchers can conduct OMT research linked to the curriculum in the world of education.

BIBLIOGRAPHY

- Abdulahak Isaac. (2002). *Positioning Early Childhood Education in the National Education System*. PADU Newsletter. PAUD Scientific Journal, Edition 3, December 2002.
- Agoes Susilo. (2004). *Is Outbound Misleading?* Jakarta: Budi Scholar.
- Al-Madi, Al-Zawahreh, Al Sawadha. (2012). *The Implementation of Teamwork in Jordan*. European Journal of Economics, Finance and Administrative Sciences. ISSN 1450-2275 Issues 45.
- Amabile, M. (1985). *Motivation and Creativity: Effects of Motivational Orientation on Creative Writers*. Journal of Personality and Social Psychology. Vol. 48. No. 2, 393-399. Brandeis University.
- Ancok Djamaluddin. (2002). *Outbound Management Training*. Yogyakarta : UII Press.
- Ayi, S. (2009). *Development of a Competency-Based Outdoor Education Learning Model for Physical Education in Elementary Schools*. UPI Industrial Engineering Journal. Vol 10, No.2, Aug. 2009., 120-127.
- Arikunto, Suharsimi. (2009). *Research Management*. Jakarta: PT. Asdi Mahasatya.
- Asti, Muchlisin & Mulyono. (2008). *Smart Games for Outbound Training*. Yogyakarta: DIVA Press.
- Asti, Muchlisin. (2009). *Fun Outbound*. Yogyakarta: DIVA Press.
- BKKBN. (2011). *Guidelines for Implementing a Smart, Resilient and Partnership Work Culture within the National Population and Family Planning Agency*. Jakarta: BKKBN Personnel Bureau.
- Budi, Ika. (2012). *Utilization of Outbound Activities to Train Cooperation (As Moral Behavior) of Kindergarten Children*. Journal of PG PAUD FIP UNY.
- Carter, Parquet & Gallagher. (2012). *The Impact of Fluoride Application Training: Survey of Trained Dental Nurses From King's College Hospital NHS Trust*. Dental British Journal. Vol 212, E15, ISSN: 0007-0610, EISSN: 1476-5373.
- Cohen, H&Bailey, E. (1997). *What Makes Teams Work: Group Effectiveness Research from the Shop Floor to the Executive Suite*. Journal of Management. Vol.23, No.3, 239-290.
- Daymond, Christine & Holloway Immy. (2008). *Qualitative Research*. Yogyakarta: Bentang.
- Dessler Gary. (2010). *Human Resource Management*. Jakarta: PT. Indeks Fairholm, R. (2009). *Leadership and Organizational Strategy*. The Innovation Journal: The Public Sector Innovation Journal, Volume 14 (1), 2009, article 3. University of South Dakota, Vermillion, SD 57069.

- Fauzan. (2009). *The Influence of Motivation, Education and Training on the Performance of the Bengkulu Province Dispora Employees*. (Unpublished thesis). UNIB Masters Program, Bengkulu.
- Ginson, et al. (1984). *Organization and Management, Behavior, Structure, Process*. Jakarta: Erlangga.
- Hadi Sutrisno. (2001). *Research Methodology*. Volume 3. Ed 1. Cet 18. Yogyakarta: Andi Publisher.
- Handayani, M., Retnowati, S. & Fadila A. (1998). *The Effectiveness of Self-Knowledge Training Towards Increasing Self-Acceptance and Self-Esteem*. UGM Journal of Psychology, No.2, 47-55.
- Helmi, Biharul. (2006). *The Role of Education and Training and Its Influence on the Performance of Regional Secretariat Employees in the City of Pagar Alam*. (Unpublished thesis). UNIB Masters Program, Bengkulu.
- Hermawan. (2009). *The Impact of Team Work Performance Towards the Employee Productivity in Hu's Garden Restaurant (Enschede Netherlands)*. (Unpublished thesis). Petra University Masters Program, Jakarta.
- Honey, Peter. (2011). *Teamwork - Putting Behavior First*. Taining Journal.
- Irwansyah, Dewi (2004). *The Influence of OMT on Decision-Making Ability: a Study at PT. PLN (Persero) Region VI South and Central Kalimantan in Banjar Baru*. Journal of Business and Management. Vol.1, number 1, 2004.
- Jatmiko, Totor. (2007). *Physical Education Through Outbound*. FIK Scientific Journal, State University of Surabaya. Vol.1, No 2.v.
- Jones, K. (2001). *Successfull Teamwork*. Russian Journal, 331.
- Karina, Mira (2012). *The Impact of the Outbound Training Program on Increasing Self-Confidence for People With Disabilities in the Bina Netre Wyata Guna Social Institution*. (Unpublished Thesis). SPLB Undergraduate Program, Jakarta.
- Leung, R. (2011). *Factors Affecting Outbound Tourists' Destination Choice: the Case of Hong Kong*. Journal of Travel & Tourism Marketing, 28(5) 556-566. Hong Kong Polytechnic University.
- Luca, J. (2002). *Successful Teamwork: a Case Study*. Journal Daekin University. 640.
- Luthans, Fred. (2012). *Organizational Behavior*. Edition 10. Yogyakarta: Publisher Andi.
- McCallin & Mike. (2009). *Factors Influencing Team Working and Strategies to Facilitate Successful Collaborative Teamwork*. NZ Journal of Physiotherapy. Vol 37 (2) 61.
- Maulana, Ubaydillah. (2007). *The Effectiveness of Outbound Training in Improving Teamwork for Employees of PT. Bank Bukopin, Tbk*. (Unpublished thesis). UIN Masters Program, Jakarta.
- Mursidi. (2012). *The Effect of Education and Training on Employee Performance*. UMM Management Journal. pp 120-124.
- Outboundgallery. (2012, June). *Outbound Management Training*. Accessed from outboundgallery.blogspot.com.
- Outbound Activist. (2012, June). *OMT Conditioning With FSNP Theory from Bruce, W Accessed from Activist Notes Outbound*. blogspot.com/view/classic.
- Porter, D (2003). *Quantum Learning*. Jakarta: Kaifa.
- Riggio. 2009. *Industrial Organizational Psychology*. Fifth Edition. California: Pearson International Edition.

- Ruth. (2012, June 23). *Outbound*. Accessed from www.kaskus.co.id/showthread. Schuler, R & Jackson, S. (1996). *Human Resource Management*. Jakarta: Erlangga.
- Now Uma. (1992). *Research Methods for Business*. Jakarta: Salemba Sekaran Uma. (2006). *Research Methods for Business*. Jakarta: Salemba.
- Seokhwa Yuni, Jonathan & Henry. (2007). *Leadership and Teamwork: the Effects of Leadership and Job Satisfaction in Team Citizenship*. International Journal of Leadership Studies, Vol. 2 Iss. 3, 2007, pp. 171-193. School of Global Leadership & Entrepreneurship, Regent University. ISSN 1554-3145.
- Sexton, Thomas & Helmreich. (2000). *Perception of Errors, Stress and Teamwork*. American City Business Journal.
- Sudjijono, Budi. (2003). *The Effect of Outbound Management Training on Organizational Potential (Study On Employees of Bank Indonesia Surabaya)*. Journal of Business Strategy No 8.Vol 2, 177-188.
- Suherman, Ayi. (2011). *Development of a Competency-Based Physical Education Outdoor Learning Model in Elementary Schools*. UPI Portal Journal. Vol.12 No. 2.
- Suhur, Nuzuar. (2003). *Analysis of the Influence of Education, Job Training and Work Experience on the Performance of Bengkulu City Revenue Service Employees. (Unpublished thesis)*. UNIB Masters Program, Bengkulu.
- Sugiyono. (2001). *Business Research Methodology*. Jakarta : Alpha Beta Publisher. Sugiyono. (2003). *Business Research Methodology*. Jakarta : Alpha Beta Publisher. Sugiyono. (2004). *Business Research Methodology*. Jakarta : Alpha Beta Publisher. Sugiyono. (2011). *Quantitative and Qualitative Research Methods and R&D*. Bandung: Alfabeta.
- Sumardianto. (2010). *The Effect of Outbound on Anxiety (Anxiety)*. Journal of Research Methodology, 1-3.
- Sutrisno, E. (2009). *Human Resource Management*. Jakarta: Kencana.
- Tanco, Jaca, Viles, Mateo & Santos. (2011). *Healthcare Teamwork Best Practices: Lessons for Industry*. The TQM Journal. ISSN 1754-2731.
- Thaib Azrul. (2008). *Outbound Learning Management of Level IV Education and Leadership Training at the Bengkulu Province Education and Training Agency. (Unpublished Thesis)*. Bengkulu University, Bengkulu.
- Timple Dale, (1999). *Motivating Employees*. Jakarta: Gramedia.
- Omar Totong. (2011). *The Effect of Outbound Training on Increasing Self-Confidence, Leadership and Teamwork*. SPIRIT Scientific Journal, ISSN; 1411-8319 Vol. 11 No. 3.
- Xyrichis & Ream. (2008). *Teamwork: a Concept Analysis*. Journal of Advanced Nursing. Volume 61, Issue 2, pages 232-241, January 2008.