

Validation of Inventory Responses-oMR (IR-oMR) towards the Self-Assesment Instrument of Outdoor Competency (OCL-oMR) among the Co-curriculum Center Coaches in Malaysia

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Abstract

The aim of this study is to validate the newly developed Self-Assesment Instrument of Outdoor Competency (OCL-oMR) among the Co-curriculum Center Coaches in Malaysia. The Inventory Responses –oMR (IR-oMR) are purposely to evaluate and determine the goodness of OCL-oMR among co-curriculum center coaches in Malaysia. Ten head coaches of co-curriculum Center were selected to be the sampels. Findings showed contents validity $r=.82$ were recorded and the language validity were shown at $r=.83$. Overall, from these findings, it was found that the IR-oMR shown that the OCL-oMR among the Co-curriculum Center Coaches in Malaysia are valid instrument to measure the competency level of outdoor education coaches in co-curriculum center in Malaysia and the IR-oMR are significantly valid toward the outdoor competency (OCL-oMR).

Keywords: outdoor education, outdoor coaches, competency foundations, hard skills, soft skills, meta-skills and co-curriculum center, Inventory Responses – oMR (IR-oMR) & Outdoor Competency (OCL-oMR)

INTRODUCTION

Recently, the competency issues were debated among the community. In Malaysia, previous study failed to show the establishment of outdoor education competency research. The outdoor education and outdoor recreation are more focused on the effects of outdoor education programme, environmental attitude towards the outdoor camp (Md Amin, 2010; Omar, 2016), cohesion of outdoor education (Mazuki, 2010; Mohamad Norazizuddin, 2014; Jaffry 2012). According to Houge, Mackenzie & Brymer (2018), outdoor education gives the positive hedonic emotion towards the adventurous activities, improve effectiveness and individual competency. Besides that, outdoor education is seen as a fun experience, adventure towards the environment with the free conducive infrastructure to develop the positive feeling with avoid the negative emotions such as angry and sadness (Bilton, 2010). Today, outdoor education is define as one of the educational medium platform in teaching and learning base on experience (experiential learning) that uses environment medium as an education lab. According to Hickman and Stokes (2016) they said, outdoor education is define as adventure education, education programming, learning outdoor education, environmental education, adventure therapy and experiential education.

Almost every year, the demand of outdoor activities are high. There are 53.1% was recorded on 2019 (Md Amin, 2020) about the involving community towards the outdoor education activities

and outdoor recreation activities as a leisure time which can develop fitness, and also income profit. The high demand of outdoor activities directly gives a higher value to the outdoor education landscape in Malaysia. More agencies and company produces their outdoor coaches' expert base on their expertise. The high demand also involves universities and schools. In universities, outdoor education implemented in the course study and in co-curriculum activities (Md Amin, 2020)

According to the research question in this study shown, the responses instruments (*Response Inventory-oMR*) towards the competency instrument were developed by researcher. This phase are focused to the head coaches of outdoor education co-curriculum center toward the agreement development of Self-Assesment Instrument of Outdoor Competency (OCL-oMR). In this study, reseacher highlight the finding in this phase are secondary data that its looks like supporting data to concrete the development of Self-Assesment Instrument of Outdoor Competency (OCL-oMR). Reseacher used correlation and percentage to analyzed the data.

In phase measurement analys, researcher used the correlation and percentage (%) about the Self-Assesment Instrument of Outdoor Competency (OCL-oMR). For the finding of measurement will concrete the the argument about the development of self assesment competency toward to the co-curriculum coaches. To answer the research question in this study, researcher have been chosen n=10 head coaches of co-curriculum center in Malaysia.

Questionnaire selection

To answer the research question in this study, researcher used and adapted the instrument from the instruments customers satisfaction. This inventory instrument (*Response Inventory-oMR*) basically have 9 items was adapted and every items were represent 10 likert scale. The items will through the expert panels which is content expert and language expert. Reseacher were used semantic differential for validate the inventory and effectiveness of Self-Assesment Instrument of Outdoor Competency (OCL-oMR). This inventory are totally focused to the agreement and effectiveness of competency coaches towards the OCL-oMR instrument in Malaysia. Others, the contents validate process were pointed to ensure the inventory that were used are really truly valid to use. The process validation were involved three panel of experts and one panel language experts.

The purpose of the validation inventory of this responses to get know the responses of lhead coaches of outdoor education towards the inventory of OCL-OMR. From the findings outdoor competency intruments its can derive the outdoor education center to gain and raise the level of competency among coaches.

METODOLOGY

To conduct this study the researcher chose to use quantitative research method. In conducting this using quantitative method, the researcher uses correlation and the percentage to get the agreement percent among the head coaches about the inventory. According to Hashim & Raj (2018) to get the good value for content validity are by using the pearson correlation.

Research questions on the competency of outdoor education coaches

Based on the objectives of the research, this research aims at answering the questions whether is there any content validity agreement towards the development of instrument and model of level competency outdoor education coaches co-curriculum centre in Malaysia?

Research samples

To conduct this research, the researcher used the sample which is head coaches of outdoor education co-curriculum centre in Malaysia. In choosing the sample, the researcher used purposive sampling method.

Research design

A research design is used by the researcher with the intention of ensuring that the research reaches its objectives. In terms of the instrument, the researcher is still developing a close-ended question for the evaluation of agreement value that is being developed. The benefit of developing a standardized close-ended question to the respondent is that it eases the analysis where codes can easily be analysed by the computer (Morrow, Jackson, Disch & Mood, 2015). The researcher also chooses the 5-level Likert scale adapted to test and evaluate each individual outdoor education co-curriculum centre coach's level of agreement about knowledge, abilities and skills. There are five levels of scale set by the researcher, which are (i) Totally Disagree, (ii) Not Agree, (iii) Mostly Agree, (iv) Agree, (v) Totally Agree. Higher value of response shows high level of agreement about knowledge, ability and skill of an individual coach. Other than that, the researcher looks at this scale in a very wide perspective to evaluate one's opinion, reliability and attitude (Duckworth, 2016).

RESULTS

There were two stages of finding from the research question. Result at the first stage is about the validation process of panels of experts. Meanwhile, for the next stage findings are the percentage of agreements among the head coaches of outdoor co-curriculum center towards these research.

Table 1. Validation value

Panel/Item	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Total
Panel 1	7	8	7	9	8	7	9	9	9	.81
Panel 2	8	8	7	9	8	7	9	9	9	.82
Panel 3	8	9	7	9	8	8	9	9	9	.84
Overall										.82

Overall, panel of experts agreed that the inventory of responses are match and suitable to use towards the agreement among the head coaches towards the outdoor competency instruments (OCL-OMR) that was developed. Results shown all expert panels pointed the high score to the validation items which is Panel 1 = .81, Panel 2 = .82 and Panel 3 = .84. Overall results shown the validation value or score of inventory (Responses Inventory-oMR) are =.82 were highly recorded. It is shown that the items are validate to use.

Table 2. Value language panel expert

Panel/Item	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Total
Panel 1	8	8	8	9	8	8	9	8	9	.83

In other validation finding shown the language expert panel value pointed good score of validation. Panel language experts agree to validated the all items in inventory used a very good language with the suitable phase which is easy to understand. The score shown =.83 for all item. Meanwhile, at the second phase shown the overall percentage analysis about the agreement and the effectiveness of self evaluation instrument level of competency outdoor coaches co-curriculum center zone in Malaysia.

Table 3. Descriptive statistic

	N	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
S1	10	4.7000	.48305	-1.035	.687	-1.224	1.334
S2	10	4.6000	.51640	-.484	.687	-2.277	1.334
S3	10	4.8000	.42164	-1.779	.687	1.406	1.334
S4	10	4.7000	.48305	-1.035	.687	-1.224	1.334
S5	10	4.7000	.48305	-1.035	.687	-1.224	1.334
S6	10	4.8000	.42164	-1.779	.687	1.406	1.334
S7	10	4.7000	.48305	-1.035	.687	-1.224	1.334
S8	10	4.8000	.42164	-1.779	.687	1.406	1.334
S9	10	4.7000	.48305	-1.035	.687	-1.224	1.334
Valid N (listwise)							

In this frequency finding, overall respondents in this assessment phase pointed the agreement toward this inventory. They agree the self-assessment instrument were developed towards the outdoor education coaches Co-curriculum Center in Malaysia. Table 1.3 shown the frequency agreement towards the head coaches of Co-curriculum Center to the instrument developed through the inventory.

Table 4. Percentage (%) findings toward the outdoor education head coaches

Inventory 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3	30.0	30.0	30.0
	Strongly agree	7	70.0	70.0	100.0
	Total	10	100.0	100.0	

First analysis inventory shown, all respondents are agree with express consent about 30% agree toward the instrument of OCL-oMR and 70% express consent strongly agree toward the items were developed. For the first item inventory are evaluate how far the head coaches agree that instrument of competency the were developed OCL-oMR are the earliest instrument were developed in Malaysia.

Inventory 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	4	40.0	40.0	40.0
	Strongly agree	6	60.0	60.0	100.0
	Total	10	100.0	100.0	

For analysis inventory 2 shown, total of head coaches express consent their agreement about 40% agree and 60% strongly agree towards the item were developed through the inventory. This inventory 2 are express their consent that the instrument were developed of researcher are capable to measure the level of competency outdoor education coaches Co-curriculum Center in Malaysia.

Inventory 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	2	20.0	20.0	20.0
	Strongly agree	8	80.0	80.0	100.0
	Total	10	100.0	100.0	

For analysis inventory 3 shown, total of head coaches express consent their agreement about 20% agree and 80% strongly agree towards the item were developed through the inventory. This inventory 3 are express their consent that the instrument were developed of researcher are capable to help the head coaches to evaluate the outdoor education co-curriculum center.

Inventory 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3	30.0	30.0	30.0
	Strongly agree	7	70.0	70.0	100.0
	Total	10	100.0	100.0	

For analysis inventory 4 shown, total of head coaches express consent their agreement about 30% agree and 70% strongly agree towards the item were developed through the inventory. This inventory 4 are express their consent that the instrument were developed of researcher are capable to gain the performance of outdoor education coaches co-curriculum in Malaysia.

Inventory 5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3	30.0	30.0	30.0
	Strongly agree	7	70.0	70.0	100.0
	Total	10	100.0	100.0	

For analysis inventory 5 shown, total of head coaches express consent their agreement about 30% agree and 70% strongly agree towards the item were developed through the inventory. This inventory 5 are express their consent that the instrument were developed of researcher as a guide line to the head coaches towards the level of competency their coaches.

Inventory 6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	2	20.0	20.0	20.0
	Strongly agree	8	80.0	80.0	100.0
	Total	10	100.0	100.0	

For analysis inventory 6 shown, total of head coaches express consent their agreement about 20% agree and 80% strongly agree towards the item were developed through the inventory. This inventory 6 are express their consent that the instrument were developed of researcher are capable help Co-Curriculum Center can produce the competent and competitive outdoor education coaches.

Inventory 7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3	30.0	30.0	30.0
	Strongly agree	7	70.0	70.0	100.0
	Total	10	100.0	100.0	

For analysis inventory 7 shown, total of head coaches express consent their agreement about 30% agree and 70% strongly agree towards the item were developed through the inventory. This inventory 7 are express their consent that the instrument were developed of researcher are argue that the instrument competency should be standardized in all Co-Curriculum Center organization in Malaysia.

Inventory 8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	2	20.0	20.0	20.0
	Strongly agree	8	80.0	80.0	100.0
	Total	10	100.0	100.0	

For analysis inventory 8 shown, total of head coaches express consent their agreement about 20% agree and 80% strongly agree towards the item were developed through the inventory. This inventory 8 are express their consent that the instrument were developed of researcher are argue that the instrument competency are the mainly instrument to evaluate the competency level of outdoor education coaches in Malaysia.

Inventory 9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3	30.0	30.0	30.0
	Strongly agree	7	70.0	70.0	100.0
	Total	10	100.0	100.0	

Meanwhile for analysis inventory 9 shown, total of head coaches express consent their agreement about 30% agree and 70% strongly agree towards the item were developed through the inventory. This inventory 9 are express their consent that the instrument were developed of researcher are argue that the agreement instrument competency as a main catalyst in developing in evaluate competency level of Outdoor Education coaches in Malaysia.

CONCLUSION (*Response Inventory-oMR*)

In conclusion, the researcher concludes, the inventory evaluation towards the instruments used during the Outdoor Education Coach self-assessment competency level in the Co-curricular Centre has a significant outcome. This proves the agreement between the Head Coach and the Head Unit of the Co-Curriculum Centre regarding the competency instrument is more than 50% through their inventory evaluation. Despite the given inventory evaluation analysis which uses a statistic feature, the supporting data (*secondary data*). Nevertheless, it fully supports the development of the Outdoor

Coaches self-assessment competency instruments, especially for Co-Curricular Centres in different states of Malaysia.

It can be concluded by the researcher, from the analysis regarding the ninth question, its supporting data (*secondary data*) is merely the consensus percentages received from head coaches, although it had contributed to the effectiveness of the developed instruments used. The instruments that were developed in this research is a pioneer, in accordance to evaluate the competency levels of outdoor education coaches of Co-curriculum Centres in Malaysia. Besides that, the researcher hopes with the help of these competency evaluation instruments, will assist to be the main catalyst towards the development of competency instruments for Outdoor and Recreational Education coaches for Malaysia in the future.

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APPENDIX

Appendix : Inventori Response – OCL-oMR
Inventori Maklum Balas Bagi Instrumen Penilaian Kendiri Tahap Kompetensi Jurulatih Pendidikan Luar Pusat Kokurikulum di Malaysia

ARAHAN:

1. Tandakan (✓) pada ruang-ruang yang berkenaan.
2. Instrumen ini hanya bertujuan mendapatkan respon semata-mata bagi tujuan pengesahan terhadap instrumen penilaian kendiri tahap kompetensi jurulatih Pendidikan Luar Pusat Kokurikulum di Malaysia.
3. Gunakan skala berikut untuk menunjukkan darjah kepuasan anda.

- 1 Sangat tidak setuju**
2 Tidak setuju
3 Agak setuju
4 Setuju
5 Sangat setuju

BIL.	PERKARA	SKALA				
		1	2	3	4	5
1.	Adakah anda bersetuju bahawa instrumen Penilaian Kendiri Kompetensi Jurulatih Pendidikan Luar ini merupakan instrumen yang terawal dibangunkan di Malaysia.					
2	Adakah anda bersetuju instrumen Penilaian Kendiri ini mengukur tahap kompetensi seseorang jurulatih Pendidikan Luar Pusat Kokurikulum di Malaysia					
3	Adakah anda bersetuju bahawa instrumen Penilaian Kendiri Kompetensi Jurulatih ini sangat membantu penilaian tahap kompetensi jurulatih Pendidikan Luar di Pusat Kokurikulum di Malaysia					
4	Adakah anda bersetuju bahawa Instrumen Penilaian Kendiri Kompetensi Jurulatih ini sangat membantu kepada peningkatan prestasi jurulatih Pendidikan Luar di Malaysia.					
5	Adakah anda bersetuju bahawa dengan wujudnya instrumen Penilaian Kendiri Kompetensi Jurulatih ini sedikit sebanyak memberikan garis panduan kepada kriteria pemilihan jurulatih Pendidikan Luar di Malaysia					
6	Adakah anda bersetuju bahawa dengan kewujudan instrumen Penilaian Kendiri Kompetensi Jurulatih ini mampu melahirkan jurulatih Pendidikan Luar yang kompeten di Malaysia					
7	Adakah anda bersetuju jika Instrumen Penilaian Kendiri ini perlu dilaksanakan kepada semua organisasi Pendidikan Luar seperti Pusat Kokurikulum sebagai penentuan tahap kompetensi jurulatih tersebut.					

8	Adakah anda bersetuju jika Instrumen Penilaian Kendiri ini dijadikan instrumen utama dalam memastikan tahap kompetensi seseorang jurulatih Pendidikan Luar Pusat Kokurikulum di Malaysia.					
9	Adakah anda bersetuju jika Pusat Kokurikulum di Malaysia sebagai katalis utama kepada pembangunan instrumen penilaian kompetensi jurulatih Pendidikan Luar di Malaysia.					

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