

Survey Satisfaction the Teacher Development Program Through Experiential Learning Based Outbound Sports Health at Pt. Human Resource Strengthening

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Received: 29/05/2025

Revised: 16/06/2025

Accepted: 23/06/2025

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Abstract

This study aims to identify participants' satisfaction with the teacher development program through experiential learning-based outbound in sports health at PT Human Resource Strengthening Sukses Istimewa. The research method used is a descriptive survey with a quantitative approach. Data collection in this study through instruments, namely questionnaires in the form of google forms and data assessment scales using Likert scales SS, S, N, TS, STST which have gone through validity and reliability tests. The instrument used was declared valid and highly reliable with Cronbach' Alpha of 0.821. The population used is teachers who have participated in the teacher development program, while the sampling technique of this study is purposive sampling. The results of the study indicate that the participants' level of satisfaction with the implementation of the teacher development program is included in the "very satisfied" category. It is shown by the results of data analysis which states that 87.20% of participants expressed satisfaction with the program. Thus, the program strongly supports the use of experiential learning methods in developing professional teachers.

Keywords: Participant Satisfaction, Teacher Development, Outbound, Experiential Learning, Sports Health.

How to cite:

Nurhadi, M. D. A., Saryono, S., Izzuddin, D. A., Gema¹, Q. A., & Wijaya, H. H. (2025). Survey Satisfaction the Teacher Development Program Through Experiential Learning Based Outbound Sports Health at Pt. Human Resource Strengthening. *Jurnal Moderasi Olahraga*, 5(1), 128–143. <https://doi.org/10.53863/mor.v5i1.1641>

1. INTRODUCTION

A company is a place where goods or services are produced. Companies engaged in the service sector provide services. Service companies are businesses that focus on providing services

to meet the needs of customers, both individuals and organizations (Noor, 2020). Service companies in the service industry prioritize customer satisfaction, emphasizing innovation, professionalism, and service quality (Ramadhani, 2024). One such service company is PT. *Human Resource Strengthening* Sukses Istimewa.

Satisfaction surveys are one research method used to measure the level of satisfaction of individuals or groups with a product, service, or experience. Satisfaction survey methods are often used in business, education, and public services to understand user needs and improve service quality. Quality service is a key point in a company's service delivery. According to research conducted by (Indrasari, 2019), "satisfaction factors consist of service quality, product quality, emotional factors, price, or cost." According to research conducted by (Maidiana, 2021), "survey research in education is used to collect data related to attitudes, interests, habits, and so on." According to research conducted by (Halim, 2020), "surveys are comprehensive research, typically conducted by distributing questionnaires or interviews, to determine: who they are, what they think, feel, or their tendencies toward certain actions."

PT. HRS Sukses Istimewa is one of the service providers specializing in tailored customer service, both for outdoor and indoor activities as well as other events (Juliarto, 2020). In these activities, there are programs focused on enhancing and developing human resources through various initiatives, such as the Kids Development Program, Parents Development Program, Teen Development Program, and one of the programs under research is the Teacher Development Program. Based on the initial data obtained from PT. Human Resource Strengthening (HRS) Sukses Istimewa, over 10,000 participants have attended the training programs organized by PT. Human Resource Strengthening (HRS) Sukses Istimewa.

One of PT. Human Resource Strengthening (HRS) Sukses Istimewa's flagship programs is the teacher development program. Development is one of the activities that can improve technical, theoretical, conceptual, and moral abilities as needed through education and training (Aipova et al., 2024). The development program is designed to keep teachers active, versatile, and competent, especially in their specialized fields, with rapid progress (Coppe et al., 2024). The program is designed to enhance teachers' development skills, knowledge, and practices. According to research conducted by (Compagnoni et al., 2024), it is stated that "professional attitude and mastery of skills are two inseparable elements in the teaching and learning process."

In the teacher development program at PT. HRS Sukses Istimewa, there are five types of programs that can enhance teacher development, one of which is on-the-job training, a teacher development program at PT. HRS (Human Resource Strengthening) Sukses Istimewa organizes workshops, seminars, and conferences throughout the academic year, in line with research conducted by (Darling-Hammond et al., 2020) in Teaching For Powerful Learning, which emphasizes that "in-service training through workshops and seminars provides teachers with opportunities to improve their skills in a more practical and direct manner related to their teaching context."

In addition to the types of teacher development programs at PT. HRS (Human Resource Strengthening) Sukses Istimewa, there are six important components, one of which is pedagogical skills, in the teacher development program at PT. HRS (Human Resource Strengthening) Sukses Istimewa to improve teaching methods, classroom management, and instructional strategies. According to educational experts such as (Hattiel, 2019) in the book Visible Learning, it is stated

that “effective teaching is teaching whose impact on learning outcomes can be observed.”

Teacher development at PT. HRS (Human Resource Strengthening) Sukses Istimewa certainly has benefits that can be gained, two of which are: (1) Improved teaching effectiveness, pedagogical skills, and enhanced classroom management practices. According to research (Marzano, 2024) in *The Key to Classroom Management*, it emphasizes that “good classroom management skills are very important for improving teaching effectiveness.” (2) Improved performance, with better outcomes achieved through effective instruction and assessment. According to research (Azorín & Fullan, 2022) in *Leading New, Deeper Forms of Collaborative Cultures*, it is argued that “to achieve significant improvements in academic performance, teaching must be driven by data and effective assessment.” These programs are delivered through outbound activities with experiential learning.

This program supports the development of sports tourism as part of a strategy to improve the quality of human resources in education. Experiential learning, as the foundation of the four learning models, involves experiencing, reflecting, thinking, and acting (Rodliyah et al., 2020). Therefore, the experiential learning-based outbound program offers an innovative solution to address these issues in an enjoyable and long-term impactful manner (A. Rahmawati & Yuliasitri, 2019). The experiential learning-based outbound program implemented in this initiative is also closely related to the concept of sports tourism. Based on research (Weli et al., 2023) in the revision of the Tuckman Team Development Model in First-Year Engineering Multicultural Teams showed that “outbound activities are very beneficial for accelerating the team building process”. Meanwhile, outbound activities, as highlighted in research conducted by (Kolb, 2015) in *Experiential Learning*, emphasize that “outbound activities are a form of deep experiential learning.”

Experiential learning can be defined as actions taken to achieve something based on experiences that continuously undergo changes, which are useful for enhancing the effectiveness of the learning process (Pamungkas & Velvi Sunarti, 2018). Experiential learning is based on constructivist theory. Experiential learning provides learners with the opportunity to determine the experiences they wish to improve, develop concepts from the experiences they gain, and cultivate the skills they aim to develop (Amalia et al., 2023). According to research conducted by (Fromm et al., 2021), it emphasizes that “experiential learning enables participants to learn through practice, where they apply theory in real-world situations.”

According to David Kolb, a leading figure in the development of experiential learning theory, “experiential learning is a process in which knowledge is constructed through concrete experiences, reflection, abstract concepts, and active testing.” Research by (Suyato & Arpanudin, 2022) in their interpretation of John Dewey's book “*Democracy and Education*,” one of the pioneers of experiential learning theory, argues that “learning must be relevant to real life, and involving experience is the foundation of all effective learning.”

Outdoor activities based on experiential learning that involve physical activity can be used to improve quality of life, prevent disease, and restore a person's health. According to the World Health Organization (WHO), “Sports health is the effort to maintain physical health through structured, measurable physical activity that is appropriate to an individual's capacity to improve physical, mental, and social fitness.” Regular sports and physical activities are crucial

for improving cardiovascular health, body metabolism, and strengthening the immune system. According to Warburton & Bredin (2019) in their study “Health Benefits of Physical Activity,” “the benefits of sports are extensive and encompass various aspects of health, including improved cardiovascular capacity, physical fitness, and psychological well-being.”

The implementation of the teacher development program conducted by PT. HRS Sukses Istimewa has not been evaluated, and there is no data assessing participant satisfaction. Factors influencing participant satisfaction, such as the teacher development program, direct experience in outdoor activities, the quality of facilitators involved, and its impact on participants' physical and mental health, require further research to provide valuable feedback for future program development. This urgency is an intriguing factor that warrants further investigation.

2. METHOD

Scientific research is essentially an endeavor to discover, develop, and test the validity of research findings so that their accuracy can be accounted for. According to (Sugiyono, 2021) in his book *Quantitative, Qualitative, and R&D Research Methods*, “research methods are scientific ways of achieving specific goals”. This research began in March 2025 in Pulosari, Pangalengan District, Bandung Regency, West Java 40378.

2.1 Participants

According to research conducted by (Sugiyono, 2019) the population is defined as “an area of generalization consisting of objects or subjects that have certain qualities and characteristics determined by the researcher to be studied and then conclusions drawn.” The research selects these subjects because of the qualities and characteristics present in the population being studied. The population in this study consists of teachers participating in the teacher development program at PT. HRS, totaling 60 participants. When conducting a research process, it is not necessary to study the entire population; instead, only a portion of the population may be studied. According to research conducted by (Sugiyono, 2020) he explains that “a sample is a portion of the population that shares the same characteristics as the population.” If the number of subjects does not exceed 100, then the entire population is used as the sample. If the number of subjects is very large, reaching 100 or more, then a sample of between 10% and 25% can be taken. In this study, total sampling was used, namely participants who took part in the teacher development program. The total number of participants was 60, so the researcher used the entire population as the sample. According to research conducted by (Selptiani et al., 2020), “Probability sampling is a sampling technique in which every member of the population has an equal chance or opportunity to be sampled. The sampling technique used in this study is purposive sampling. Purposive sampling is a non-random sampling method where the researcher determines the sample by setting specific criteria.

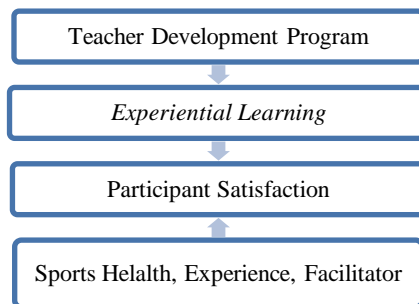
2.2 Research Design

This study uses a survey research method. According to research conducted by Adiyanta (2019), “a survey involves asking respondents several questions or opinions about something that has happened or is happening” (Adiyanta, 2019). Meanwhile, the approach used in this study is a quantitative approach. According to research conducted by (Scharrelr & Ramasubramanian, 2021), “quantitative research focuses on measuring variables, testing hypotheses, and explaining relationships.” The design used in this study is descriptive survey.

According to (Sugiyono, 2022) to, “a descriptive survey describes a phenomenon, at a certain point in time, such as a population or variable.” A research design is necessary as a clear guideline for conducting a study. The following is an illustration of the research design:

Figure 1.

Research Design



2.3 Instruments

An instrument is a tool or facility used by researchers to make data processing easier and produce better results, in the sense that they are more accurate, complete, and systematic, making them easier to analyze. Data collection requires tools and materials to support the research. The tools and materials used in this research are survey questionnaires in the form of Google forms. The following assessment instruments are listed in table 1 of the study below.

Table 1.

Likert Scale Assessment Instrument

	Description	Score
SS	Strongly agree	5
S	Agree	4
N	Neutral	3
TS	Disagree	2
STS	Strongly disagree	1

Based on the following assessment instruments, the following is an outline of the research instruments in the table 2 below.

Table 2.

Research Instrument Guidelines

Concept	Aspect	Indicator	Question Item		Number
			Positive	Negative	
“Survey on Satisfaction with the Teacher Development	Characteristic Factors	Gender, Age, Education, Teaching Experience	Neutral		4

Program Through Outbound Experiential Learning in Sports Health at PT. Human Resource Strengthening Sukses Istimewa”.	Satisfaction Factors (Satisfaction with the program, materials, experience, skills)	Overall satisfaction with the program	1,3,5	2,4	
		Relevance of the material to teachers' needs	6,8,10	7,9	15
		Applying skills in everyday experiences	11,13, 15	12,14	
	Effectiveness Factors (Facilitators, Games)	Clarity of material delivery and guidance	16,18, 20	17,19	10
		The suitability of games for learning	21, 23,25	22,24	
	Socialization Factors	Outbound skills improve teamwork	26,28, 30	27,29	5
	Health Factors	The benefits of outbound activities for physical and mental health	31,33, 35	32,34	5
	Total		21	14	39

Based on data collection instruments using a Likert scale. In determining whether respondents were satisfied or dissatisfied with the teacher development program through experiential learning-based outbound activities, assessments were made using a 35-item questionnaire. The formula for calculating the percentage of each item in the questionnaire can be seen in the table 3 below.

Table 3.

Grids Percentage Calculation Formula

$$P = \frac{F}{N} \times 100\%$$

(Ayu, 2024)

Description	
P	: Grand total of scale items/assessments
F	: Number of frequencies
N	: Number of respondents

So the results of the formula calculation for the percentage of the research grid totaling 35 items in accordance with the predetermined subjects, then get the score criteria contained in the table 4 below.

Table 4.

Research Score Criteria

Percentage	Category
81% - 100%	Very Satisfied
61% - 80%	Satisfied
41% - 60%	Moderately Satisfied
21% - 40%	Not Satisfied
0% - 20%	Very Dissatisfied

Source: (Rohmad & Sarah, 2021)

2.4 Procedures

According to research conducted (Shifelraw elt al., 2022) in “Research Methodology: A Step-by-Step Guide for Beginners”, defines variables as ‘attributes, phenomena, or elements that can be measured, calculated, and analyzed in research’. This research consists of independent variables and dependent variables, namely:

1. Independent Variable: Independent variable also affects a change in the existence of the dependent variable. The free variables of this study are factors that affect satisfaction
2. Dependent Variable: The dependent variable in this study is whether or not there is satisfaction with the teacher development program through experiential learning-based outbound.

2.5 Data Analysis

The analysis in this study uses descriptive quantitative, namely analyzing quantitative data by describing, describing the data that has been collected and then drawing general conclusions. In this study, the approach used was quantitative using the SPSS 20 statistical data processing application. The following data assessed is the independent variable: Teacher development program (X1), and the dependent variable Program satisfaction (Y).

3. RESULTS

Respondents in the trial of this research instrument amounted to 60 people. With the criteria that have participated in the teacher development program through experiential learning-based outbound. In addition, it also comes from an active background in teaching. Based on the results of data obtained through a distributed questionnaire. There are 4 distributions, namely; (1) gender, (2) age of respondents, (3) education level, and (4) teaching experience. Based on the results of the data obtained through the questionnaire, the following is the distribution of respondent characteristics. Can be seen in the table 5 below as a whole.

Table 5.

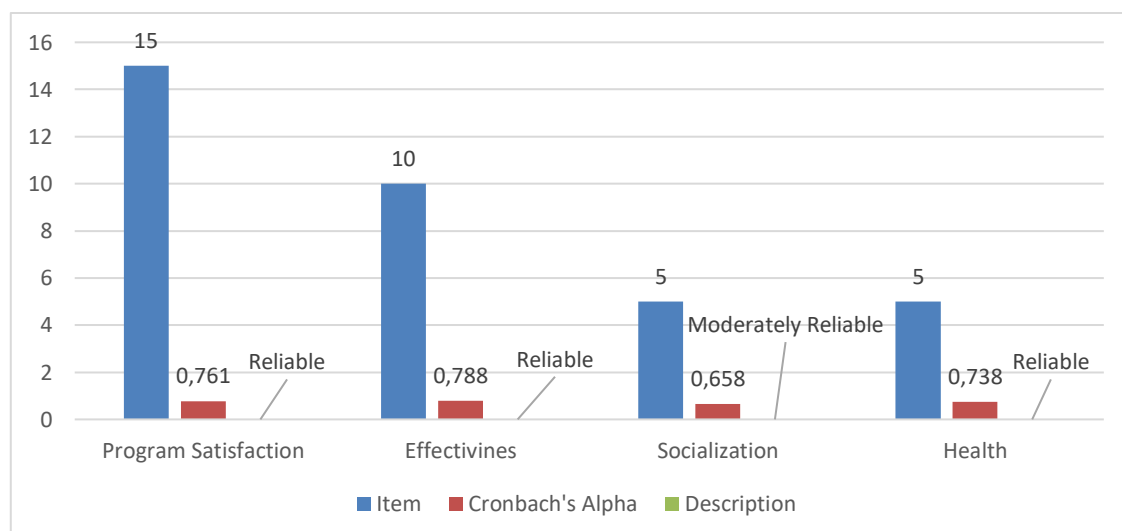
Respondent Characteristics

No	Variable	Indicator	Frequency	Percentage
1	Gender	Female	50	83,3%
		Male	10	16,7%
2	Age	21 – 25 Year	31	52%
		26 – 30 Year	18	30%
		31 – 35 Year	11	18%
3	Level of Education	High School	21	63,3%
		DIPLOMA	1	1,7%
		PT	38	35%
4	Teaching Experience	1 – 5 Year	49	82%
		6 – 10 Year	11	18%

In addition, figure 2 bellow are 4 instrument factors from a total of 35 questions that were tested on respondents.

Figure 2.

Reliability Test Results



The program satisfaction factor has three indicators, namely; **(1) satisfaction with the program in general, (2) relevance of the material to the needs of teachers, and (3) application of skills in daily experience.** The following table 8 below shows the distribution of calculations of

indicators of satisfaction with the program in general.

Table 7.

Distribution of General Program Satisfaction Indicator Results

Assessment	Score Frequency	Persentase
Strongly Disagree	9	15%
Disagree	11	19%
Neutral	8	13%
Agree	16	26%
Strongly Agree	16	26%
Total	60 participants	100%

The following table 8 below shows the distribution of calculations from the indicator of the relevance of the material to the needs of the teacher.

Table 8.

Distribution of Material Relevance Satisfaction Indicator Results

Assessment	Score Frequency	Persentase
Strongly Disagree	10	17%
Disagree	10	17%
Neutral	6	10%
Agree	18	29%
Strongly Agree	16	27%
Total	60 participants	100%

The following table 9 below shows the distribution of calculations from the indicators of the application of skills in daily experience.

Table 9.

Results Distribution of Skill Application Satisfaction Indicators

Assessment	Score Frequency	Persentase
Strongly Disagree	9	14%
Disagree	12	21%
Neutral	7	11%

Agree	16	27%
Strongly Agree	16	27%
Total	60 participants	100%

Based on the calculation of the percentage on the effectiveness factor there are two indicators, namely; **(1) the clarity of the facilitator delivering material and guidance, (2) the suitability of the game with learning.** The following table 10 below shows the distribution of calculations from the indicator of the clarity of the facilitator delivering materi al and guidance.

Table 10.

Distribution of Results on Effectiveness Indicators of Facilitator Clarity

Assessment	Score Frequency	Persentase
Strongly Disagree	12	20%
Disagree	9	15%
Neutral	4	6%
Agree	17	28%
Strongly Agree	18	30%
Total	60 participants	100%

The following table 11 below is the distribution of calculations from the game suitability indicator with learning.

Table 11.

Distribution of Game Suitability Effectiveness Indicator Results

Assessment	Score Frequency	Persentase
Strongly Disagree	10	17%
Disagree	9	16%
Neutral	6	9%
Agree	17	28%
Strongly Agree	18	29%
Total	60 participants	100%

The socialization factor with indicators of outbound ability to improve teamwork. The following table 12 below shows the overall distribution of calculations from the socialization factor:

Table 12.

Socialization Factor Result Distribution

Assessment	Score Frequency	Persentase
Strongly Disagree	10	17%
Disagree	10	17%
Neutral	4	6%
Agree	16	27%
Strongly Agree	20	33%
Total	60 participants	100%

The health factor with indicators of the benefits of outbound on physical and mental health. The following table 13 below shows the overall distribution of calculations from the health factor.

Table 13.

Health Factor Result Distribution

Assessment	Score Frequency	Persentase
Strongly Disagree	8	13%
Disagree	12	21%
Neutral	6	10%
Agree	15	25%
Strongly Agree	19	31%
Total	60 participants	100%

4. DISCUSSIONS

Validity is a test that determines the level of accuracy of a measuring instrument. An instrument is considered valid if the measuring instrument used in data collection is valid, meaning that the instrument is used to measure what it is supposed to measure. The validity calculation conducted on 35 questionnaire items comprising 4 factors indicates that the validity results of the 35-item questionnaire with 4 factors show that 35 items are valid with values above the r-table value of 0.254, and 0 items are invalid. Reliability test is a measuring tool that provides a reliable description of a person's ability. In this study, we can find the reliability of the

instrument using the Alpha technique from Cronbach. The results of the reliability analysis using Cronbach's Alpha technique show that the overall Cronbach's Alpha value of the instrument is 0.821. Since the value is greater than 0.6, it can be concluded that the Cronbach's Alpha questionnaire instrument consists of a total of 35 items with 4 factors that were tested.

Based on the distribution of the results of the overall program satisfaction factor starting from indicators 1, 2, and 3. Shows the total answers of 60 respondents when linked to the scale assessment table, the percentage is 66%. This means that the overall program satisfaction level factor is categorized as "Satisfied" with the overall implementation of activities. From the indicators assessed, such as the suitability between expectations and reality, the relevance of the material to needs, and the application of skills in daily work. This high level of satisfaction in general indicates that the program has succeeded in meeting the expectations of participants, both in terms of substance and convenience (Visone, 2022). The professionalism of the organizers and facilitators, as well as the interactive and fun atmosphere of the activities, were the keys to success in this aspect (Smith-Cochran, 2020).

Based on the distribution of the results of the overall effectiveness factor starting from indicators 1, and 2. Shows the total answers of 60 respondents when connected to the scale assessment table, the percentage is 67%. This means that the overall program satisfaction level factor is categorized as "Satisfied". This states that the material presented is relevant and applicable to their professional duties. In addition, the facilitators' ability to deliver and guide the activities effectively received positive responses (Harris & Jones, 2019). These results reflect that the teacher development program through the experiential learning approach is not only fun, but also able to provide tangible results in the form of increased participant competence. This effectiveness is also reinforced by the direct learning method (learning by doing) which strengthens understanding and facilitates the application of concepts in the world of work (Allen & White, 2019).

Based on the distribution of the results of the overall socialization factor indicators of outbound ability to improve teamwork. Shows the total answers of 60 respondents when connected to the scale assessment table, the percentage is 68%. Means that the program satisfaction level factor of the whole category is "Satisfied". It states that this activity encourages effective teamwork (Purnamaningwulan, 2024). In addition, participants felt that they had the opportunity to establish new interpersonal relationships during the activity. Two-way communication between facilitators and participants also received positive responses, suggesting that this activity provided a healthy and open space for interaction.

Based on the distribution of health factor results, the overall indicator of the benefits of outbound on physical and mental health. Shows the total answers of 60 respondents when connected to the scale assessment table, the percentage is 68%. Means that the program satisfaction level factor of the whole category is "Satisfied". The health factor in outbound activities is very much considered by the organizers, especially considering that physical activity is an important part of experiential learning. This means that respondents feel that the physical activity in this activity is in accordance with their abilities and does not endanger their body condition. In addition, the activity environment supports their physical and mental health, such as a cool, clean and safe location. In terms of safety, the activities were carried out with good supervision and safety procedures (Chiapello, 2022).

Therefore, the success in the health aspect shows that the activities are designed inclusively and consider the physical condition of the participants. In addition, the benefits of the activities towards relaxation and stress reduction were also a factor in satisfaction. Health was not only assessed by the absence of injuries, but also by the positive impact on participants' fitness and psychology after the program. Overall, these four factors illustrate that the experiential learning-based outbound teacher development program has succeeded in creating an effective, fun, healthy, and socially meaningful learning experience. The high percentage of “Satisfied” answers on almost all indicators indicates a high level of satisfaction from participants.

5. CONCLUSIONS

Based on the results of a study entitled “Satisfaction Survey of Teacher Development Program Through Experiential Learning-Based Outbound in Sports Health at PT Human Resource Strengthening”, it can be concluded that the level of participant satisfaction with the implementation of the teacher development program is included in the “very satisfied” category. This is indicated by the results of data analysis which states that 87.20% of participants expressed satisfaction with the program. The experiential learning-based program through outbound activities proved effective in increasing participant satisfaction. In addition, all statement items in the instrument totaling 35 items were declared valid and reliable with Cronbach's Alpha of 0.821, which means that the research instrument is very good to use.

Based on the results of the study which showed a very high level of participant satisfaction with the Teacher Development program through experiential learning-based outbound, it is recommended that organizers continue to develop the quality of training materials and activities. More contextualized materials and varied activities will increase learning effectiveness and relevance to participants' professional needs. In addition, improving supporting facilities such as outbound equipment and participant comfort facilities also needs to be a concern so that activities take place more optimally and safely. Organizers should also design follow-up programs such as mentoring or further training to maintain the continuity of learning outcomes. Equally important, increasing the capacity of facilitators through special training will support the process of reflection and knowledge transfer in more depth, so that the objectives of experiential learning can be achieved optimally.

ACKNOWLEDGMENT

The authors would like to express their sincere gratitude to PT. Human Resource Strengthening Sukses Istimewa for their invaluable support and collaboration during this study. Special thanks are also extended to all teacher participants who contributed their time and insights, making this research possible. Appreciation is given to Singaperbangsa University Karawang for providing academic guidance and resources throughout the research process.

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