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## A Discussion On The Risk Management Of Outdoor Education : Literature Review

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### Abstract

This paper discusses risk management in outdoor education to provide and ensure a safe environment for each event. Risk is the primary element that is applied in a outdoor education programs specifically for human physical and mental potential. It is driven by the emergence of a number of issues such as the occurrence of accidents in outdoor education. However, there are some organizers who failed to control the element of risk in outdoor education program due to their negligence, site activity which is not secure and low quality coaching. Indirectly, this will cause various effects that will lead to the termination of a number of outdoor education programs that has been available to be completed. Outdoor education should be used as the main medium for educating students, educators and administrators about the techniques of dealing with risk in outdoor education program such as the United States, Great Britain, New Zealand and Australia make outdoor education as the main medium for educating the public about the safety of the nature. Risk management in outdoor education is very important in a balanced human development and harmony as outlined by the National Education Philosophy (Philosophy of Education). Risk management has become an awareness in the management field but it is not given the widespread understanding of when, how, where and who should be held responsible. Risk management is also defined as an area of activity that wants to eliminate, reduce and control the risks in general and to improve the benefits and avoid harm from risk. This study aims to identify the constructs of risk management in outdoor education based on literature review. Interests and needs of risk management in outdoor education in producing knowledgeable students also will be discussed.

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## Introduction

Management is a process of planning, organizing, directing and controlling an organization to achieve its mission and vision that has been set (Kwak & Anbari, 2009). The term refers to a set of management that has been designed to enhance and direct the work and the work that has been determined (Ahmad Atory, 1996). Therefore, every human being is a manager, either directly or indirectly involved with the management though it only manage personal matters only.

According to Singh, Haddad and Chow (2007) states that management can also be interpreted as a means and techniques applied in the control of an organization so that the results meet the set targets. More particularly, it is said by the Pisani (2008), a collaboration of some parts of the organization of work in which each part will play a very important role in the organization. Therefore, the process is a combination of several organizations, including the planning, organizing, directing and controlling thus form a complete set that will be used by managers to ensure that each mission and vision of the organization will be successful.

Risk is defined here as uncertainty concerning the occurrence of a loss' (Rejda, 2008). Risk management has been identified as "a top priority" in the adventure tourism industry in British Columbia (Cloutier and Valade, 2003). Guidebooks for health, safety and the management of risk in outdoor and adventure activities have recently been developed including one specifically for postsecondary adventure tourism programs (Cloutier and Valade, 2003).

Risk is a concept that describes the probability of occurrence of a certain probability (Chakraborty, Sheikh and Subramanian, 2007). According to Moosa (2007) detailing that is defined as the probability or risk of danger, harm, the likelihood of harm or loss. According to Simmons (1998) defines that the risk is likely loss, accident, weakness and collapse. However, risk is a situation where there is the possibility of adverse deviation from the desired result expected or unexpected and potentially dangerous loss or injury (Vaughan 1997, Stevenson, Bailey and Siefring 2002, Frame 2003). Therefore, the risk is anticipated losses that may arise from the probability of occurrence of an event or incident.

Tattam (2011) also argued that the risk can be described and defined in various ways, including situations involving exposure to danger, the possibility that something unpleasant will happen. However, in general the risk of adverse effects to discuss some features of value arising from the incident. Based on the definition of risk that has been specified, the risks must be taken seriously to ensure good image and performance, especially for outdoor activities in a community service program. Then a system of systematic risk management should be carried out to avoid rejection in certain activities.

Risk management is a scientific approach to deal with the risk of accidents that may predict, and designing and implementing procedures that minimize the occurrence of such loss or financial impact of the loss that can occur (Vaughan 1997, Deleris, Katircioglu, Kapoor, Lam and Bagchi, 2007). Dempster (2002), Astin and Lee (2003) and Ong (2006) in his study that risk management is an integrated approach to managing risks, including the risk of interdependence, unity, performance and risk-adjusted returns. In addition, some parties

were of the view that risk management is also the application techniques of analysis and definition of steps to measure the amount of loss and unexpected events and specific random effect (Gorrod, 2004). Of the definitions mentioned above can be concluded that risk management is more inclined towards danger and potentially experiencing bad outcomes in turn leads to a loss. Even the impact of risk is also difficult to predict accurately.

#### *Purpose of the study*

This study was undertaken to identify the elements of Risk Management Practices of Outdoor Education (RMPOE). RMPOE element studied is the identification, analyze, evaluation, implementation and treatment.

#### *Objective of the Study*

The current study aimed to identify the elements RMPOE dominant among Lecturer in University for Outdoor Education activity.

### Literature Review

#### *Risk Management Practice Model*

There are many risk management plans and models that have been created by experts. Four models of risk management are summarized in the following section. Risk management model is presented on a number of measures incorporated in each model. Existing Risk Management Model, which Berg (2010), Alston (2003), Waring & Glendon (1998), and Vaughan (1977) was used as the conceptual framework for this model focuses on risk management outdoor education.

Table 1 describes all models are examined in terms of similarities and differences. It can be concluded that the components that often arise concerning risk management are categorized into five main constructs, namely the identification, analyze, evaluation, implementation and treatment. In fact, this thesis will be one of the first and most important aspect in the construction of model risk management practices of Outdoor Education. With this there is a need to conduct a study to test the validity of this model.

#### *Berg (2010)*

Risk management model introduced by Berg (2010) has submitted a risk management model to serve as a guide to every organization. Risk management measures according to Berg (2010) consists of seven (7) steps. These include (1) establishing goals (environmental risks), (2) identify risk, (3) analyze the risks that have been identified, (4) evaluating or selecting risks, (5) treating risks, (6) monitoring and review risk, (7) to communicate and consult with stakeholders.

*Alston (2003)*

Alston (2003) includes several measures that should be taken into account for each activity and individual action to a large corporate operations. These steps include identifying hazards associated with the activity (a measure of awareness), to assess the risk (frequency of occurrence of the risk), risk analysis (considering the options), make a decision (choosing the best option), implement risk controls (serves to eliminate or reduce risk).

*Waring & Glendon (1998)*

Risk management model introduced by Waring and Glendon (1998) offers a meta level logical framework related to the management system model provides a framework for the management of an organization. Risk management practiced by Waring and Glendon (1998) describes an effective risk management has four (4) measures of risk estimates (estimating the risk), risk assessment (how much risk), the results of the risk (the risk that is acceptable to the criteria specified) and risk action / strategy (strategy should be selected).

*Vaughan (1977)*

Vaughan (1977) has been suggested as a risk management model to guide students in special education and a scientific approach to address the genuine risk, the process involves a sequence of steps. Once defined and tracked in the development of risk management risk management model Vaughan (1997) consists of six (6) phases, which determine the objectives, risk identification, risk assessment, considering the alternatives and choose the treatment risks, implementing decisions, evaluate and review. This model proposed in the risk management process. The first step in the risk management process is to make the decisions. Summary comparison of constructs based risk management literature study are shown in Table 1 below.

Table 1 : *Comparison of Risk Management Model*

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7
Risk Management Berg (2010)	Establish goals	Identify risk	Analyze risks	Evaluate risks	Treating risks	Monitoring and review risk	Consult
Risk	Identifying	Assess the risk	Risk	Make	Implement	-	

Management Alston (2003)	hazards		analysis	decision	t risk		
Risk Management Waring & Glendon (1998)	Estimates the risk	Risk assessment	Result of risk	Risk action/strategy	-	-	
Risk Management Vaughan (1977)	Objectives	Risk identification	Risk assessment	Choose the treatment	Implement decisions	Evaluate and review	

### *Importance of Risk Management*

Risk management is a critical component of good corporate. According to Haynes & Thomas (2006), risk management aims to prevent and minimize accidents, especially in an organized activity. Toma (2012) also mentioned the same thing, ie the risk as an opportunity, not a threat. With their risk management, can identify uncertainties that need to be managed, monitored and controlled at all levels.

### *Outdoor Education*

Today the programs that shaped outdoor activities has gained public attention (Holmes, 2012). Clubs or associations are increasingly organized program or activity. Ministry of Youth and Sports, especially "Bahagian Rakan Muda" allocate large budgets for activities such as mountaineering reaction, rafting, hiking, nature and so on (Ariffin, Aiyub, Awang and Merry, 2004). For example, the National Service Training Program (NSTP) has changed the learning modules that were previously carried out in two stages, in camps and in higher education institutions. Changes learning centers to camp as a whole shows that there is a high value will be derived from camp activities.

Implementation of outdoor education program emphasizes the establishment of a human or future teachers who are knowledgeable, skilled and construction attitude (Dusin, 2014). A statement from the National Education Association (1970) states that education is not a subject but a unity among all disciplines, understanding and skills. Roughly it can be concluded that outdoor education activities planned to enhance the teaching and learning process in the classroom to real learning experience through activities in addition to the priority of improving knowledge, skills, spirit of cooperation within the group, discipline, self-confidence and strengthening the values that lead towards individual brilliance.

Line of it, according to Mohd Noor and Mohamad (2014) who argue that education is one of the branches of which it is composed of elements of sports activities and reactions

such as camping, hiking and so on. This definition is consistent with the definition given by (Eng, 2013 and Kuntono, Waseso, Kamil, Riyanto, Raharjo, 2010) states outside of education is learning that occurs outside of the school context include environmental education, challenges, conservation activities, camping, nature therapy nature and recreation. Therefore, we can conclude that education involves physical activity that requires the use of physical force, including activities in community service programs.

### *Importance of Outdoor Education*

In Malaysia, outdoor education act as a catalyst for improving physical fitness and manipulative skills of students through vigorous activities undertaken outside the classroom (Md Taff, 2012). Line of it, according to Eng (2013), which states that education is said to meet the requirements of the National Curriculum (England), which requires students to respond positively to the opportunities, challenges and responsibilities in addition to being able to help when dealing with risks, changes and disaster (The National Curriculum, 2004). However, education can also increase a person's energy and inspiration to engage students through these activities.

Development of students in universities is the responsibility of all parties to produce students who not only excel in academic standpoint but also have the skills, attitudes, values and morals are commendable. With this, he was able to make it one of the students that have added value in themselves. While the development of the social aspect is seen to have a relationship with a student's interpersonal skills. It covers how the environment can contribute to communication skills, respect and friendship building skills.

As we all know, in every person's life often communicate with each other. Therefore, social development is one important aspect so that they can foster a good relationship and can help them to engage with people in the vicinity. They also need to have knowledge in this aspect so that they cannot easily get stuck with symptoms that are not healthy. Moreover, with good social skills, students will feel more confident and can highlight potential that there is in them. Indirectly, it can provide supplies to them for the working world.

## Discussion

### *Identify the most dominant element*

Based on the analysis carried out to all elements of the risk management practices of Outdoor Education. These findings are consistent with studies Berg (2010) and Alston (2003) stated the elements of risk management practices of Outdoor Education identification, analyze, evaluation, implementation and treatment will create a safe environment Outdoor Education program and minimize losses to the organization of Outdoor Education. This statement is also supported Wong and Chen (2010) risk management aims to prevent and minimize accidents, especially in an organized activity. Therefore, the elements of risk

management practices of Outdoor Education dominant namely the identification, analyze, evaluation, implementation and treatment.

### Conclusion

Conclusion Researchers can determine the appropriate elements and dominant Risk Management Practice Outdoor Education (RMPOE) is the identification, analyze, evaluation, implementation and treatment. All RMPOE elements are formed. This chapter also describes the introduction, the importance of risk management, outdoor education and importance of outdoor education.

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