

Influence of Outdoor Education on Student Self-Control

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Abstract— The purpose of this study is to find out the influence of the outdoor education towards self control students. Outdoor pedagogy that utilizes challenging activities in an outdoor environment (usually meaning an environment not enclosed by man made structures) for the personal, social, and educational development of the student. Self-control enables a person to restrain or overriding one response, thereby making a different response possible. Research methods used to uncover this problem using was experiments. Instruments used to measure self control is self control scale questionnaire, and the outdoor education treatment programs in this study is through hiking, climbing, and a slackline. Because the research is still underway and has not yet completed, this research has not been able to produce final conclusions but rather hypothesis. Based on the observations of the researchers did, can be drawn the conclusion that while there is a influence of outdoor education towards self control both male and female students majoring in sport coaching education.

Keywords— Outdoor Education, Self Control

I. INTRODUCTION

Nowadays, along with the time and technology development in this world, especially in Indonesia, the development can make a person get easier to do everything, especially for both finishing work and looking for personal pleasure. All of the work to-dos and personal pleasure can be found easily with technology help. But by looking further from their developmeny, the consequence of the easy facilities make a person be someone with a closed personality and even they live alone only accompanied by gadget that can offer facilities and pleasures, but from the other side, it can make negative impact for the users. Including make a Such as it can make people becomes life each other, it is not easy to control our self in the real environment because they are familiar with the easiness in their life, it can't be communicate and socialize with the social environment.

Whereas in daily life, actually an individual person should be able to involve themselves to the environment, and therefore an individual person especially teenagers on their development stages are really need of guidance in self-control and learning new things to develop the creativity on themselves. This is the things that must be re-examined in an

environment of our country now. Self control by Gilliom et al. (2002) in Gunarsa (2004, p. 251) states that:

Self control is the ability of individuals consisting of three aspects, that is the ability to control or restrain the behavior that is hurting or harming the others (including tapping aggressive aspect and delinquent behavior), the ability to cooperate with other and the ability to follow the rules applicable (including in the cooperation aspects), as well as the ability to express a desire or feeling to others, without hurting or offending others (including in the assertiveness aspect)

The different era that was very striking brings the adverse effects that are not realized by most people in Indonesia. From this problem, one way to tackle and solve the problem is through education, because basically education is a conscious effort to cultivate the human resources potential of learners by encourage and facilitate their learning activities. But what happened is revealed from the beginning until now is always formal education that given and limited by the boring classroom walls. Thus, one of the media to overcome these problems is to use education in the nature or we called it by Outdoor education.

The statement of outdoor education proposed by Bogner (2002, p. 21) state that "Common sense dictates that the frequently held conviction that experience in the natural environment alone may contribute more to an improved environmental literacy more than "normal" schools are likely to achieve." From this statement, it indicates that the experience in the Nature alone can more contributes to develop the education beyond what is to be achieved in a normal school.

More interpretation about Outdoor education is stated on Taniguchi (2004, p. 23) that said "Outdoor education is the pedagogy that utilizes challenging activities in an outdoor environment (usually meaning an environment not enclosed by manmade structures) for the personal, social, and educational development of the student (Gair, 1997)".

Outdoor education by Szczepanski (2001, p. 21) said:

We may talk about outdoor education as a process of learning for the whole body, 'hands – heart – head'. For a teacher in outdoor education the essence is that he or she is willing to learn from experiences in different contexts outside the classroom (the formal learning environment). Experiences and reflections from this direct authentic situation is outdoor education.

continue from the sense of the above, Szczepanski (2001, p. 21) said that :

It is necessary to spend time outdoors for our brains to be stimulated by the flow of sounds, light, shapes, and colors that nature offers. We need the outdoor stimuli for our hearing, our vision, and our skin, e.g. singing birds, whispering winds, sunlight reflections and shadows, moisture and fog, and the colors of flowers and insects. The growth of our brain cells depends on this special stimulus nature offers. Especially at ages 3-6, when the energy flow in the human brain is at its greatest'

From the explanation above, can be interpreted that Outdoor education is a education instruction field use challenging activities in nature (usually in open condition of the environment) for personal development, social, and university student education. From the explanation above, the researchers can also conclude that Outdoor education is an instrument for education curriculum where the learning process happen outside of the class, with the purpose to increase all of the aspects; both physical and psychological aspects of the university students, along with the learning types that are something new that challenges university students' courage.

Meanwhile for self-control definition is stated on Baumeiser et al (2007, p. 2) that said: "Self-control refers to the capacity for altering one's own responses, especially to bring them into line with standards such as ideals, values, morals, and social expectations, and to support the pursuit of long-term goals."

It can conclude that self-control refers to ability to change their own idea, that can bring them into one line such as dream, values, morals, social, and to support them to get their long-term goals. Another explanation about self-control is also stated on McCullough & Willoughby (2009, p 2) that said:

.....self-control are crucial for success in many life domains. College students with high self-control have better psychological adjustment, better interpersonal relationships, and better performance on achievement-related tasks (Tangney, Baumeister, & Boone, 2004), and self-control appears to be a better predictor of academic performance than even intelligence (Duckworth & Seligman, 2006). People with high self-control also have lower alcohol and substance use, lower rates of crime and delinquency, better self-assessed health, and better health behaviors (for a review, see Baumeister & Vohs, 2004).

The hallmark of a lack of self-control someone said Baumeister, dkk (2007, p. 2) :

Inadequate self-control has been linked to behavioral and impulse-control problems, including overeating, alcohol and drug abuse, crime and violence, overspending, sexually impulsive behavior, unwanted pregnancy, and smoking (e.g., Baumeister, Heatherton, & Tice, 1994; Gottfredson & Hirschi, 1990; Tangney, Baumeister, & Boone, 2004; Vohs & Faber, 2007). It may also be linked to emotional problems, school underachievement, lack of persistence, various failures at task performance, relationship problems and dissolution, and more.

Aspects of self control is stated on Averill (1973, p. 286), he said that:

...different types of control may be (but generally are not) distinguished: The first type is behavioral control, the availability of a response which may directly influence or modify the objective characteristics of a threatening event; the second type is cognitive control, the way in which an event is interpreted, appraised, or incorporated into a cognitive "plan"; and the third type is decisional control, the opportunity to choose among various courses of action.

More interpretation about self control is stated on psychology dictionary VandenBos (2015, p. 953) that said:

Self-control n. the ability to be in command of one's behavior (overt, covert, emotional, or physical) and to restrain or inhibit one's impulses. In circumstances in which short-term gain is pitted against long-term greater gain, self-control is the ability to opt for the long-term outcome. Choice of the short-term outcome is called impulsiveness.

II. METHOD

In accordance to the purpose of this study, that is to reveal the influence of outdoor education towards self-control. Thereby, true experimental design was used as research method of the study. The population was students in Sports Coaching Education major, Faculty of Education and Health in Indonesia University of Education batch 2015. While for the study sample, both experimental and control group consisted of 30 people each. So the overall sample is 60 people. Random sampling was used for sampling the study, which 20 out of 30 samples were male and the rest were female. Treatment for the experiment group in this study is Wall Climbing 1 day, Slack Line 1 day, and Hiking 5 days. Instrument that used to analyze the result of this study is questionnaire that adopted from Tangney, Baumeister, & Boone (2004) *Self-Control Scale* (SCS).

Instrument that used in this study is psychology scale that arranged with likert scale. It has five alternative response statements like strongly agree, agree, neutral, disagree, strongly disagree. The total number of overall statements is 36 items. 24 reversed items and 12 positive items. Although this questionnaire is standard, the reasercher decides to re-test

point of validity and reliability of this questionnaire, so after that it can be applied to the sample that will be used. The result data of this reaserch is analyzed by using assistance spss statistics 22.

III. RESULTS

Table 1 and 2 showed the mean scores and standard deviation of the various factors for the groups previously mentioned. Although mean scores from both of group showed an increase poin at the post test, but mean scores of experiment group has higher poin than control group.

Table 1
Self Control of Control Group
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	30	87	127	105,80	11,318
Post-test	30	94	137	113,67	11,235
Valid N (listwise)	30				

Table 2
Self Control of Experiment Group
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	30	87	125	103,23	10,421
Post-test	30	102	128	117,40	6,996
Valid N (listwise)	30				

The results of the analysis from each research question item will be presented as follows :

1. The Influence of outdoor education towards Self-control male students of Sports Coaching Education major.

To analyze the difference of average before and after treatment in one group used a paired sample test. The result of the analysis showed that mean score of self control at pre-test were 104,05 and mean score of self control at post-test were 116.60.

Table 3
Self Control of Male Student
Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pretest	104,0500	20	11,12832	2,48837
Posttest	116,6000	20	7,70782	1,72352

2. The influence of outdoor education towards self-control female students of Sports Coaching Education major.

Same as the analysis at the first number, analysis was using a paired sample test. The result was showed that mean score of self control at pre-test were 101,60 and mean score of self control at post test were 119,00.

Table 4
Self control Female Student
Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pretest	101,6000	10	9,16758	2,89904
Posttest	119,0000	10	5,29150	1,67332

3. The influence of outdoor education towards self-control students of Sports Coaching Education major.

To see whether there is a difference in self-control ability between the control group and the experimental group after the outdoor education treatment, then the independent samples test is tested. The results of analysis showed that the mean score of self control ability in the control group were 7.87 and the mean score of self control ability in the experiment group were 14.43.

Table 5
The difference of Self control of Control Group and Experiment Group
Group Statistics

Group	N	Mean	Std. Deviation	Std. Error Mean
CONTROL	30	7,87	14,012	2,558
EXPERIMENT	30	14,43	10,227	1,867

4. Difference in the influence of outdoor education towards male and female students of sports coaching education major.

Same as the analysis at the number three, analysis was using independent samples test. Based on the test, it is known that the mean score of self-control in male students were 4,200 and the mea score self-control for female students were 2,800.

IV. DISCUSSION

The function of outdoor education is to optimize what have someone learned before. This is because the experiential learning method in outdoor education is able to arouse the attention of the students who follow it, one of outdoor education is hiking program to focus on the meaning contained in every thing behind the objects that are seen, heard, felt by each individual. This program will certainly give alot of meaning to each individual especially with help from experienced people to provide stimulus to students by connecting everything that happens and felt by students with every thing that happens in the daily life of the student. As Kardjono said (2009, p. 198) :

Rasa kagum, terpesona, terkesima dan lain lain dibangkitkan oleh rona alam, seperti lanskap yang indah, beningnya air, atau kelembutan angin misalnya sungguh begitu mudah untuk diubah dan ditingkatkan ke dalam proses transedental, yaitu kesadaran mewarnai akan adanya penciptaan maha karya yang agung dari Tuhan

The outline of the above statement is Admiration and others feeling are aroused by natural hues such as beautiful landscapes it is so easy to be changed and upgraded into a transcendental process. The results of this study indicate that the outdoor education program has a positive impact towards self control students. The results of the calculation from data analysis that mean score of self control in the control group were 7.87 and the mean score of self control in the experimental group were 14.43. From these data, it was explained that self-control ability of the experimental group which have done the outdoor education treatment was higher than the control group which was have did not do outdoor education treatment.

What needs to be considered here is, even though outdoor education with the hiking experience is same as providing the benefits of controlling anxiety, the hiking experience is estimated to be more free and encouraging then regular exercise lessons which are limited by rules and the necessity of doing things emphasized by the instructor, because during the trip, students was left free to learn the experiences of learning in nature by their own way, thus enabling them to acquire new knowledge and discoveries that were different from activities on the ground especially in a space that was bounded by four classroom walls.

From these data, the writer conclude that Outdoor education has a significant influence towards self-control students of Sports Coaching Education major, Faculty of Sports Education and Health.

V. CONCLUSION

From the results of data analysis and discussion that have been described in the previous chapter, the conclusions are:

1. There is a significant influence of outdoor education towards self control of male student.
2. There is a significant influence of outdoor education towards self control of female students.
3. There is a significant influence of outdoor education towards self control students of Sports Coaching Education Major.
4. There is a significant difference in the effect of outdoor education towards self control of male female student.

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