

The Influence of Learning Out of School Camping and Hiking Courses on Self-Control

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Keywords: Outdoor Education and Self Control.

Abstract: This article discusses the effect of outdoor education Program camping and hiking on self control. The method used in this research is experiment. The pre-test post-test two treatment design. Using simple random sampling. which specified a group of structured games activities as a single experimental group and an unstructured games activity group as the two experimental groups. The results showed that the group of structured games activities and groups of unstructured games activities there are significant differences. After administering the test, this paper finds out that the group implementing outdoor education program of camping and hiking and unstructured games is better than the group which does not in terms of self-control.

1 INTRODUCTION

Self-control has the meaning as an individual's ability to read and read the situation of the self and the environment and the ability to control and implement behavioral factors according to the circumstances to run in socializing (Walters, 2011). The ability to control oneself becomes very meaningful to minimize bad behavior. During this time many found in life in society as well as in the state order of events that occur due to inability to control themselves (Walters, 2011).

Individuals with low self-control often have a low sense of tolerance for others and tend not to think about the long-term impact they will face after doing something bad (Zimmerman et al., 2015; Gottfredson and Hirschi 1990). Self-control is a potential that can be developed and used by individuals during the processes in life, including in the face of the conditions contained in the environment.

Changes and developments in self-control are part of the objectives of the teaching and learning process of Law Number 20 Year 2003. In its implementation, efforts have been made so that the realization of student self-control which part of the national education goals both in the process and evaluation of learning. Physical education is one of the subjects in school and is an integral part of the overall education system of Bucher (1979).

The wide scope of physical education materials such as games, development activities, water activities, gymnastics activities, rhythmic activities, education outside the classroom, and health (BSNP, 2006). Out-of-school education is a very effective activity when it comes to connecting learning objectives on a psychological basis (Taniguchi et al., 2005). Camping and hiking are part of outdoor educational activities that have a positive impact on individual development (Gregg, 2009; Kruse and Card, 2004; Bean et al., 2016). In the execution of activities outside the classroom can be games, stories, sports, experiments, competitions, recognize the surrounding environmental cases and discussion of solutions, environmental action, and environmental crawl (Vincencia, 2006).

In the implementation of outdoor learning activities teachers can modify the game program conducted in the learning process in outdoor education where balanced games can be developed as well as carefully planning challenging activities, and choosing the important and timely to challenge the understanding and enhance the active learning (Werner and Almond, 1990). By providing a structured or systematic game that is arranged in stratum from the easiest hardest keyang (Harsono, 1988) and vice versa are not structural. (Gregg, 2009) says' younger students are likely to need more supervisory and structured activities. Then (Ismail et al., 2014) say "through unstructured games, children improve their cooperative skills, build knowledge

through imitation, and gain new insights through trial and error."

Referring from the opinion of the experts above eating this research is intended to be able to answer some questions 1) Is there an effect of learning outdoor education program camping and hiking with activity games that are structured on self-control students. 2) Is there any influence of outdoor education learning camping and hiking program with unstructured games activity on student self-control. 3) Is there any difference in learning effect of outdoor education program camping and hiking using structured games activity with unstructured games activity on student self-control.

2 METHODS

The research method used is the experiment with the pre-test design post-test two design Cohen (2007). This research lasted for three days that is on 14 - 16 April 2017, with a 44-hour meeting that starts from Friday 14th to 10th day of the week. The study with these 3 refers from (Taniguchi et al., 2005). The sample was determined based on simple random sampling which consisted of 40 students of class VII and VIII SMP Wangunsari, Lembang, West Bandung regency, West Java. The instrument used is self-control adopted from instruments (Tangney et al., 2004). Processing is done by using t-test statistic.

3 RESULTS AND DISCUSSION

In this research is divided into two groups of samples, namely: a sample group that conducts outdoor educational camping and hiking activities with structured games and sample groups that conduct outdoor educational activities camping and hiking with unstructured games.

Table 1: Test Results Paired Sample Test Self Control group structured.

			Pair 1 Pretest structured - Posttest structured
Paired Differences	Mean		-7.700
	Std. Deviation		4.497
	Std. Error Mean		1.006
	95% Confidence Interval of the Difference	Lower	-9.805
		Upper	-5.595
t			-7.658
df			19
Sig. (2-tailed)			.000

Based on the results of the Paired Samples Test of self-control in the structured group, the probability value or Sig (2-tailed) is 0,000 smaller than 0.05 (0.000 <0.05), it can be concluded below that there are differences in mean before and after treatment on the ability of self-control in the structured group. It can also be seen from the mean in the Paired Samples Test or on t arithmetic. If the positive t count means the average before the test is higher than after the test and vice versa the negative t count means the average before the test is lower than after the test of. Based on result of paired samples test known that t table -7.658 it shows that post-test value bigger than pre-test value.

From the results of research and tested by paired samples test showed that there is a significant increase meaning that the treatment given to the group of structured game activity has a positive and applicable influence in improving the self-control of first-grade students, this is supported by quantitative testing of data obtained through pretest and posttest self-control students.

This gives an understanding that there is an influence of learning outdoor education program camping and hiking with a structured game activity on student self-control, these results also imply that learning of outdoor educational programs of camping and hiking with structured game activity has an effect on student self-control as predicted by theory (Gregg, 2009).

Table 2: Test Results Paired Sample Test Self Control group unstructured.

			Pair 2 Pretest unstructured- Posttest unstructured
Paired Differences	Mean		-11.600
	Std. Deviation		4.173
	Std. Error Mean		.933
	95% Confidence Interval of the Difference	Lower	-13.553
		Upper	-9.647
T			-12.433
Df			19
Sig. (2-tailed)			.000

Based on Paired Samples Test result of unstructured self-control group ability, it is known that probability value or Sig (2-tailed) is 0,000 smaller than 0.05 (0.000 <0,05), thus it can be concluded under Ho rejected, meaning that there is average difference in before and after treatment on self-control group unstructured ability. It can also be seen from the mean in the Paired Samples Test or on t arithmetic. If the positive t count means the average before the test is higher than after the test and vice versa the negative t count means the average before the test is lower than after the test of.

Based on the results paired samples test known that t table -12.433 it shows that the value of post-test is greater than the value of pre-test.

From the results of research and tested by paired samples test showed that there is a significant increase means that the treatment given to unstructured game activity groups has a positive and applicable influence in improving the self-control ability of the junior high students, this is supported by quantitative testing of data obtained through pre-test and post-test self-control students.

This implies that there is an effect of learning about outdoor education program camping and hiking with unstructured game activity on student self-control, the result also implies that outdoor learning education camping and hiking programs with unstructured game activity have an effect on student self-control as the results of research conducted by (Ismail et al., 2014).

Table 3: Independent Samples Test Result Test Structured and Unstructured Group on Self Control Capability.

		Enhancement		
		Equal variances assumed	Equal variances not assumed	
Levene's Test for Equality of	F	.053		
	Sig.	.820		
t-test for Equality of Means	t	-2.843	-2.843	
	df	38	37.789	
	Sig. (2-tailed)	.007	.007	
	Mean Difference	-3.900	-3.900	
	Std. Error Difference	1.372	1.372	
	95% Confidence Interval of Difference	Lower	-6.677	-6.677
	Upper	-1.123	-1.123	

Based on the calculation of independent samples test, obtained t value for the value of self-control ability is -9.253 and t_{table} for 95% significance level and degrees of freedom (df) = 38 obtained t_{table} = 2,042. Value $-t_{count} < -t_{table}$ (-2.843 < -2.042) and P value (0.007 < 0.05) then H_0 is rejected, meaning that there is a difference between the mean value of the ability of self-control group activity and the game is structured with the average value of activity groups and unstructured games. A negative t value means that the average of the structured group is lower than the unstructured class average, with mean difference -3.900. This means that the value of the ability of self-control group is not structured greater

than 3.900 value of the ability of self-control group structured.

This gives the understanding that groups are doing outdoor educational activities camping and hiking programs using unstructured games have a high level of self-control influence when compared to outdoor educational activities of camping and hiking programs using structured games. This means that the group implementing outdoor education program of camping and hiking with unstructured games is proven to have better self-control. This is in line with (Ismail et al., 2014; Guralnick, 1993).

4 CONCLUSIONS

From the field observations on unstructured game groups researchers see that the presence of caution, struggle and sincerity, and high cooperation in completing every game activity that is passed, besides that unstructured activities and games also provide benefits to the child to respond to feedback from each stimulus provided either in the form of ideas, as well as consider the opinions of others so as to develop self-control. This is as described by (Guralnick, 1993) "Furthermore, exposure during unstructured" play to the feelings, feedback, opinions, and ideas of peers helps children move beyond egocentric feelings, to consider the ideas of others. "In addition, unstructured playing exposure to peer feelings, feedback, opinions, and ideas helps children move beyond egocentric feelings, to consider other people's ideas. This is in line with the research results (Ismail et al., 2014) "that through unstructured play, children enhance their cooperative skills, build knowledge through imitation, and gain new insights through trial and error." It means "through unstructured games, children improve their cooperative skills, build knowledge through imitation, and gain new insights through trial and error."

This study suggests that the opinions expressed by (Gregg, 2009) are mapped out that "younger students will likely require more supervision and structured activities, as well as more comforts during camping, such as cabins, running water, and prepared meals." This means "Younger students will likely need more supervision and structured activities, as well as comforts during camping, such as cabins, clean water and fast food" what is proposed for outdoor education camping and hiking programs using unstructured activities and games better if applied to improve self-control in junior

high school students. This research is only limited to know the influence of self-control.

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