Academic Self Concept of Physical Education Students

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Article Info	Abstract
	Knowing the level of student academic self-concept is the main goal in this research. The research design used is a survey with a quantitative descriptive method. The population involved in this study was 50 students. The sample used in this study was 50 students using total sampling consisting of 33 male students and 17 female physical education students. The instrument in the form of a questionnaire was used to collect research data. The mean ideal and the standard deviation ideal were used to analyze the research data. The results of the analysis show that: 1) the mean value of male students is 61.8 and the standard deviation of 13.61; 2) the mean value of female students of 31.3 and the standard deviation of 11.90. So, it can be concluded that the level of academic self-concept of physical education students is in the high category.

INTRODUCTION

Academic self-concept is not permanent or can change depending on social conditions, meaning that if someone gets social support, it will be possible to increase self-concept (Amiot et al., 2015). Several factors that influence changes in one's academic self-concept include environmental acceptance (Noviandari & Mursidi, 2019), and social support in the surrounding environment (Hu et al., 2019).

Each individual will act based on his self-concept (Dasgupta, 2013). If a student considers himself to be a diligent person, then the student will always arrive on time when attending lectures, listen carefully to the material presented by the course lecturer, participate in and contribute to the discussion in class, and prepare himself well to attend lectures, and passionate about getting the best value (Seo et al., 2019). However, it is unfortunate that based on the facts on the ground, it is known that there are still students who have a low self-concept, which is characterized by a lack of confidence in the lecture process, and have a negative view when getting problems in the learning process, and are passive in lecture activities.

Various previous studies stated that academic self-concept is an important factor to improve student achievement and there is a relationship between variables (Ghazvini, 2011). Academic self-concept is also known as a positive predictor to determine student achievement (Haktanir et al., 2018). Academic self-concept has a positive relationship with motivation and is also known as a positive predictor to determine student achievement (Berg & Coetzee, 2014).

Given the importance of the role of self-concept in the lecture process followed by students, it is necessary to make academic efforts to determine the level of self-concept of physical education students. The results of this study will contribute to lecturers and students improving student self-concept. Based on this description, the goal to be achieved in this study is to determine the level of self-concept of physical education students.

METHODS

The research design used is a survey with a quantitative descriptive method (Loeb et al., 2017). All students who attended sports psychology lectures were included in this study consisting of 33 male students and 17 female physical education students. Total sampling is used as a way to take research samples so that all members of the population are used as research samples (Nopiyanto & Pujianto, 2021). So that the number of research samples is 50 students. A questionnaire containing 30 statements was used to determine the self-concept possessed by students. The validity value used is 0.7 and the instrument reliability is 0.87. The research procedure begins with identifying problems, determining research problems, compiling research instruments, testing instruments to determine their validity and reliability of instruments, distributing instruments to research samples, tabulating research data, compiling research reports, and conducting scientific publications. The data analysis technique used is the ideal means, and ideal standard deviation (Sudijono, 2018).

Table 1. Formula for determining criteria

Interval	Category
> (Mi+1,8 SD) - (Mi+1,8 SD)	Very High
> (Mi+0,6 SD) - (Mi+1,8 SD)	High
> (Mi-0,6 SD) – (Mi+0,6 SD)	Moderate
> (Mi-1,8 SD) – (Mi-0,6 SD)	Low
(Mi-3 SD) – (Mi-1,8 SD)	Very low

RESULT

The data analysis in this study is divided into three, namely the overall academic self-concept of students, male students' academic self-concepts, and female students' academic self-concepts. Each analysis result is presented in the table below.

Table 2. General academic self-concept

Interval	Frequency	Category
103-120	14	Very High
85-102	21	High
67-84	14	Moderate
49-66	1	Low
30-48	0	Very low

From table 2, the level of academic self-concept of physical education students is in the high category.

Table 3. The academic self-concept of male students

Interval	Frequency	Category
103-120	10	Very High
85-102	12	High
67-84	9	Moderate
49-66	1	Low
30-48	0	Very low

Based on table 2 shows that the level of academic self-concept of male students is high.

Table 4. The academic self-concept of female students

Interval	Frequency	Category
103-120	0	Very High
85-102	13	High
67-84	4	Moderate
49-66	0	Low
30-48	0	Very low

Based on the results of data analysis shows that the level of academic self-concept of female students is high. For more details about the mean and standard deviation values can be seen in Figure 1 below.
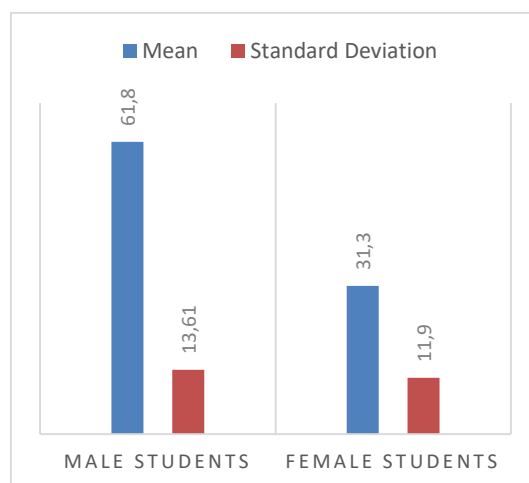

Fig 1. Graphic of mean and standard deviation

DISCUSSION

The self-concept that has been built will certainly change, although the possibility will be difficult. Change usually occurs most easily when there is acceptance from others, which helps a person to reduce anxiety and threats and acknowledge and accept previously rejected experiences (Feist & Feist, 2010). Self-concept is the relationship between attitudes and beliefs about ourselves (Nasir & Lin, 2012; Marsh et al., 2020).

Academic self-concept is a factor that plays an important role in student success in learning (Prince & Nurius, 2014). Academic self-concept is an internal factor that drives and energizes behavior. A positive self-concept will affect students in facing learning difficulties in every college they follow.

A positive self-concept will affect the value of mastery of attitudes, knowledge, and skills competencies in learning (Jansen et al., 2015). A positive self-concept has a good impact on student learning processes and learning outcomes on campus because students who have a positive self-concept tend to have an optimistic attitude. If a student has a positive self-concept, it will be easier to accept each lesson, and the student will be more likely to have a sense of optimism in the learning process activities and be enthusiastic in participating in the learning process in class so that the results of mastering competencies can be optimal, but if a student has a negative self-concept it will be more difficult to accept the lessons that have been delivered by the lecturer.

The self-concept grows or is formed not directly but through a process of interaction, and positive motivation in the environment around students, namely the family environment, and society (Park, 2011). Those who influence the determination of self-concept in student life are parents, teachers, and friends. The campus environment is one of the processes of forming self-concept in students. Because the lecturer will instill positive things in students, be it positive motivation, or positive behavioral directions. Thus a positive self-concept is formed and develops through the learning process in one's interaction with the environment.

CONCLUSION

Students who have a high academic self-concept will find it easier to solve various problems encountered in the learning process. The results of the research concluded that physical education students had a high level of academic self-concept, and there was no difference in the level of academic self-concept owned by male and female students. Even though students already have a high academic self-concept, it is recommended that the learning methods applied to physical education study programs provide more space for learning activities that support self-introduction and healthy competition between students, to increase the chances of student achievement.

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