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The Role Of Mental Health Literacy And Dicipline In Improving The Learning Achievement Of Sports Students

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Abstract

This study aims to examine the perspective of mental health literacy and discipline on improving the learning achievement of sports students. This study has three main variables: Mental health literacy, Discipline, and Learning Achievement. This research was conducted using quantitative methods by distributing Gform questionnaires to 329 respondents of sports students from various study programs at the Faculty of Sports and Health Education, Universitas Pendidikan Indonesia. Mental Health Literacy Questionnaire-Young Adult Form (MHLq-YA), F.I.R.S.T. (Focus, Intention, Responsibility, Structure, Time) and Grade Point Average (IPK) were used as instruments in this study. All data obtained were analyzed through the SPSS program with correlation and multiple regression hypothesis testing. The results show a significant relationship and influence between discipline and the learning achievement of sports students. In comparison, mental health literacy and learning achievement of sports students did not show statistical significance. In conclusion, research development is needed to improve the causal relationship with the sample's demographic characteristics to produce a more optimal interpretation.

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INTRODUCTION

Mental health is now a major concern in global health due to its significant impact on individuals' quality of life. The WHO notes that 1 in 8 people in the world are affected by mental health disorders (WHO, 2022) , as well as being one of the leading causes of global disability, and the COVID-19 pandemic has increased its prevalence rate (Al Dhaheri et al., 2021; Herrera et al., 2021; Vigo et al., 2016). In Indonesia, the prevalence of mental health disorders continues to increase (Handayani, Ayubi, and Anshari 2020; Riset Dinas Kesehatan, 2018). More than 15 million adolescents in Indonesia are reported to experience these disorders (Indonesia National Adolescent Mental Health Survei, 2023), especially in the adolescent to early adult phase, including university students who have entered this phase. (Fuady et al., 2019; Patton et al., 2014).

Students often face academic pressures that can trigger mental illness (Ambarwati et al., 2019; Pedrelli et al., 2015). mental illness have been shown to impact learning achievement negatively (Giusti et al., 2021). Therefore, mental health literacy plays a crucial role in preventing such disorders. Mental health awareness is described as the capacity to identify and comprehend mental health issues along with the ability to seek professional assistance when necessary (Jorm, 2000). Individuals with high mental health literacy tend to be better able to manage stress and have more stable mental health (Beasley & Hoffman, 2023; Song et al., 2023; Sullivan et al., 2019). In the context of sports students, this literacy is crucial to help them deal with physical, emotional, and academic stressors, which are learning achievements.

Discipline plays an important role in academic achievement (Duckworth & Seligman, 2005; Riyani & Usman, 2021). by providing a positive impact on managing time that helps students achieve optimal learning outcomes (Alyami et al., 2021; Xu, 2020). In addition, self-discipline helps in psychological aspects, especially in controlling emotions and reducing stress levels (Ahmady et al., 2021). A student needs to apply a disciplined attitude because it will have a good impact in the future (Krskova et al., 2019). Therefore, in addition to being a predictor of academic success, discipline is also useful in the world of work and the social life of students.

Several previous studies have suggested that mental health literacy and discipline are one of the pillars of better education and thus improve the achievement of a learner (Karaoulas 2024; Milin et al. 2016; Minhua and Hock 2024, 2024; Stanley, Ehiane 2014; Suldo et al. 2014; Winzer et al. 2018). However, research exploring the interrelationship of these two factors especially in the context of sports students is still very limited. Therefore, this study aims to fill this gap by exploring the extent to which mental health literacy and discipline contribute to the learning achievement of sports students. The results of this study are

expected to contribute both to the development of educational strategies that develop character building and understand the impact of mental health literacy to optimize the learning achievement of sports students.

METHODS

Design

This study uses a descriptive method with a quantitative approach to analyze the relationship between mental health literacy (X1), discipline (X2), and learning achievement (Y). The descriptive method describes phenomena without manipulation, while the quantitative approach allows the statistical processing of numerical data to obtain generalizable results. Combining these two methods, this research aims to provide a clearer picture of the relationship between the variables studied.

Participants

The population of this study consisted of students of the Faculty of Sport and Health Education (FPOK) of Universitas Pendidikan Indonesia (UPI) Bandung, batches 2021, 2022, and 2023, with a total of approximately 329 active sports students (Table 1). This study employed a purposive sampling method to select participants according to specific relevant characteristics. Data collection took place for 1 month (December 10, 2024 - January 9, 2025), with the help of FPOK UPI lecturers to directly enter the classroom during the learning process.

Tabel 1. Criteria Respondent

	Criteria	Sum	%
Gender	Male	186	56.5
	Female	143	43.5
Study Program	IKOR	81	24.6
	KFO	33	10
	PGSD	36	10.9
	PJKR	138	42
	PKO	41	12.5
Total		329	100

Instrument

This research instrument measures three main variables: Mental health literacy, discipline and learning achievement. Mental health literacy was measured using the Mental Health Literacy Questionnaire-Young Adult Form (MHLq-YA), which consists of 29 items with a 5-point Likert scale, covering four main dimensions (Campos et al., 2022). Construct validity was tested using Confirmatory Factor Analysis (CFA) with good results (RMSEA = 0.051, CFI = 0.95, NNFI = 0.94), and reliability showed a Cronbach's Alpha value (0.84). Discipline was measured using the F.I.R.S.T. discipline principles, consisting of 23 items with a 7-point Likert scale in five main dimensions (Krskova et al., 2021). Validity was tested using Principal Component Analysis (PCA) with significant Bartlett's Test results ($p < 0.05$) and KMO (> 0.70) and high reliability with Cronbach's Alpha results (0.839-0.910). Learning achievement was measured through Grade Point Average (IPK) as a quantitative indicator of the academic achievement of sports students.

Data analysis

Data analysis will be conducted using descriptive statistics and inferential statistics. Descriptive statistics will provide an overview of the data from all participants. In contrast, inferential statistics will test hypotheses regarding the relationship and influence between mental health literacy, discipline, and learning achievement. The Pearson correlation test will be applied to determine how strong the relationship between variables is, while multiple linear regression is used to understand the influence of mental health literacy and discipline on student learning achievement.

RESULT

The results are shown in the respondent criteria table. It is known that male respondents are (56.5%), while female respondents are (43.5%). Meanwhile, of the five study programs that became the population for the sample, PJKR was the bearer of the most respondents (41.9%), then IKOR (24.6%), PKO (12.5%), PGSD (10.9%), and KFO (10.1).

Descriptive Statistics

In Table 2, descriptive statistics, it is known that the overall variable for the mental health literacy variable has a mean (61.34) with a standard deviation (9.42). This indicates that the level of mental health literacy of sports students is quite diverse, and the discipline variable has a mean (122.51) with a standard deviation (12.81). This also indicates that this variable has a higher diversity than other variables. As for the independent variable or learning achievement has a mean (3.56) with a standard deviation (0.22), indicating that learning achievement tends to be homogeneous and close to the average value.

Tabel 2. Descriptive table of mental health literacy statistics, discipline and learning achievement of sports study program students

Overall Variables						
	N	Minimum	Maximum	Sum	Mean	Std. Devi
X1	329	40	80	20181	61.3404	9.41746
X2	329	95	149	40307	122.5137	12.81412
Y	329	3	4	1172.62	3.5642	0.21879
Valid N (listwise)	329					
Sports Science						
	N	Minimum	Maximum	Sum	Mean	Std. Dev
X1	81	45	78	4847	59.84	7.946
X2	81	95	147	10379	128.14	10.234
Y	81	3	3.98	299.07	3.6922	0.23034
Valid N (listwise)	81					
Sports Physical Training						
	N	Minimum	Maximum	Sum	Mean	Std. Devi
X1	33	43	80	2135	64.7	12.014
X2	33	102	131	3871	117.3	8.049
Y	33	3.16	3.78	115.03	3.4858	0.17077

Valid N (listwise)	33					
Physical Education Elementary School Teacher						
	N	Minimum	Maximum	Sum	Mean	Std. Devi
X1	36	49	75	2135	59.31	7.313
X2	36	97	149	4603	127.86	13.531
Y	36	3.25	3.86	128.94	3.5817	0.17825
Valid N (listwise)	36					
Physical Education Health and Recreation						
	N	Minimum	Maximum	Sum	Mean	Std. Dev
X1	138	38	79	8780	61.4	9.191
X2	138	38	149	17386	121.58	15.008
Y	138	3.06	4	486.46	3.5251	0.20477
Valid N (listwise)	138					
Sport coaching education						
	N	Minimum	Maximum	Sum	Mean	Std. Dev
X1	41	43	80	2567	62.61	11.554
X2	41	99	146	4592	112	8.724
Y	41	3.01	3.9	143.12	3.4907	0.2057
Valid N (listwise)	41					

In the data distribution analysis, each study program shows various values for variables X1, X2, and Y. PGSD and PJKR have a fairly large st dev on variable X2, namely (13.531) and (15.008). In contrast to variable Y, all study programs show a small st dev with the highest value from IKOR (0.23034), which indicates a high level of homogeneity in academic achievement. The KFO and PKO study programs also showed high St. Dev on variable X1, with values of (12.014) and (11.554), respectively, reflecting a wide spread of answer distribution among respondents. In this case, respondents' learning achievement is relatively uniform across study programs, while mental health literacy and discipline show data diversity.

Normality Test

Data distribution in testing normal assumptions shows X1, X2, and Y variables tested using the Kolmogorov-Smirnov method with a total sample size of 329 data. The analysis results show that the X1 and X2 variables have a significance value of (.200), while Y has a significance value of (.099). These results show that the data is above the value of 0.05, so the data from the three variables is normally distributed.

Correlation Hypothesis Test

The statistical test of correlation shows three important points in the table. First, the relationship between X1 and Y has a negative correlation value of (r = -.021), which means the relationship is very weak. The negative correlation also indicates that as the Y value increases, the value of variable X1 decreases slightly. It is also corroborated by the significance value (p = .708), which is far above α = 0.05, so there is no strong evidence to support the relationship between variables X1 and Y. The relationship between X2 and Y has a correlation coefficient (r = .354). This value reflects

a positive relationship with moderate strength, indicating that an increase will follow an increase in the X2 score in the Y variable score. In addition, the resulting significance value is also less than 0.001. Thus, the relationship between these two variables is statistically significant, meaning strong evidence supports a positive relationship.

Similarly, the relationship between X1 and X2 shows different results. The correlation coefficient (r = .007) indicates that the relationship between these two variables is very weak, close to zero, indicating that there is No. clear linear pattern of relationship between the two. The significance value (p = .905) also shows a value greater than α=0.05; this result indicates the absence of a statistically significant relationship.

Tabel 3. Correlation hypothesis test

Variabel	X1 - Y -	X2 - Y	X1 - X2
Koefisien Pearson (r)	-0.021	0.354**	0.007
Signifikansi (p-value)	0.708	< 0.001	0.905
Strength of Relationship	No relationship	Positive relationship Moderate	No relationship

Multiple Regression Assumption Test

Multicollinearity

The results are shown through the multiple regression assumption testing table. The multicollinearity test results explain no multicollinearity problem in the multiple regression model. Based on the tolerance value and Variance Inflation Factor (VIF) for each independent variable X1 and X2, both have a tolerance value of (1.000) and a VIF of (1.000). A tolerance value greater than 0.100 and a VIF smaller than 10 indicates that no relationship between variables X1 and X2 is too strong. Therefore, these two variables can be used simultaneously in the regression model without worrying about the distortion caused by multicollinearity. This also ensures the estimation of regression parameters so that the results can be more valid.

Normality of Residuals

The residual normality test results using One-sample Kolmogrov-Smirnov (Tabel 4) show that the residuals are normally distributed. The value of a stamp. Sig. (2-tailed) obtained is (.067), greater than the significance level α = 0.05. In addition, the test statistic value is (.048), indicating that the difference between the residual and normal distributions is insignificant. Thus, these results indicate that the residuals in the regression model fulfill the normal assumption, which means that the regression model can be accepted and analyzed further.

Heteroscedasticity

In the multiple regression assumption testing table, which explains the symptoms of heteroscedasticity. In the test, which is seen from the significance (sig.) for each variable X1

and X2. The results show that the X2 variable is worth (.069), which is greater than 0.05, indicating no symptoms of heteroscedasticity. In addition, X1 also shows a value of (.954), which indicates that no heteroscedasticity symptoms occur in this variable. Both values are relatively constant across the prediction range, indicating no pattern of heteroscedasticity.

Tabel 4. Multiple Regression Assumption Test

Assumption Test	Variables	Main Parameter	Value	Conclusion
Multicolonierity	X1	Tolerance	1.000	No multicollinearity
		VIF	1.000	No multicollinearity
	X2	Tolerance	1.000	No multicollinearity
		VIF	1.000	No multicollinearity
Normality of Residuals	Unstandardized Residual	Kolmogorov-Smirnov (KS)	0.048	Data is normally distributed
		Sig. (Monte Carlo)	0.066	Data is normally distributed
Heteroscedasticity	X1	t	-0.058	No heteroscedasticity
		Sig.	0.954	No heteroscedasticity
	X2	t	-1.825	No heteroscedasticity
		Sig.	0.069	No heteroscedasticity

Multiple Regression Hypothesis Test

The last test carried out is the multiple regression test (Table 5). The F-test results are shown through the ANOVA table. The F value of (23.441) indicates that this regression model can explain the value of variable Y quite well when compared to the variation that is not explained in the model. In addition, the value (p = .001) is very small, indicating that this result is highly significant at the α = 0.05 significance level. Thus, the F test results state that X1 and X2 together significantly contribute to explaining the variability of Y in this model.

A T-test was performed to determine the effect of each independent variable. The T-test results are displayed in (Table 5). The X2 results show a t value of (6835) with p = 0.001, which indicates that X2 has a significant effect on Y. Each increase of one unit in X2 will increase Y by (0.006), and the p-value shows (< .001) This value indicates that the X2 variable has a very significant effect. Conversely, the X1 variable shows a t value (-.446) with a p-value (p = .656) above α = 0.05, so the X1 results do not have significant results in this regression model.

The coefficient of determination (r) results show a value of (r= .126), which indicates that this model can explain 12.6% of the variation in Y. Other factors outside this model influence the remaining 87.4%. The result (12.6%) is relatively small. This shows that, although the regression model is

statistically significant (F= 23.441), the contribution made by variables X1 and X2 to Y is still limited, so other factors influence the Y variable that has not been included in this model.

Tabel 5. Multiple Regression Hypothesis Test

Test Result	Value	Interpretation
Determination Coefficient (R^2)	0.126	The model explains 12.6% of the variability of Y, the remaining 87.4% is influenced by other factors.
F-Test (ANOVA)	F = 23.441, p < 0.001	The regression model is significant overall.
Regression Coefficient	B (X1) = -0.001, p = 0.656	X1 has no significant effect on Y.
	B (X2) = 0.006, p < 0.001	X2 has a significant positive effect on Y.

DISCUSSION

This study examines how the role of predictor variables and relationships regarding mental health literacy and discipline of the sports student population improves their learning achievement in the context of increasing student IPK. To achieve this goal, the data collection process was conducted by including 5 (five) study programs at Universitas Pendidikan Indonesia. The results showed that discipline possessed by sports students will affect learning achievement. However, in the context of literacy, mental health among sports students does not affect learning achievement. The determination coefficient result (12.6%), which is relatively small, indicates the influence of other factors beyond this model.

The Role of Discipline in Learning Achievement

In the population of sports students, it is known that discipline affects the increase in learning achievement and is related to the increase in learning achievement. The results of this study support previous research that discipline has a significant effect on the learning process and learning outcomes that learners want to achieve, be it students or college students (Muda et al., 2024; Sitanggang et al., 2024). A learner who has good discipline tends to be able to focus, is responsible, and time management and plays an important role in playing and supporting effective learning (Krskova et al., 2019; Quiñal Jr. et al., 2024). A positive learning environment that helps increase learning motivation is a variable that needs to be considered in supporting the learning process (Cayubit, 2022). This is important because discipline can increase learning motivation and improve the learning environment (Geng & Wei, 2023; Herpratiwi & Tohir, 2022). tudies explain that students who participate in sports have fewer discipline violations than students who do not participate in sports (Calhoun, 2014). This reinforces that sports participation supports the discipline of sports study program students, especially in self-discipline (Simons et al., 1999). From the results obtained in this study, sports students

who have good discipline are students who can focus, be responsible, and manage time well so that they can support the learning process and create a good learning environment and learning motivation to achieve the goal of learning achievement

Discipline results from character education that is often taught to individuals from an early age (Berkowitz & Grych, 2000). When applied from an early age, character education will help each individual develop, especially in achieving good academic results (Andriani et al., 2023). Therefore, in the educational environment, character education carried out by educators can help students develop good character to make a good person in the future (Fertiliana et al., 2019). Thus, character education is not only teaching material for students to be more diligent in doing assignments or studying, but it is also an important foundation for supporting academic success and developing discipline with integrity in the future.

The Role of Mental Health Literacy in Learning Achievement

The results of hypothesis testing conducted on mental health literacy variables show that mental health literacy variables do not have a significant influence and relationship to learning achievement. These results contradict previous research by (Miles et al., 2020), which shows that a good level of mental health literacy can provide psychological well-being to a student who can contribute to academic achievement. One possibility that this can happen is the assumption that most of the population of sports students at the Faculty of Sport and Health Education, Universitas Pendidikan Indonesia, are students who come from areas that are less familiar with the importance of mental health. However, this assumption cannot be verified due to the limitations of respondent demographic data, which does not include information about the background of the respondents' region of origin. In a further explanation conducted by (Brooks et al., 2022), mental health literacy in Indonesia among children and adolescents is still limited, especially in the Java area. This happens because a high religious and spiritual culture sometimes replaces the role of professional assistance (Pangiras et al., 2021). Because of this, further research is needed that is more in-depth by covering more comprehensive demographic data so that it can explain the existing causality in more depth.

However, in this study, the impact of mental health literacy could not be statistically proven through direct methods (t = -.446). Nevertheless, it would be more effective if the role of mental health literacy were integrated with other variables, such as a mediator variable, to better understand both the direct and indirect relationships between mental health literacy and learning achievement among sports students. Like research by (Chemers et al., 2001), self-efficacy as a mediator affects the relationship indirectly to academic performance. This indicates that mental health literacy, associated with relevant

moderator variables, can positively influence a more complex mechanism.

CONCLUSION

This should clearly explain the main conclusions of the work highlighting its importance and relevance. In general, this study concludes that discipline is related to and influences the increase in learning achievement of sports students. At the same time, mental health literacy is unrelated and does not affect the improvement of mental health literacy. In addition, in improving the learning achievement of sports students, the coefficient of determination shows relatively small results, so many other factors are not included in this model that can be further investigated. To obtain more accurate and optimal research results, several alternative research developments can be carried out, such as increasing the causal relationship with the sample's demographic characteristics, increasing more samples, and adding moderator variables to determine direct and indirect effects.

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