The Effect of Sports Education on Adolescent Self-Esteem (A Comparative Study Between Students in Special Sports Classes and Regular Classes)

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A R T I C L E   I N F O

A B S T R A K

Krisis identitas banyak dijumpai pada usia remaja yang dapat mengakibatkan tindakan destruktif. Olahraga memengaruhi perilaku secara tidak langsung berupa sikap kompetitif positif dan perilaku desruktif stereotif negatif. Penelitian ini bertujuan untuk menganalisis sport education terhadap self-esteem pada kelas khusus olahraga dan kelas regular. Jenis penelitian ini adalah kuantitatif, dengan pendekatan ex-post facto. Subjek dalam penelitian sebanyak 200 responden yang terdiri dari siswa kelas khusus olahraga (KKO), siswa kelas regular, dan orang tua/wali murid kelas IX SMP. Adapun teknik pengumpulan data menggunakan angket self-esteem dari Rosenberg Self-Esteem Scale (RSES). Uji validitas instrumen dengan koefisien korelasi product moment pearson, sedangkan uji reliabilitas instrumen menggunakan teknik Alpha Cronbach. Teknik analisis data yang digunakan adalah uji one way Anova. Hasil penelitian menunjukan bahwa terdapat perbedaan antara siswa KKO dan regular. Partisipasi siswa khususnya remaja jenjang sekolah menengah pertama (SMP) dalam kegiatan olahraga memiliki kecenderungan tingkat tinggi, keberadaan kelas khusus olahraga (KKO) yang kurikulumnya didesain secara sistematis dan terstruktur mengimplementasikan program latihan olahraga dan pendidikan umum yang harmonis memberikan efek secara psikologis siswa remaja. Dengan demikian dapat disimpulkan bahwa terdapat pengaruh sport education terhadap self esteem pada siswa KKO. Implikasi penelitian ini sport education yang dikelola secara tepat memiliki dampak positif bagi remaja.

A B S T R A C T

Identity crises are common in adolescence, which can lead to destructive behavior. Sport affects behavior indirectly through positive competitive attitudes and negative stereotypical destructive behavior. This study analyzes sports education on self-esteem in special and regular sports education. This type of research is quantitative, with an ex post facto approach. The subjects in the study were 200 respondents consisting of special sports class (KKO) students, regular class students, and parents/guardians of ninth-grade junior high school students. The data collection technique used a self-esteem questionnaire from the Rosenberg Self-Esteem Scale (RSES). Test the instrument's validity with Pearson's product-moment correlation coefficient, while the instrument reliability test uses Cronbach's Alpha technique. The data analysis technique used is a one-way ANOVA test. The results showed that there were differences between KKO and regular students. Student participation, especially adolescents at the junior high school (SMP) level in sports activities, has a high level of tendency. The existence of special sports classes (KKO) whose curriculum is designed systematically and structured to implement sports training programs and harmonious general education has a psychological effect on adolescent students. Thus, it can be concluded that there is an effect of sports education on self-esteem in KKO students. This research implies that sports education that is managed properly has a positive impact on adolescents.

1. INTRODUCTION

Exercise can affect behavior both directly and indirectly. It can directly encourage healthy and friendly competitive behavior, such as taking sports seriously and participating at every level (Indrayana & Sadikin, 2020; Susila, 2022). It can indirectly encourage destructive and unsocial behavior by encouraging unhealthy competition, social isolation and negative stereotypes. The nature of being able to respect yourself, having a view that he is equal to others, and always having the hope to continue to grow and continue to develop to be better than before is a characteristic of individuals who have high self-esteem with strong character (Meliawati, 2020; Rodriguez-Ayllon et al., 2019). Also, a student with high self-esteem always tries to keep learning, has good confidence in his abilities and recognizes his limitations (Akçakoyun, 2018). Individuals with low self-esteem feel they are not confident in assessing their abilities and have no hope of continuing to grow and develop, making individuals unable to express themselves in a social environment, often feel like failures, give up easily, surrender, and tend to be

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pessimistic about what is will occur (Jumareng & Setiawan, 2021; Lianopoulos et al., 2020). It is related to the potential that needs to be explored by students and can take advantage of the medium of students' physical conditions through sports to improve self-concept. Learning in teacher schools needs to apply a learning model that can make students feel successful in themselves to increase student self-esteem as character formation in school (Lee et al., 2022; Rodriguez-Ayllon et al., 2019). Self-esteem also has a positive effect on learning achievement. Self-esteem can be developed through sports learning because sports require self-concept, cooperation, and ideal time adjustments) (Sulastri et al., 2020). Sports education in special sports classes is education to develop and foster a person's physical and spiritual potential as an individual or a community that aims to improve health and hone skills by thinking critically, creatively, and collaboratively. A special sports class (KKO) is designed to accommodate and serve students with special talents or potential in a school's sports field. In the process, sports participation is also not spared from the role of parents. Through the KKO class, academic achievement also increases with the support of parents and is also related to student self-esteem. Against this background, self-esteem is related to the level of self-confidence. It is because sports are often misused and understood to be to gain awards or fame, even though the main purpose of sports is to increase self-confidence, gain new skills, and play in groups or teams (Akçakoyun, 2018; Qurban et al., 2018). It is not spared from the main capital, and the condition for achieving sports achievements is good self-confidence.

Students who are members of KKO have the potential to be more confident because they are more mature in sports activities, which include mastery of knowledge and skills. It relates to self-concept through physical and individual endurance and coordination. Thus, the effect of sports education on self-esteem needs further investigation, especially for students in KKO and regular classes (Huang, 2020). Based on the results of observations made with the KKO head coordinator, teaching teachers and trainers, students in this class have a high level of confidence when participating in PJOK learning in particular and when practicing or competing. It is related to increased individual abilities in sports learning and physical abilities developed through lesson study learning. Lesson study aims to develop and perfect (Darsana et al., 2019; Kusumayuni, 2021). However, some have low self-confidence. Self-esteem that is too high hurts the students themselves, such as underestimating opponents' abilities or feeling superior to friends for the achievements made (Darsana et al., 2019). The right method is also needed to achieve good learning outcomes and increase student self-confidence in learning sports.

Physical condition and intelligence are one of the factors that can affect self-esteem. These factors can be found in the world of sports through sports activities. Because basically, self-esteem is the basic capacity of humans to be better. The physical condition of someone good and attractive will have higher self-esteem than someone who has a physical condition that is less good or less attractive. Intelligence is closely related to achievement. By becoming an athlete, you can develop your potential to carve out the highest achievements in the sport you are involved in. Self-esteem is not innate but a factor that is formed and learned and influences the development of self-identity with the influence of parents. Education always needs healthy self-esteem (Lee et al., 2022; Rodriguez-Ayllon et al., 2019). As is the case in school life, students with good self-esteem will have high self-confidence, be able to do what they want, and, ultimately, will motivate themselves to achieve something they aspire to. Students who have low self-esteem feel less confident, have no convictions, do not have confidence in their thoughts, find it difficult to get along with friends, and are afraid of the response they will receive from others because it is based on several factors, including economics or other factors (Liu et al., 2022). Self-esteem can be identified collectively if you are aware of your potential. Therefore, in the period of growth and development, adolescents need healthy self-esteem to lead a better life (Cerda et al., 2021; Jiang et al., 2021). Previous research findings state that self-esteem influences student achievement (Cerda et al., 2021). Increase self-esteem by identifying sports teams (Lianopoulos et al., 2020). The school chosen to accommodate and run the KKO program is SMP Negeri 1 Surakarta. A class intended to produce outstanding athletes from the city of Surakarta. It is not yet known how much influence sports education has on self-esteem in students, so it feels necessary to research the effect of it on student self-esteem. This study analyzes sports education on self-esteem in special and regular sports education. The existence of this research is expected to increase students' self-confidence.

2. METHODS

This study uses a quantitative descriptive method. The research approach used is ex post facto research. Ex-post facto means, after the fact, research conducted after an incident has occurred. Ex-post facto research aims to find causes that allow changes in behavior, symptoms or phenomena caused by an event, behavior, or things that cause changes in the overall independent variables that have occurred (Agung, 2018). The type of ex-post facto research used is causal-comparative research. This basic causal-

comparative approach includes research activities that begin by identifying the effect of one variable on another and then trying to find possible causative variables. This research was conducted to compare two or more groups of a certain variable. This study compares special sports classes with more sports activities than regular ones. The research was conducted at SMP Negeri 1 Surakarta, Jalan M.T Haryono No. 4, Manahan, Banjarsari District, Surakarta City, Central Java. The study population was students in special sports classes and regular classes in grade nine, as well as parents/guardians of students as confirmers of their children's behavior at home, with a total of 304 people. Sampling was done by purposive sampling. The criteria for the sample in this study were ninth graders who had participated in special sports classes for two consecutive years and regular ninth graders who had never participated in extracurricular sports or had not joined a sports club outside of school. They only do sports during PJOK learning. Of the subjects in the population, 200 respondents were selected as subjects. Grade nine students in sports special classes with class I and J study groups totaling 50 students and 50 parents. The regular class consists of 50 students and 50 parents.

Data collection techniques used in research using the Rosenberg Self-Esteem Scale (RSES). The questionnaire used in this study is closed. Respondents can provide choices according to their beliefs by choosing an existing answer. The research data source was conducted using primary data obtained by distributing questionnaires to students of selected special sports classes, regular classes, and each parent/guardian of students who live with them online using the Google Form facility. Student questionnaires to reflect on themselves and parent/guardian questionnaires to observe their children with the development of RSES. The data analysis technique used is the One Way Anova test, a comparative test or different test to determine whether there is a difference in the mean or mean between the two independent groups.

3. RESULT AND DISCUSSION

Results

The first hypothesis through the ANOVA test in this study aims to determine whether there is a difference in the mean of two unpaired samples from 2 or more groups. The basis for decision-making is if the sig. < 0.05, then there is a significant difference. If the sig. > 0.05, then there is no significant difference. The results of the ANOVA test on KKO are presented in Table 1.

Table 1. KKO Anova Test Results

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	25.180	3	8.393	3.238	.023
Within Groups	508.000	196	2.592		
Total	**533.180**	**199**			

Based on the description of the data in Table 1, it is known that the sig. that is 0.023. Based on the decision-making, the value of sig. < 0.05. Then, it can be interpreted that H0 is rejected, and H1 is accepted. There is a significant difference, which means that there is an effect of sports education on self-esteem in special sports classes. The results of the regular class ANOVA test are presented in Table 2.

Table 2. Regular Class Anova Test Results

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	15.895	3	5.298	2.602	0.053
Within Groups	399.060	196	2.036		
Total	**414.955**	**199**			

The second hypothesis can be seen based on the data description in Table 2 above. It is known that the sig. that is 0.053. Based on decision-making, the sig. > 0.05, then there is no significant difference, which means that sports education does not affect self-esteem in the regular class. The third hypothesis compares the self-esteem of KKO students and regular class students. Which is better or higher self-esteem, KKO or regular classes? The results of measuring the acquisition of self-esteem scores from the two classes have an average difference based on the results calculated using the ANOVA test presented in Table 3.

Table 3. KKO and Regular Student Anova Test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1647.825	1	1647.825	95.900	.000
Within Groups	1666.720	97	17.183		
Total	**3314.545**	**98**			

Based on the data description in Table 3 above, it is known that the sig. 0.000, which means there is a significant difference between the KKO and the regular class. KKO, with 50 students, has an average score of 71.16, while for the regular class, it is 62.94. The difference in the average value of the two data is 8.22. The highest score in KKO and the regular class is 80. The lowest score is in KKO, 62, while the regular class is 55. The average score in KKO in categorization is having a high level of self-esteem. In contrast, the regular class has an average score of 62.94, which is categorized as having a moderate level of self-esteem. The difference in the average student self-esteem measurement proves that the self-esteem of the KKO class is better than that of the regular class. Many factors affect the level of a person's self-esteem because self-esteem itself always develops along with the life journey of each individual. The results of calculating data from parents/guardians of students to observe and confirm their child's behavior at home/daily life also have significant differences. The results of data calculations between parents/guardians of KKO and regular students are presented in Table 4.

Table 4. Parents' ANOVA Test Results

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1900.960	1	1900.960	52.947	.000
Within Groups	3518.480	98	35.903		
Total	**5419.440**	**99**			

Based on Table 4, the average score of KKO parents is 70.16, while the average score of parents/guardians of regular class students is 61.48. The difference in the acquisition of the average score of the two data is 8.68. The highest score obtained on the data of parents/guardians of KKO students was 80, while for regular, it was 78. The lowest score obtained on the data of parents/guardians of KKO students was 60, while in the regular class, it was 46. Based on the results of the ANOVA test, it has a significance value of 0.000 <0 .05, which means that there is a significant difference between the parents/guardians of KKO and regular students. The average difference from the data of parents/guardians of students proves that the self-esteem of the KKO class is better than that of the regular class.

Discussion

In this study, two variables were determined as the main focus: the independent variable, namely sports education, and the dependent variable, namely self-esteem. The research was conducted by comparing KKO and regular students' self-esteem. Analysis of the research data is intended to prove whether sports education influences self-esteem in ninth-grade students of SMP Negeri 1 Surakarta. The results showed that the difference in self-esteem scores between KKO and regular students, the self-esteem of KKO students was higher than that of the regular class. It reinforces the findings, which show that through sports, students' self-esteem will increase and produce health-related benefits and great feelings of pride. Feelings of competence and a sense of pride and joy that are not excessive can encourage people always to have value and a fighting spirit, a sense of power, influence, and success that each individual defines. Whatever has been achieved, big or small, can be one of the keys to building self. - esteem because it can also increase student academic achievement. Confidence is the main foundation of a sense of worth, feeling safe and confident, and finally having the courage to act and try new things (Nuraini, 2019; Rubeli et al., 2020). It further reinforces that physical activity can significantly increase self-esteem, but academically, it can reduce it because exercising takes time. In sports, it also involves much innovation to become a special attraction. Even including traditional sports games can also increase self-esteem. The implementation of sports education is related to social responsibility and integration to increase the sense of personal responsibility and the spirit of cooperation. This connection encourages students to be more confident and build a strong sense of solidarity. In particular, the sense of solidarity in team sports creates a sense of involvement. As a social being, participating in a group (circle) can affect a sense of worth. This attachment is related to sports orientation that aims for certain achievements. A

sense of togetherness and connectedness can help us feel valued and not alone. It is based on self-esteem-binding prospects that move toward success and well-being in group relationships, work, and health.

Achievements, material possessions, status, and accomplishments can increase a sense of worth but can be lost and cannot be fully controlled. Therefore, one must try to appreciate what is already in oneself. Sports training activities take up more time for KKO students than regular classes so that KKO students have more experiences and trips. It also has a significant impact because sports activities demand self-adjustment of students and encourage a more positive direction. Sports learning in programmed sports classes greatly influences students' self-confidence. This finding is reinforced by previous research, which states that a good sports learning model will develop students' self-confidence and empower them (Qurban et al., 2018; Rubeli et al., 2020). Schools are greatly involved in shaping student self-esteem, and what stands out is their participation or role in sports activities (Gorospe & Ferrer, 2022). A positive correlation between life and high self-esteem was felt by students who attended KKO classes (Anggraeni et al., 2019; Suryandari, 2016). Problems in the form of low self-esteem among adolescent students, not wanting to respect themselves, parenting style from parents, which is the initial foundation for developing children's self-esteem, and lack of motivation for students to continue to grow and develop have an impact on low self-esteem for students. It can be developed through sports learning in the KKO class to increase self-confidence significantly. The KKO class tends to encourage student self-confidence and impact self-esteem greatly. Thus, it can be concluded that sport education has a significant influence on the development of student self-esteem. Students who are members of sports classes tend to have greater self-confidence. Limitations in this study in the form of collecting data using a questionnaire contained in the Google form were not examined properly, and whether the answers returned by respondents were truly based on their feelings. Data collection for parents also used the Google form, where researchers could not supervise directly and could only monitor through WhatsApp groups and private chat line messages to remind parents/guardians of students to complete the form.

4. CONCLUSION

There is a significant difference between parents/guardians of students, so it can be concluded that sports education affects self-esteem in KKO students. In the regular class, sports education has no effect on self-esteem at SMP N 1 Surakarta in 2022. KKO's self-esteem is higher than a regular class. Student participation, especially junior high school (SMP) youth in sports activities, tends to have a higher level of self-esteem than those who do not. It indicates the existence of a special sports class (KKO) whose curriculum is systematically structured and designed to implement sports training and education programs. Generally harmonious effect psychologically on teenage students. The tendency of sports activities does not only affect physical quality, body shape, and physical fitness alone; running a directed and regular sports program, as well as the experience of student involvement in participating in training and competitions/matches in championship events, has a psychological impact, namely by increasing self-confidence that ultimately students have good self-esteem.

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