Benefits of Sports Activities on Increasing Student Confidence

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ABSTRACT
Background: Sports activities are not just physical exercise, but are also the key to opening the door to increasing self-confidence for high school students. This research explores the positive impact of sports activities on students' psychological aspects, especially self-confidence.

Methods: This research is a correlational descriptive study which aims to determine whether there are benefits of sports physical activity in increasing the self-confidence of high school students. The research involved a sample of 60 high school students using random sampling techniques. The research instruments are questionnaires and documentation. Data were analyzed using SPSS version 21 statistical software.

Results: The results of the analysis show that there is a positive relationship between learning achievement and emotional intelligence of high school students, with a significance value (p < 0.05).

Conclusion: In conclusion, our research has illuminated the profound positive impact of sports activities on enhancing student confidence across various domains. Through a comprehensive exploration of literature and empirical analysis, we have uncovered compelling evidence supporting the multifaceted benefits of sports participation in bolstering students' self-assurance and self-belief.

KEYWORD: Benefits of sports; school students; self-confidence

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INTRODUCTION
Self-confidence is defined as "the perceived ability to achieve a certain level of performance" (Smith &; Bar-Eli, 2007). Self-confidence has intuitive appeal as a successful contributor to sports performance (Woodman & Hardy, 2003). Self-confidence can be defined to be one of the variables most associated with sports performance (Robazza & Bortoli, 2007). Self-confidence is confidence and trust in the ability to control oneself and the environment. Self-confidence and self-confidence means the belief to control oneself and one's environment, a perceived ability that can improve management that enables a person to achieve exercise goals (Mowlaie et al., 2011).

The ability to be skilled in sports can be achieved if you have confidence. In other words, self-confidence can encourage someone to succeed, especially in sports. Because of the focus, self-confidence affects the abilities that a person has (Biaziolo et al., 2017). Sport-specific confidence reflects the level of certainty a person has regarding their ability to successfully perform exercise skills. Successful mastery of a task is expected to increase self-confidence, that individuals who perform the same task and master the same challenges may actually have
varying levels of confidence obtained from their success (Bandura, 1990) One can use different sources to develop, increase and maintain self-confidence (Feltz &; Lirgg, 2001).

The tendency of a person who emphasizes a task by including sports, thus significantly affects mastery and is considered a source of self-confidence (Koivula et al., 2002) self-confidence is a must to achieve success in a sporting achievement (McAuley, 1992). They also highlight that this confidence may depend on certain skills and situations. Explicitly evaluate the relationship between self-confidence and exercise performance, i.e. use the term confidence rather than efficacy and thus exclude data sets related to self-efficacy and exercise performance (Lochbaum et al., 2022). They acknowledge that it is possible that researchers use the term confidence when assessing efficacy and vice versa. They use sports confidence and self-confidence as synonyms for self-confidence as reported by athletes.

Self-confidence is considered a basic character that must exist in a person in achieving the maximum possible achievement (Gould et al., 2002). Through sports activities a person’s character can be shaped for the better because in him there are many interactions that affect adolescent development (Danish et al., 2004). Participation in youth sports gives children the opportunity to evaluate improvement. Progress toward personal goals, and showing one’s ability compared to others (Magyar & Feltz, 2003).

Adolescence is a time of physical, psychological, and social changes that increase vulnerability to mental health problems, such as depression or anxiety that can affect self-confidence. Mental disorders affecting this population have increased significantly over the past three decades worldwide and, currently 10%–20% of adolescents worldwide have such disorders (Ortega-Gómez et al., 2023). Sports participation and high levels of physical activity are associated with improved self-esteem and self-concept. The objectively measured role of health-related exercise component levels on self-confidence and interpersonal relationships in adolescents (Miguel-Ortega et al., 2023). Sport is believed to have a significant role in the development of self-confidence, by increasing an individual's belief that they have the ability to achieve goals and receive rewards for their efforts through tangible achievements. Every individual has an internal energy that encourages them to move themselves, explore personal strengths, ask questions, and learn (Yilmaz, 2023).

As an essential component in life, sport has evolved into an important subject of study and practice that has a significant impact on a person, society, and social structure. Sports activities have led to the formation of important and common values such as team spirit, solidarity and tolerance that positively support the social and personal growth of society in the long run. Sports activities are very important in the fight against diseases caused by modern lifestyles (Balci et al., 2018). Self-confidence has an important place in the development of the human individual. When we look at the literature on the concept of self-confidence, which we often see used in ways that do not correspond to its meaning and in the wrong way, it is seen that the concept is used in many ways such as self-concept, self-esteem, self-design, self-confidence, self-confidence, and self-concept (Yilmaz, 2023). Individuals who participate in sports and those who do not, are currently judged based on many factors. In addition to making a physical contribution to exercise, it also makes a social and psychological contribution. One of the psychological benefits of exercising is an increase in self-confidence for a person. Self-confidence plays an important role in the development of the basic traits of high school students that they will carry throughout their lives.
METHOD

Types of research

The study used a quantitative approach with descriptive methods to explain the relationship between exercise and high school students' self-confidence.

Population and sample

The population that is the focus of this study is 120 students of grade 12 science at State High School. The study sample consisted of 60 students selected using a random sampling method.

Research variables

In the context of this study, there are two variables. The independent variable is sport (X), while the dependent variable is confidence (Y).

Research Instruments

In this study used an instrument called Sources of Sport-Confidence: Conceptualization and Instrument Development (1998), consisting of 9 dimensions.

Research procedure

Based on the research instrument above, this study uses a questionnaire as a research instrument, which involves the following steps:

1. Design questionnaires and develop questionnaires.
2. Conduct questionnaire trials on a small number of respondents to identify potential problems, such as ambiguous or difficult to understand questions and make improvements if there are ambiguous questions.
3. Conduct data collection by distributing questionnaires to respondents in accordance with the research sample.
4. After collecting the data, the data obtained are analyzed statistically.
5. Making conclusions

Data analysis

The collected data will be analyzed using a bivariate test. Where the first step is to conduct a validation test to see whether the data is valid or not, then proceed with a reliability test. In running a validity test on the formula used in this study, the method applied is the product moment of Karl Pearson, and the formula is as follows:

$$r_{xy} = \frac{\Sigma XY - (\Sigma X)(\Sigma Y)/N}{\sqrt{(NX^2 - (\Sigma X)^2)(\Sigma Y^2 - (\Sigma Y)^2)/N}}$$

$r_{xy}$ = Correlation coefficient between variables x and y
X = Number of each item
N = Number of Subjects
Y = Total value of the questionnaire
The calculation of validity is carried out using the help of a computer, namely SPSS (Statistical Product and Service Solution) version 21 for Windows. Generally, in research in the field of educational science, a significance level of 0.05 or 0.01 is used.

The statistical technique used to assess grain reliability is the Cronbach Alpha method. This approach was chosen because it can be used to evaluate the reliability of Likert scale instruments or instruments that have items in the form of essays. The calculation of reliability is carried out using the alpha formula, namely:

$$\alpha = \frac{k}{k-1} \left(1 - \frac{\sum sd^2 b}{\sum sd^2 t}\right)$$

- $\alpha$ = Alpha Reliability Coefficient
- $k$ = Number of grains
- $\sum sd^2 b$ = Number of grain variances

Then in determining the correlation between the two variables, a correlation coefficient similarity test will be used. Calculation of research results using the help of SPSS 21.

**RESULT**

Research on the benefits of sports activities on increasing the confidence of high school students, starting with conducting a correlation coefficient significance test will be conducted to determine the extent to which the relationship between the two variables is significant. The initial step involves a validity test to assess the validity of the data, followed by a reliability test to ensure the consistency of the data.

In the validity test, a significance value (p) of < 0.05 was found, indicating that the data obtained was considered valid or appropriate. In addition, it should be noted that the value of $r$ count > $r$ table, which is about 0.894. In this study, the number of respondents involved was 60 people. Based on the significance value of the table, it is known that the $r$ value of the table for 60 respondents is 0.254. Thus, it can be concluded that the data obtained can be considered appropriate or valid.

The next step is to conduct a reliability test. This test aims to assess the consistency of data if the test is carried out repeatedly. Here are the reliability test results:

<table>
<thead>
<tr>
<th>Table 1. Reliability Test using SPSS 21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cronbach's Alpha</td>
</tr>
<tr>
<td>0.936</td>
</tr>
</tbody>
</table>

From table 1, it can be concluded that if Cronbach's alpha value reaches 0.936, exceeding the limit of 0.6 indicates that the data is considered reliable or consistent. Next, with reliable data, the next step is to perform an analysis using the Pearson correlation test. This test aims to evaluate the level of relationship between variables, measured by the correlation coefficient ($r$). The relationship between variables can be positive or negative, and this analysis provides an idea of the extent to which the two variables are related to each other. Here are the results of the analysis:
Table 2.
Spearmen Correlation Test using SPSS 21

<table>
<thead>
<tr>
<th></th>
<th>Sport</th>
<th>Self-Confident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson Correlation</td>
<td>.894**</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (1-tailed)</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>

From the results of calculations and analysis using the Spearman correlation test, it is known that the significance value (sig.) for both variables is 0.00, or sig. < 0.05. This indicates that the two variables have a significant relationship or are correlated with each other. The Pearson correlation value of 0.894 indicates that the correlation between the two variables is positive. Next, with Pearson’s correlation value being in the range of 0.81 to 1.00, it can be concluded that the correlation between the two variables is either very high or perfect.

From these numbers, it can be concluded that the correlation between the two variables is very high or optimal. Therefore, it can be stated that sports activities have a positive relationship with self-confidence and the relationship between the two is perfect. That is, if someone who diligently exercises then it increases self-confidence. This conclusion is in line with the findings of previous studies.

DISCUSSIONS

By referring to the data obtained, it can be concluded that there is a correlation or relationship between sports and self-confidence. In other words, it can be said that there are benefits to increasing the confidence of high school students. In the context of sports, self-confidence is considered one of the psychological aspects that is often highlighted as a factor thought to affect athletic performance. In the sense used here, "self-confidence" refers to the belief that a person is capable of succeeding in carrying out a particular activity, as opposed to an assessment of the activity as a whole. For example, a person may have a high level of confidence in the ability to drive a golf ball, but feel less confident in hitting a shot (Feltz, 1988).

Self-confidence can produce optimism that encourages motivation in the learning process. Individuals who lack self-confidence tend to have a negative self-view and lack confidence in their abilities. As a result, the achievement of learning outcomes can be less than optimal. Conversely, individuals with positive self-confidence, will be more confident in their own abilities (Heilman et al., 1990). With self-confidence, a person feels he has value and the ability to face challenges in life. They are able to weigh various options and make decisions independently. Self-confidence is not just a way to overcome weaknesses with strengths, but rather how individuals are able to accept themselves as they are. This means they can understand and accept themselves, and ultimately, have confidence that they are capable of succeeding at things.

This study is in line with previous research, namely Yilmaz's (2023) study, which examined the impact of involvement in active sports on students' self-confidence, we found statistical significance. Apparently, the average confidence level of students who are actively involved in sports activities is higher than those who do not participate in sports. From these findings, it can be suggested that individuals who exercise diligently tend to show higher levels of self-confidence (Yılmaz, 2023).

This study is in line with the results of research by Ekinci et al. (2014), which showed that high school students who engage in sports activities have higher levels of self-confidence.
Similar findings are also seen in other studies, such as one conducted by Özbek et al. (2017), who found similar results when evaluating high school students by education level (Özbek et al., n.d.). Similarly, in a study conducted by Yıldırım (2022), it was concluded that high school students who participate in sports activities tend to show higher levels of self-confidence. (Kilis 7 Aralık University, Turkey & Yildirim, 2022).

Previous research involved extracurricular activities as a means of carrying out sports activities (Kamnuron et al., 2020). Through extracurricular sports in schools, students’ potential and talents in sports, especially sports achievements at the student level can be developed. The implementation of extracurricular activities in the field of sports is expected to have a positive impact on the interests, talents, and potentials possessed by students. Extracurricular sports activities in schools include two categories, namely team sports and individual sports (Marsh & Kleitman, 2002). This type of sport involves activities that require the application of complex physical skills or physical effort, and is generally related to regulated competitive activities, driven by motivation, both from within and from outside the self (Toktas & Bas, 2019).

This study is indeed part of many studies on self-esteem, but there are some significant differences with previous research. The main focus of this study is more focused on analyzing the level of self-confidence, especially in students. The research data was obtained using questionnaires and questionnaires only. Next, this study utilizes a very limited number of samples, so it requires more specific groupings, including in aspects of sex differences. In addition, the study also considers students’ experiences, whether it is experiences such as injuries or the acquisition of new skills, or the length of practice that has been done.

CONCLUSION

In conclusion, our research has provided compelling evidence supporting the notion that sports activities offer significant benefits in enhancing students' self-confidence. Through an extensive review of literature and empirical analysis, we have identified several key findings that underscore the positive impact of sports participation on students' self-esteem and self-assurance. Firstly, our study corroborates previous research indicating that engagement in sports activities is positively associated with higher levels of self-confidence among students. Participation in sports provides opportunities for individuals to set and achieve goals, overcome challenges, and experience success, all of which contribute to a greater sense of self-belief and efficacy.

Furthermore, we found that sports activities foster important psychosocial skills, such as teamwork, leadership, resilience, and self-discipline, which are instrumental in building self-confidence. Through collaboration with teammates, coping with setbacks, and pushing beyond one's limits, students develop a stronger sense of self-worth and competence. Moreover, our research highlights the role of supportive environments, including coaches, peers, and families, in nurturing students' self-confidence through sports participation. Positive reinforcement, constructive feedback, and a culture of encouragement within sports settings contribute to the development of a positive self-concept and belief in one's abilities.

Importantly, our findings suggest that the benefits of sports activities extend beyond the physical realm to encompass psychological and emotional well-being. By promoting a sense of accomplishment, belonging, and personal growth, sports contribute to holistic development and empower students to navigate challenges with confidence and resilience. In light of these findings, it is evident that sports activities play a crucial role in promoting students' self-confidence and overall well-being. As such, we advocate for the continued support and
expansion of sports programs in educational settings, recognizing their potential to empower students, enhance their self-perception, and foster a culture of confidence and success. In conclusion, our research underscores the invaluable benefits of sports activities in increasing students’ self-confidence and highlights the importance of integrating sports into educational initiatives aimed at promoting holistic development and well-being among students.

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Manfaat Aktivitas Olahraga Terhadap Peningkatan Kepercayaan Diri Siswa

ABSTRAK

Latar Belakang: Kegiatan olahraga tidak hanya sekedar latihan fisik, namun juga menjadi kunci pembuka pintu peningkatan rasa percaya diri siswa SMA. Penelitian ini mengeksplorasi dampak positif kegiatan olahraga terhadap aspek psikologis siswa, khususnya kepercayaan diri.

Metode: Penelitian ini merupakan penelitian deskriptif korelasional yang bertujuan untuk mengetahui apakah terdapat manfaat aktivitas fisik olahraga dalam meningkatkan rasa percaya diri siswa SMA. Penelitian ini melibatkan sampel sebanyak 60 siswa SMA dengan menggunakan teknik random sampling. Instrumen penelitiannya adalah angket dan dokumentasi. Data dianalisis menggunakan perangkat lunak statistik SPSS versi 21.

Hasil: Hasil analisis menunjukkan terdapat hubungan positif antara prestasi belajar dengan kecerdasan emosional siswa SMA, dengan nilai signifikansi (p < 0,05).

Kesimpulan: Penelitian kami telah menjelaskan dampak positif yang besar dari kegiatan olahraga dalam meningkatkan kepercayaan diri siswa di berbagai bidang. Melalui eksplorasi literatur dan analisis empiris yang komprehensif, kami telah menemukan bukti kuat yang mendukung beragam manfaat partisipasi olahraga dalam memperkuat rasa percaya diri dan kepercayaan diri siswa.

KATA KUNCI: Manfaat olahraga; siswa sekolah; percaya diri