



## ***Self-efficacy of physical education students in sports psychology learning***

### ***Self-efficacy mahasiswa pendidikan jasmani dalam pembelajaran psikologi olahraga***

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#### **ABSTRACT**

*There are still physical education students who are unsure of their ability to participate in sports psychology learning. Based on this, the purpose of this study was to determine the level of self-efficacy of physical education students in attending sports psychology learning. The method used is the descriptive research method. The population used was 26 students. The total sampling technique was used to take the size of the research sample. The research techniques and instruments used were in the form of a questionnaire with a validity value of 0.72 and a reliability of 0.73. The mean ideal and standard ideal deviation are used to determine the category, and the percentage is used to determine the percentage of students. The results of the study stated that: 1) male students had a mean score of 51.11 and a standard deviation of 6.67 in the high category; 2) female students have a mean value of 51.33 and a standard deviation of 6.83 in the high category. So it can be concluded that the level of self-efficacy is in the high category with a frequency of 20 students or 76%, and there is no difference between male and female students.*

**Keywords:** *self-efficacy; students; learning.*

Masih terdapat mahasiswa pendidikan jasmani yang tidak yakin terhadap kemampuan dirinya dalam mengikuti perkuliahan psikologi olahraga. Berdasarkan hal tersebut maka tujuan dari penelitian ini adalah untuk mengetahui tingkat self-efficacy mahasiswa pendidikan jasmani dalam mengikuti perkuliahan psikologi olahraga. Adapun metode yang digunakan adalah metode penelitian deskriptif. Populasi yang digunakan sebanyak 26 mahasiswa. teknik total sampling digunakan untuk mengambil besarnya sampel penelitian. Teknik dan instrumen penelitian yang digunakan berupa angket dengan nilai validitas sebesar 0,72 dan reliabilitasnya sebesar 0,73. Mean ideal dan standar deviasi ideal digunakan untuk menentukan kategori, serta persentase digunakan untuk mengetahui persentase mahasiswa. Hasil penelitian menyebutkan bahwa: 1) mahasiswa laki-laki memiliki nilai rerata sebesar 51,11 dan standar deviasi sebesar 6,67 dengan kategori tinggi; 2) mahasiswa perempuan memiliki nilai rerata sebesar 51,33 dan standar deviasi sebesar 6,83 dengan kategori tinggi. sehingga dapat disimpulkan bahwa tingkat self-efficacy berada dalam kategori tinggi dengan frekuensi sebanyak 20 mahasiswa atau sebanyak 76%, serta tidak terdapat perbedaan antara mahasiswa laki-laki dan perempuan.

**Kata kunci:** *self-efficacy; mahasiswa; pembelajaran.*

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## **INTRODUCTION**

Sports psychology is a compulsory subject for physical education students at Bengkulu University. The learning models applied in the lecture include

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project-based learning models, case solving, and assignments in the form of field observations in sports clubs and sports extracurriculars in the education unit. To be able to go through the sports psychology lecture process well, a high level of self-efficacy is needed. As it is known that students must have high self-efficacy to be able to succeed in going through lectures well (Diseth et al., 2012).

Self-efficacy is the level of confidence that a person has in carrying out certain activities that will affect subsequent performance. Self-efficacy is one of the psychological aspects that play a role in one's success in living academic life on campus. Various research results have stated that academically successful students tend to have good levels of self-efficacy (Hwang et al., 2016; Yokoyama, 2019; Dogan, 2015). However, it is unfortunate that not all physical education students have good self-efficacy, especially in attending lectures on sports psychology

Based on the results of observations, it is known that there are still students who are not sure of their abilities in assignments, plagiarizing in making papers or reports on observations, and cheating on answers from classmates when the midterm exam is in progress. The results of these observations are also supported by the results of interviews conducted by researchers with 10 physical education teacher candidates, of which 70% of physical education teacher candidates stated that they were less confident in themselves in carrying out various sports psychology lecture assignments. The results of these observations and interviews encourage researchers to explore further information through research on the analysis of the self-efficacy of prospective physical education teachers in attending sports.

Research on student self-efficacy has been carried out by previous research such as that conducted by (Chang et al., 2014) who studied the impact of self-efficacy in online learning on the student. The results of the study concluded that students who have high levels of self-efficacy have higher learning motivation than students who have low self-efficacy, and male students have higher self-efficacy than female students. The results of research (Johnson, 2017) state that male students have higher self-efficacy than female students. The next research was conducted by (Razek & Coyner, 2014) who concluded that there was a significant effect between self-efficacy and achievement students.

From the three relevant studies, it can be concluded that self-efficacy has an important role in the success of student learning. The results of research on self-efficacy have been carried out, but an in-depth study of the level of self-efficacy of prospective physical education teachers in attending sports psychology lectures at Bengkulu University has never been carried out. The novelty offered in this study is to examine in depth the self-efficacy of physical education students. The results of this study are expected to be able to contribute to the Physical Education Study Program at the University of

Bengkulu, especially for lecturers in sports psychology courses in developing learning strategies that can increase student self-efficacy so that they will obtain optimal learning outcomes.

## METHOD

Descriptive quantitative research methods were used in this study to describe the level of self-efficacy of physical education students in attending sports psychology lectures. This study involved a population of 26 students consisting of 9 female students and 17 male students. Total sampling was used to determine the number of research samples so that as many as 26 students were used as research samples. The time of research was carried out from June 1 to June 30, 2022. The data was taken using a questionnaire containing 15 questions and then distributed via a google form link. The value of the validity of the questionnaire used is 0.7 while the reliability is 0.7. The data that has been collected was analyzed using the help of Microsoft Excel, while to find out the level of student self-efficacy was analyzed by looking for the ideal mean value and standard deviation (Wagiran, 2015). The table for the category of student is as follows.

Table 1. Category formula

No	Interval	Category
1	$> (Mi + 1.8SD) - (Mi + 3SD)$	Very High
2	$> (Mi + 0.6) - (Mi + 1.8SD)$	High
3	$> (Mi - 0.6SD) - (Mi + 0.6SD)$	Moderate
4	$> (Mi - 1.8SD) - (Mi - 0.6SD)$	Low
5	$(Mi - 3SD) - (Mi - 1.8SD)$	Very Low

Meanwhile, to determine the percentage of the level of student self-efficacy used the following formula:

$$P = \frac{f}{n} \times 100\%$$

## FINDINGS AND DISCUSSIONS

### Findings

The purpose of this study was to determine the level of self-efficacy of physical education students in attending sports psychology lectures. Table 2 presents general data regarding the level of self-efficacy of physical education students in attending sports psychology lectures in the even semester of 2021/2022.

Table 1. Self-efficacy of physical education students

No	Interval	Category	Frequency	Percentage
1	53-61	Very High	3	7%
2	43-52	High	20	76%
3	33-42	Moderate	3	7%
4	24-32	Low	0	0%
5	13-23	Very Low	0	0%
Total			26	100%

Based on the results of data analysis shown in table 2, it is known that in general, the level of self-efficacy education students in attending lectures is in the high category with a frequency of 20 students or 76%, while students who have self-efficacy levels in the very high and medium categories are 3 students each or 7%. The level of self-efficacy of physical education students seen from each indicator is presented in Figure 1.

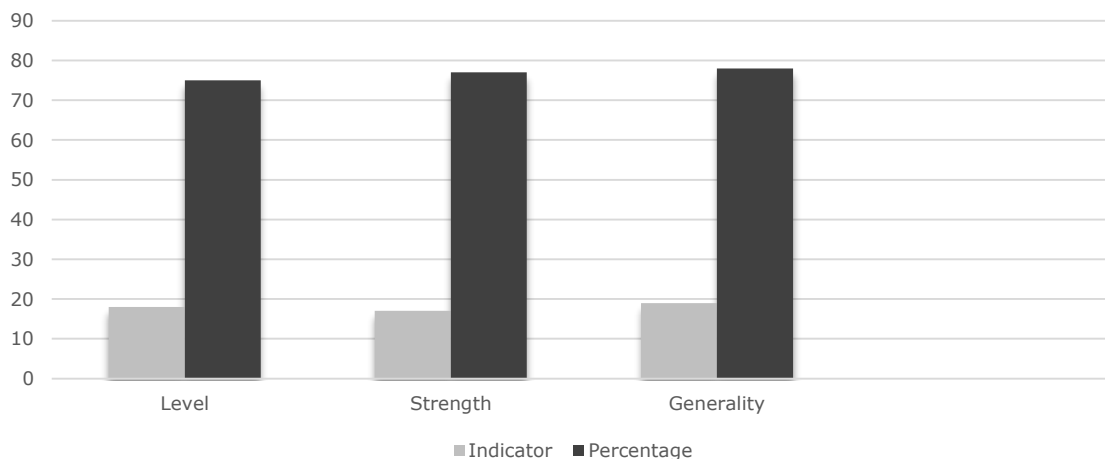


Figure 1. The level of students seen from three indicators

Based on Figure 1, information is obtained that the difficulty level indicator has a maximum score of 18 with a percentage of 75%, the strength indicator has a maximum score of 17 with a percentage of 77%, while the third indicator is known to have a maximum score of 19 with a percentage of 78%. Each of these indicators is in the high category. The results of the self-efficacy of male and female students can be seen in Table 3 below.

Table 3. The self-efficacy of male and female students

No.	Gender	Mean	Standard Deviation	Category
1	Male	51.11	6.67	High
2	Female	51.33	6.83	High

Based on table 3, it can be seen that there are differences in the mean scores and standard deviations between male and female students, but these scores do not show a significant difference.

## **Discussion**

Self-efficacy is a belief within students to be able to complete various learning tasks (Phan, 2011). By having self-efficacy students will be more motivated in learning, have confidence in success, are encouraged to take many actions in learning, and show a strong determination to overcome various obstacles in the learning process (Bernacki et al., 2015; Raofi et al., 2012).

The level of difficulty is an indicator that shows how students can overcome the various difficulties they face in the learning process of sports psychology. From the results of data analysis, it is known that physical education students can overcome various problems they face, students consider the difficulties they face as a challenge to develop. Students who have high self-efficacy tend to have many opportunities in overcoming various problems in the learning process so that they can achieve their best achievements (Saputra, 2017). Relevant research also states that there is a significant influence between self-efficacy and student achievement (Gunawan et al., 2018). Self-efficacy also has a positive correlation with student learning outcomes.

The strength indicator discusses student beliefs to survive in the face of various problems and the learning process. Students who complete their studies on time generally have a high level of resilience in dealing with various problems in the learning process (Harahap et al., 2020). Students who have high self-efficacy will look for various ways to solve various learning problems and be independent in learning (Susanti et al., 2021).

The broad indicators of behavior discuss students' beliefs in solving various problems in different fields, the ability to use learning experiences, and students' abilities to respond to various situations in the learning process. Various factors affect a person's level of self-efficacy, including personal experience, and the experience of the success of others (Sumartini, 2017). Every student must have a learning experience that affects confidence in solving problems (Setyaningrum & Mampouw, 2020). In this case, physical education students use the experiences of other people's success and personal success in completing learning tasks in sports psychology lectures. Self-efficacy can be influenced by gender (Azizah et al., 2022).

Male students have a higher average score when compared to the average value of female students. Male students can use successful experiences to solve various problems encountered in the learning process which contributes to the high average score obtained. In addition, male students have more variety of strategies for dealing with various problems in lectures on psychology sports.

The results of this study are in line with previous research which stated that female students had lower levels of self-efficacy (Marshman et al., 2018; Li et al., 2020; Altun & Erden, 2013).

The difference in self-efficacy between male and female students is influenced by various factors, including male students tend to prepare themselves for a physical learning process, while female students tend to prepare for theoretical learning. The next factor is the support from families such as families that provide greater flexibility to study for male students so that male students are more flexible in doing many learning activities, but for female students, it tends to be inversely proportional to what is obtained by male students. Environmental factors also affect the difference in self-efficacy where male students have more social connections than female students (Akram & Ghazanfar, 2014).

## CONCLUSION

Self-efficacy is one of the important psychological aspects in determining student learning success and developing various potentials possessed by students in the learning process. In general, it can be concluded that physical education students who attend sports psychology courses have a high level of self-efficacy, and there is no significant difference in the mean value between male and female students' self-efficacy. Based on the results of this study, it is known that the difficulty level indicator has the average when compared to the other two indicators, so it is recommended for physical education students to be able to improve their ability to overcome learning difficulties. In the study, it is realized that there are still shortcomings, such as the unanswered cause of the low average score on the difficulty level indicator, so that future researchers can discuss it more comprehensively.

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