MULTILATERAL: Journal of Physical Education and Sports
24 (2), 2025, 343-353
Available Online: https://ppjp.ulm.ac.id/journal/index.php/multilateralpjkr

Analysis of the relationship between learning achievement and mental health in special sports class students

Analisis hubungan antara prestasi belajar dan kesehatan mental pada siswa kelas khusus olahraga

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ABSTRACT

The problem in this study stems from the phenomenon of disturbed mental health among adolescents, especially special sports class students who are required to excel in academic and non-academic fields simultaneously. This pressure has the potential to affect students' mental health, which in turn has an impact on their learning achievement. The purpose of this study was to analyze the relationship between mental health and student learning achievement in special sports classes in Semarang City. This study used a quantitative correlational approach. The sample in this study amounted to 63 students from two schools, namely SMA N 11 Semarang and SMA Sultan Agung 1 Semarang taken with total sampling technique. Mental health instruments used the DASS-21 questionnaire, while learning achievement data were obtained from even semester report cards. Data analysis was done descriptively through Kolmogorov-Smirnov normality test and Pearson correlation test with the help of IBM SPSS 27 program. The results showed that there is a significant negative relationship between mental health and student learning achievement (r = -0.367 and p = 0.003). This means that the worse the mental health of students, the lower their learning achievement. This correlation is moderate and in the opposite direction. The results of this study are also expected to be a reference for further research, but other variables can be added that support the success of learning achievement, especially for sports classes.

Key words: Mental health; learning achievement; special sports class.

Masalah dalam penelitian ini bermula dari fenomena kesehatan mental yang terganggu di kalangan remaja, khususnya siswa kelas khusus olahraga yang dituntut berprestasi dalam bidang akademik dan non-akademik secara bersamaan. Tekanan tersebut berpotensi memengaruhi kesehatan mental siswa yang pada akhirnya berdampak pada prestasi belajar mereka. Tujuan penelitian ini untuk menganalisis hubungan antara kesehatan mental dan prestasi belajar siswa pada kelas khusus olahraga di Kota Semarang. Penelitian ini menggunakan pendekatan kuantitatif korelasional. Sampel dalam penelitian ini berjumlah 63 siswa dari dua sekolah, yaitu SMA N 11 Semarang dan SMA Sultan Agung 1 Semarang yang diambil dengan teknik total sampling. Instrumen kesehatan mental menggunakan angket DASS-21, sedangkan data prestasi belajar diperoleh dari nilai rapor semester genap. Analisis data dilakukan secara deskriptif melalui uji normalitas Kolmogorov-Smirnov dan uji korelasi Pearson dengan bantuan program IBM SPSS 27. Hasil penelitian menunjukkan bahwa terdapat hubungan negatif yang signifikan antara kesehatan mental dan prestasi belajar siswa (r = -0,367 dan p = 0,003). Artinya, semakin buruk kesehatan mental siswa, semakin rendah prestasi belajar mereka. Korelasi ini bersifat sedang dan berlawanan arah. Hasil penelitian ini juga diharapkan dapat menjadi rujukan untuk penelitian selanjutnya tetapi bisa ditambahkan variabel lain yang menunjang keberhasilan prestasi belajar khususnya untuk kelas olahraga.

Kata kunci: Kesehatan mental; prestasi belajar; kelas khusus olahraga.

ARTICLE INFORMATION

Article History:

Accepted : April 28th, 2025
Approved : July 22th, 2025
Available online June 2025
Doi: http://dx.doi.org/10.20527/multilateral.v24i2.22367

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INTRODUCTION

The special sports class education program is an educational program specifically created to facilitate students who have excellence in the field of sports, students who have talent in the field of sports are gathered into one class and given a special program in order to develop their talents (Khodari, 2017). With the special sports class education program, it is expected to produce achievements at the city, provincial, national or international levels. In addition to achieving in the non-academic field, students in special sports classes are required to have academic achievements shown by good learning achievement results.

Learning achievement is a good result obtained during the learning process in the form of grades, numbers, or letters. Learning outcomes mean a form of assessment in the learning process that is focused on student mastery of the material and values presented by the teacher, while the factors that influence learning achievement are internal and external factors (Syafi'i et al., 2018). One of the internal factors that affect learning achievement is mental health, this is supported by Gregory et al. (2024) which explains that mental health affects learning achievement, students who have good mental health will get high learning achievement, while students who have poor mental health tend to get low learning outcomes.

Mental health is not just the absence of mental illness, but a condition where we feel positive and realize the ability to achieve maximum potential within ourselves (Gregory et al., 2024). In everyday life, being mentally healthy and free from mental disorders serves to deal with life problems that come with the use of good stress management skills (Kusumawardhani, 2021). Acording to Azis et al. (2024) exercising helps improve mental health as it releases endorphins and reduces cortisol, allowing the body to relax and get on with the day. A person who experiences poor mental health will experience symptoms such as depression, stress, anxiety and a decrease in overall life satisfaction (Ayllón-Salas & Fernández-Martín, 2024).

Mental health has an important role in the survival of every individual. Mental health disorders can occur to anyone, but student athletes are at greater risk due to many demands from education, society and competition. Given that adolescence is the peak period for mental disorders, it is important for coaches and parents not to overemphasize winning as it creates pressure that will push athletes past their physical and mental limits from an early age (Morrison et al., 2024). Having a high level of confidence, not giving up in difficult situations, the ability to overcome adversity and focus on achieving your goals are the responsibilities of an athlete, and these qualities are demonstrated when you have good mental health (Putra et al., 2023). For young athletes perfectionism

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and achieving success in sport is a matter of self-esteem, but it is important to recognize that it is a risk to mental health (Stornæs et al., 2023).

Based on the results of previous literature research, the author observes that there is a relationship and influence of mental health on student achievement. However, the author sees that there is still a lack of research that discusses the relationship between learning achievement and mental health in special sports classes that require students to excel in sports and academics. It was also stated in a previous study by Saarinen et al. (2024) that although students in sport-specific classes face special challenges related to academic demands and intense training loads, there is little research explaining the relationship between mental health and learning achievement. This gap suggests the need for more research to understand the impact of dual stress on the well-being and achievement of adolescent athletes. Some students who are in special sports classes feel bored with education at school, so they put aside classroom learning and prefer to sleep and are not even interested in being in the classroom. This behavior is inversely proportional to what is expected from special sports classes (Kusumawati, 2017). Meanwhile, according to Fauzi and Majid (2022) students who are in special sports classes should be required to achieve achievements at the national and international levels without putting aside academics at school, because special sports classes are intended to foster students who have potential or talent in the field of sports.

The author will examine more specifically about "Analysis of the Relationship between Learning Achievement and Mental Health in Special Sports Class Students." This is done because there are still few studies that discuss the topic simultaneously, especially on students who have to excel in both sports and academics. This research is important to add insight into how the dual pressures of school and sports activities affect students' mental health, and how these mental conditions impact their learning. By doing so, this study can provide a clearer picture of the relationship between mental health and learning achievement in sport-specific students.

METHOD

This study uses a quantitative approach, a quantitative approach is a form of research that uses data collection and analysis techniques to test hypotheses, draw conclusions, and understand the relationship between the variables studied (Susanto et al., 2024). In this study, the type used is descriptive research because this study seeks to describe the relationship between two variables without manipulation and based on natural observations.

Population and sample are two main concepts used to draw valid and generalizable conclusions (Subhaktiyasa, 2024). The population includes all objects or subjects that are the target of research, while the sample is part of

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the population chosen to represent the characteristics of the entire population (Sugiyono, 2018). The population in this study were special sports class students in the city of Semarang. The sample in this study took two special sports class schools, namely SMA N 11 Semarang and SMA Sultan Agung 1 Semarang, consisting of five classes totaling 63 students with the total sampling method. In this study, the independent variable is mental health as variable (X) and the dependent variable is student learning achievement as variable (Y).

The instrument in this study is the Indonesian version of the DASS-21 (Depression, Anxiety, Stress Scale-21) questionnaire adapted by Kinanthi et al. (2020) to identify mental health consisting of 21 items with three latent factors of depression, anxiety, and stress. Each of the DASS-21 latent factors has 7 questions and has good construct validity and reliability (Hakim & Aristawati, 2023). Meanwhile, for learning achievement by taking data that is already available, namely documents in the form of even semester UAS report cards. Report cards are a way for schools to be responsible to the community about students' abilities through a collection of the results of their assessments (Pangastuti & Priantinah, 2019).

The data that has been obtained is then tested for assumptions in this case the normality test using the Kolmogorov-Smirnov test and then analyzed quantitatively using the Pearson correlation test to state how strong a variable relationship is using the help of the IBM SPSS 27 program.

FINDINGS AND DISCUSSIONS

Findings

After data collection is carried out, the data is then analyzed using the Pearson Correlation Test before that descriptive statistical tests and prerequisite tests are needed first, the prerequisite test referred to in this study is the normality test. Descriptive statistical tests, normality tests and Pearson correlation tests can be seen in the table below:

Table 1. DASS-21 descriptive statistical test

	Descriptive Statistics				
	N	**Minimum**	**Maximum**	**Mean**	**Std. Deviation**
DASS_21	63	-1.84	2.24	-.0137	.96997
Valid N (listwise)	63				

The DASS-21 variable has 63 data which has a minimum value of -1.84 and a maximum of 2.24. The mean value is -0.0137 and the standard deviation is 0.96997. A mean value of almost zero indicates a symmetrical distribution after transformation and a standard deviation of less than 1 indicates relatively controlled data diversity. All data are valid with no missing value, making the analysis reliable.

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Table 2. RAPOT descriptive statistical test

Descriptive Statistics					
	N	**Minimum**	**Maximum**	**Mean**	**Std. Deviation**
RAPOT	63	-2.61	1.82	.0246	.95107
Valid N (listwise)	63				

The RAPOT variable has 63 data showing a minimum value of -2.61 and a maximum of 1.82 with a mean value of 0.0246 and a standard deviation of 0.95107. A mean value of almost zero indicates a symmetrical distribution after transformation, while a standard deviation below 1 indicates the diversity of the data is relatively under control.

Table 3. Normality test calculation DASS-21

Tests of Normality						
	Kolmogorov-Smirnova			**Shapiro-Wilk**		
	Statistic	**df**	**Sig.**	**Statistic**	**df**	**Sig.**
DASS_21	.073	63	.200*	.985	63	.662

*. This is a lower bound of true significance.

a. Lilliefors Significance Correction

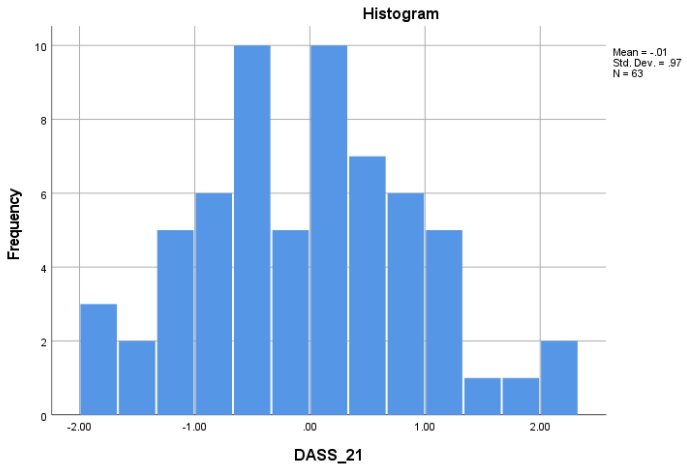

Figure 1. Histogram normality test calculation DASS-21 (SPSS Data Processing, 2025)

Table 4. Normal test calculation RAPOT

Tests of Normality						
	Kolmogorov-Smirnova			**Shapiro-Wilk**		
	Statistic	**df**	**Sig.**	**Statistic**	**df**	**Sig.**
RAPOT	.111	63	.051	.976	63	.251

a. Lilliefors Significance Correction

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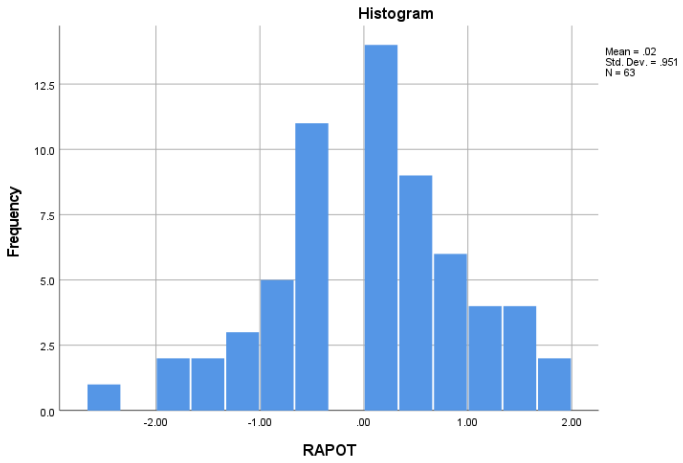

Figure 2. Normality test calculation RAPOT (SPSS Data Processing, 2025)

Data calculations to test normality were carried out using the Kolmogorof-Simirnov test approach. The results of the normality test calculation can be seen in table 3 and 4. Table 3 shows the Sig. value of the DASS-21 variable is 0.200, which means Sig. > 0.05 so it is concluded that the DASS-21 variable data is normally distributed. The normality test results also show that the learning achievement research data is normally distributed. These results can be seen based on table 4 with a Sig. value of 0.051 which means Sig. > 0.05.

Table 5. Correlation test calculation

Correlations			
		RAPOT	**DASS_21**
RAPOT	Pearson Correlation	1	-.367**
	Sig. (2-tailed)		.003
	N	63	63
DASS_21	Pearson Correlation	-.367**	1
	Sig. (2-tailed)	.003	
	N	63	63

**. Correlation is significant at the 0.01 level (2-tailed).

Data calculation to test the correlation or relationship is done with the Pearson correlation test approach. The results show the Sig. value on the learning achievement and DASS-21 variables is 0.003, which means Sig. < 0.05 so it is concluded that the learning achievement and mental health variables have a relationship or correlation. While the Pearson correlation value of learning achievement and mental health in this table is -0.367, which means that the two variables are correlated with a low degree and the form of correlation is negative. So, the higher the mental health disorder, the lower the value of learning achievement, and vice versa.

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Discussion

Based on the results of the research that has been carried out, it is known that mental health has an influence and relationship or correlates to the learning achievement of students in special sports classes of SMA N 11 Semarang and SMA Sultan Agung 1 Semarang. So, it is found that mental health is one of the important factors supporting the learning achievement of special sports class students.

This explanation is in line with research conducted by Dini et al. (2022) which states that mental health has a relationship and influence on student learning achievement, if students have good mental health then their learning achievement is also good because by having good mental health students can maximize all the potential they have in thsemselves. Noviati (2023) also revealed in their research that mental health plays an important role in achieving optimal learning outcomes. Students with good mental health tend to be resistant to stress, focused, and have high motivation to learn. In addition, regular and organized study habits also play an important role in student learning success.

Majid (2020) added that there is a strong and significant influence between the impact of mental health and student learning achievement at SDN Kayangan 2 Diwek Jombang. Students' mental health and academic achievement at SDN Kayangan 2 Diwek Jombang are mostly classified as good. In other words, the better the mental health of students, the better the school achievement of students at SDN Kayangan 2 Diwek Jombang. Anggraini and Ansyah (2023) revealed that research on the relationship between mental health and academic achievement of SMPN 36 Surabaya students in online learning during the pandemic can be concluded that there is a positive relationship between mental health and the academic achievement of SMPN 36 Surabaya students, this is shown from the results of the correlation coefficient of 0.374 with a Sig level. 0.000 < 0.005.

Although some previous studies revealed the same thing as the results of the study, namely the relationship and influence of mental health on student achievement. However, there are different views on the results of research that reveal if mental health has no influence and relationship to learning achievement. In line with this research, research conducted by Kibtiyah et al. (2024) states that mental health has a very low influence on student learning achievement as evidenced by the results of the research value of 0.074. In the range of 0-1, the correlation value has a very low effect. Setiawan and Soraya (2020) also stated that there was no relationship between mental health and learning achievement, this was shown by the results of the analysis and obtained a value of -0.074. So it can be concluded that the hypothesis that states there

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is a relationship between mental health and learning achievement has not been proven true or Ha is rejected.

Based on the results of research and discussion, there are similarities and differences between the results of research with theory and the results of previous research. Although this study focused on mental health and learning achievement, it is important to consider other variables that affect learning achievement in special sports classes such as the quality of teacher instruction, social support, or time management. This study also has limitations related to the research sample, which is limited to only two schools in Semarang City. Therefore, to obtain a comprehensive picture, future research should consider additional variables and expand the sample. These similarities or differences are expected to be able to make a foundation or reference for conducting further research.

CONCLUSION

The conclusion that can be drawn from the results of this study is that there is a significant negative relationship between mental health and learning achievement of special sports class students. This means that the higher the level of mental health disorders, the lower the student's learning achievement results and vice versa. Therefore, schools that have special sports class programs need to take steps forward to help students maintain their mental health. Among them is by providing regular counseling services, stress management training, or providing balanced training and learning schedule. The goal is that students are not easily stressed so that they can excel in academic and non-academic fields.

The author realizes that there are still many shortcomings in the research and preparation of this scientific paper because it was only conducted in two schools with limited respondents. Further research is recommended to involve more students and schools from various regions. That way, the results can describe the condition of special sports class students more generally. Future research is also recommended to add other variables to better understand what affects the learning achievement of special sports class students.

The author also hopes that the results of this study can be used as a reference for further research, especially to support student learning success, especially for sports classes.

ACKNOWLEDGMENTS

The authors would like to thank the teachers of SMA N 11 Semarang and SMA Sultan Agung 1 Semarang who have provided opportunities, guidance, support, and facilities during the research. Our gratitude also goes to the supervisors who have provided direction, input, and knowledge in the

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preparation of this scientific paper. Hopefully all the help and knowledge that has been given will become a Jariyah charity that always brings blessings to all parties.

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