

Physical Self-Concept through Fitness Education Program on University Student

Kuston Sultoni¹, Adang Suherman¹ and Jajat Jajat^{1,2}

¹Faculty of Sports and Physical Education, Universitas Pendidikan Indonesia, Jl. Setiabudi No. 229, Bandung, Indonesia

²Fakultas Keguruan dan Ilmu Pendidikan Universitas Galuh Ciamis, Jl. R.E. Marthadinata No. 150, Ciamis, Indonesia
kuston.sultoni@upi.edu

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Abstract: Awareness of individual body condition and lifestyle continues to decline with age, especially during the transition from school to college. Therefore, it is necessary to conduct an assessment of efforts to improve physical self-concept and active lifestyle in the students through comprehensive learning method of physical education course. The purpose of this research is to apply the program of Physical fitness education to the students. The method used in this research is experimental method with randomized post-test only control group design. The research instrument for measuring self-concept is The Physical Self-Description Questionnaire (PSDQ). The results showed that there was no effect of fitness education program on student self-concept. However, when tested for interaction (with gender and extracurricular involvement type as a moderator variable) the given program has an effect on the Physical self-concept.

1 INTRODUCTION

Decreasing in doing physical activity mainly occurs at the age of students who in fact no learning physical education (*penjas*), except on the sports program. This is in line with the research of Young et al. (2015) studying the physical activity of college level students, the majority of respondents did not participate in regular physical activity. This condition would be very worrying, considering that at that age should be a productive age with a variety of activities and demands quite a lot of tasks.

Research Shaw et al. (2010) states that Indonesia has entered the top 10 world rankings related to the prevalence of diabetes, and is predicted to be the world's 5th rank by 2030. This condition occurs in the age range between 20 - 29 years. In 2010 the prevalence of diabetes in the State of Indonesia reached 7 million people, and predicted in 2030 will increase to 12 million people affected by diabetes. This condition is certainly very worrying, given that the age range should be a productive age. Therefore, it is necessary to handle the low awareness to do physical activity through keeping active lifestyle (Jajat et al., 2017; Sultoni et al., 2017).

Recognizing the importance of efforts to increase physical activity and fitness among students, some

universities in Indonesia apply the curriculum in the presence of public education (MKU) courses of physical education (*penjas*). But of course to achieve fitness, the implementation of the course is not enough. This is because the implementation of only once a week is unlikely to improve fitness. There needs to be another more relevant pattern of raising awareness of the importance of regular physical activity.

One effort to awaken it is through awareness of the view of the physical quality possessed by every individual who is in terminology known as physical self-concept. When the individual sees the need to improve his physical qualities, then the individual will seek to do so (Hagger et al., 2005). Self-concept can also predict motivational tendencies as people see behaviour in the field of competence to maintain or enhance self-perception. There has been an increasing interest in the importance of self-concept physically at a young age, especially as a recommendation guide to the participation of physical activity at a young age.

Physical self-concept has a key role in developing a level of physical fitness that allows or cannot allow the realization of certain types of activities within a certain timeframe and which can increase the positive influence that will occur on one's health (Amesberger, 2011).

Individuals who have positive physical self-concept will be more physically active, and those involved in physical activity will have a high physical self-concept (Arazi and Hosseini, 2013). Thus, the involvement in physical activity and physical self-concept are closely related to each other.

Based on these problems, it is necessary to review the effort of improving physical self-concept on the students through comprehensive learning method of pseudo subject. In this case the author tries to apply learning method of Physical fitness education to raise student awareness about body concept. This method is designed one of them with the aim to raise awareness about the understanding of the physical conditions that exist in each individual. It is expected that with the designed method it can stimulate students to apply active life pattern.

2 METHODS

2.1 Procedure

The study is planned for eight months, starting from March to October 2017 at the University of Education Indonesia (UPI). Treatment program is made during 16 meetings in accordance with the number of General Course meetings. Physical Education conducted in UPI. The first 8 meetings presented the theory of fitness through group assignments and were presented in the classroom, the second 8 meeting of the theories obtained applied through practice in accordance with the theory they got before with the supervision of the lecturer.

Randomized post-test only control group design was chosen as a suitable research design to solve the problem in this study, as it will try a new learning method (Fraenkel et al., 2011). Each sample group in this design was taken randomly. One group was given experiment or treatment, and the other group as control. The experimental group was given treatment with a fitness education program that was integrated into the learning of physical education (*penjas*). The control group used is the students who follow the learning physical education (*penjas*) with the usual methods implemented by the lecturers in general.

2.2 Instrumentation

Instrument adapted through three stages, namely the first stage of translation (translate) from English to Indonesian. The second stage The translate result is then converted back into English to ensure that its meaning is unchanged. The next instrument is validated both in content validity (by linguists and instrument experts) and construct validity through testing of respondents.

2.3 Data Analysis

Analysis of the data obtained was done using descriptive and inferential statistical analysis. The processing is by using the software Statistical Product for Social Science (SPSS) Series. 22. Descriptive statistical analysis to obtain a description of the research data, while the use of inferential statistics aims to answer the formulation of research hypotheses.

In the data description stage, the authors perform the descriptive statistical processing which will be described on the description of data such as mean, standard deviation, variance, minimum score and maximum score. Data is presented in two forms, namely tables and diagrams to further clarify the description of the data.

Hypothesis testing is done by two-track Anova test (Manova) which aims to test the difference of influence and interaction between independent variable with moderator variable.

3 RESULTS AND DISCUSSION

3.1 Descriptive Statistics

This study aims to assess whether the fitness education learning program that the author designed to impact the Physical Self Concept. The PSDQ instrument was administered to the treatments and control groups after the treatments were performed. The results of data processing are listed in table 1. The mean PSDQ score in the treatment group is 3.23, while the mean PSDQ score in the control group was 3.12. It is seen that the mean PSDQ score in the treatment group is greater than the mean score of the PSDQ control group.

Table 1: Average PSDQ and IPAQ treatment groups and control groups.

Group	PSDQ	
	Treatment Group	3.23
Male	3.33	0.57
Female	3.20	0.49
Sports Club	3.25	0.51
Non-Sports Club	3.41	0.54
Non-Club	3.14	0.48
Control Group	3.12	0.45
Male	3.37	0.51
Female	3.02	0.39
Sports Club	3.30	0.48
Non-Sports Club	3.20	0.53
Non-Club	3.10	0.45

3.2 PSDQ Testing

Tabel 2: Result of Tests of Between-Subjects Effects.

Dependent Variable: PSDQ

Source	Mean Square	F	Sig.
Intercept	961.841	1356.446	.113
Group	.147	.171	..708
Gender	.963	1.235	.351
Extracurricular	.202	.195	.830
Group*Gender	.340	19.254	.000
Group* Extracurricular	.562	213.800	.005

Test result of between subject effect in table 2 shows that there is no difference of mean of PSDQ in treatment group and control group. This shows that the physical fitness education program has no significant effect on the research subject $p > 0.05$. When comparing the two groups by adding moderator variables such as gender and extracurricular there is interaction between program and gender, $p < 0.05$ and program and extracurricular, $p < 0.05$.

The results explain that in addition to being influenced by the program, the student's physical self-concept is also influenced by other variables of gender and participation in extracurricular activities. Therefore, in making Fitness education program, then other variables that are expected to affect the physical self-concept should also be considered.

Based on the results of statistical analysis obtained can be seen that the program given to the two groups did not affect the physical self-concept of students. However, this program is successfully increased physical self-concept in female students, and who followed extracurricular sports. This is in accordance with previous studies of women's self-concept will be more easily increased than men.

3.3 Discussion

The results showed that there was no effect of the fitness education program on the physical self-concept of the students. Both the experimental group and the control group had the same average score. When viewed from the interaction that gender contributes to the physical self-concept. This means that the Health education program will have more positive effect on female students, while the male students have no significant effect. In male students, treatment groups and control groups had the same average physical self-concept score.

In contrast to previous studies which suggested that a physical activity promotion intervention program did not have a significant effect on the overall self-concept of adolescent girls (Schneider et al., 2008). This is possible because of several factors that influence such as differences in culture, program methods provided, and other factors. In male students, the ineffectiveness of the program is possible because their physical abilities have been good enough to influence their positive beliefs and views on their physical abilities (Amesberger, 2011). Other studies have suggested that age and gender are also key moderators associated with physical activity and physical self-concept (Babic, 2014).

In addition to gender variables, the variable involvement in extracurricular also occurs. Students involved in extracurricular activities have better physical self-concept than those not involved. This means that the fitness education program will give a significant influence on physical self-concept in students who follow extracurricular activities, while the students who are not involved on extracurricular; this program does not give effect. This is in line with previous studies suggesting that adolescents engaged in sport and non-sport sport have better self-concept than those who are involved in only one activity (Blomfield and Barber, 2009). Other studies have suggested that individuals who participate in sports activities have a higher physical self-concept than those not involved in sports activities (Dolenc, 2015).

4 CONCLUSIONS

This study examines the effect of fitness education program on student self-concept. The results showed that there was no effect of fitness education program on student self-concept.

There is an interaction between the program and the gender to students' physical self-concept. This

means that, besides being influenced by the program, the student's physical self-concept is also influenced by other variables of gender.

There is an interaction between the program and the student's physical self-concept. This means that, in addition to being influenced by the program, the student's physical self-concept is also influenced by other variables of participation and extracurricular type.

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