

Physical Education Students' Physical Self-Concept

Jajat Jajat^{1,2}, Kuston Sultoni¹, Cep Ubad Abdullah¹ and Adang Suherman¹

¹Faculty of Sport and Health Education, Universitas Pendidikan Indonesia, Jl. Dr. Setiabudhi No. 229, Bandung, Indonesia

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

Keywords: Physical Education, Physical Self-Concept, Physical Fitness, Physical Activities, Sports Extracurricular.

Abstract: According to some studies, physical self-concept has an important role in developing one's physical fitness. Students of physical education program, as prospective educators, are expected to have a good physical self-concept, because they will serve as motivators for their students in increasing physical activity. The study of physical self-concept in the prospective physical education teachers in Indonesia is still relatively rare. Therefore, this study aims to examine the physical self-concept of physical education students in terms of their involvement in sports extracurricular activities. The method used was causal comparative. The sample is a student of physical education program from PJKR program of Galuh Ciamis University as many as 103 people, in which 69 people are involved in extracurricular sport and 34 people are not involved. The instrument was *personal self-description questionnaire* (PSDQ). The results showed that there was a significant difference between physical self-concept of physical education program students involved in extracurricular sports with those who are not involved ($p = 0.006$). The students of physical education programs that engage extracurricular sports have higher average physical self-concept than those who are not involved in extracurricular activities. These results indicate that, the involvement of prospective teacher candidates in extracurricular sports has an important role in improving the physical self-concept.

1 INTRODUCTION

In the last few decades, research on the effects of physical activity on promoting health and preventing non-infectious diseases is becoming a trend in some countries including Indonesia. Involvement in physical activity is believed to prevent many adverse risks to health conditions (Lee, 2012), preventing impaired cognitive function (Laurin, 2015) and positively correlated with psychological conditions (Parfitt et al., 2009).

Despite its many benefits, but the involvement in physical activity in Indonesia is still relatively low (Badan Penelitian dan Pengembangan Kesehatan, 2013). The understanding of the importance of fitness-related health also turns out not to be positively correlated with physically active lifestyle behaviors (Sultoni et al., 2016). The low involvement in physical activity is caused by various obstacles. In general, the barriers faced by teenagers (students) in Indonesia are relatively similar, the only difference lies in the factor of "social influence and lack of willpower" (Jajat et al., 2016).

When talking about the importance of developing an active lifestyle and increasing participation rates in physical activity among adolescents, there are many psychological factors involved and should be considered. One of the psychological factors associated with active lifestyle behavior and physical activity is the physical self-concept. Physical self-concept components are believed to have a positive relationship with physical activity and sport-related behavior (Dishman, 2006)

Physical self-concept is considered an important sub-domain of the overall self-concept component consisting of general self-evaluation and weight evaluation, athletic ability perception, to body assessment (Shriver, 2012). Physical self-concept has an important role in adolescence, which at that age there are many changes in their bodies (Dolenc, 2015). Maintaining physical self-concept during adolescence can have a positive impact on their mental health and well-being (Maiano et al., 2004). Physical self-concept also plays an important role in improving self-concept globally, especially in individuals who have a low self-concept (Knappen,

2005). In particular, the important role of physical self-concept, especially in the areas of physical activity and sport, which are predictors of motor learning and involvement in sports, or are the result of physical exercise (Marsh et al., 2006).

The formation of self-concept is influenced by various factors; the data of one's physical structure, psychological views, also interact closely with the social context (Cash et al., 2004). Physical self-concept is also influenced by genetic fitness levels (Dunton, 2006) and gender (Klomsten et al., 2004; Hagger et al., 2005; Dolenc, 2015).

A number of studies have suggested that exercising regularly is likely to have better physical self-concept and psychological health (Martín-Albo, 2012). Teenagers who are actively involved in various physical and sports activities have better physical self-concept averages. Individuals who do physical activity and exercise regularly can improve their physical fitness, and there is a close relationship between physical fitness and BMI with physical self-concept (Aktop, 2010; Carraro et al., 2010; Amesberger, 2011; Balsalobre et al., 2014).

In order to better develop the physical self-concept of youth, physical education teachers must provide an interesting learning program through a positive climate relevant to individual needs. This condition can not be done by the teachers of physical education if they have never experienced the same thing. Involvement in physical and sports activities to improve the physical self-concept must be initiated as a prospective student teacher. Some studies suggest that students who take courses in physical education and sports have a better physical self-concept than other courses (Arazi and Hosseini, 2013; Medina, 2016). This is certainly because students of physical education programs and sports spend more time involved in physical activity compared to other students. In Indonesia, research on the physical perception of teenagers is relatively small, especially with regard to physical self-concept especially related to involvement in sports extracurricular. Therefore, the purpose of this study was to examine physical self-concept of physical education students, among those involved in extracurricular sports with those not involved.

2 METHOD

2.1 Participant

The study was carried out to Physical Education Program students FKIP Universitas Galuh Ciamis.

As many as 103 students (69 students are actively participating in sports UKM and the other 34 are not) voluntarily fill out the instrument of involvement in the student activity unit and the PSDQ presented through an internet based questionnaire (google form).

2.2 Procedure

The participants were asked to fill out an internet-based questionnaire on a voluntary basis. Based on the results of the questionnaire, it is known that a number of 69 students are active in sport extracurricular and 34 people are not active. The researchers then compared the mean value of the results of the PSDQ questionnaires between the two groups.

2.3 Instrument

To find out the involvement in sports extracurricular or not, an open questionnaire is used through identity filling in google form. Extracurricular types, duration of involvement and intensity of activities carried out are also revealed in this section.

Physical self-concept was assessed using the Indonesian version of Physical Self-Description Questionnaire (PSDQ). The original PSDQ Questioner (Marsh et al., 1994) is an instrument used to measure self-concept, ie nine specific components (Appearance, Body Fat, Physical Activity, Strength, Coordination, Flexibility, Endurance, Sports Competence, Health) and two the general component (Global Physical Self and Self-Esteem).

3 RESULTS AND DISCUSSION

Table 1 shows the descriptive statistics and the difference in the average of physical self-concept between students involved in sports extracurricular and those who are not involved. The mean score and standard deviation of physical self-concept students who were active in sports extracurricular programs ($M = 257.20$; $SD = 35.45$) were greater than those of non-active extracurricular sports ($M = 236.76$; $SD = 32.31$).

Table 1: The Students score.

<i>Physical Self-Concept Score</i>	<i>M</i>	<i>SD</i>
Sports Extracurricular	257,20	35,45
Non Extracurricular	236,76	32,31

The t-test results show in table 2 that there is a difference of physical self-concept between the active students with the inactive extracurricular with $t = 2.831$, $p = .006$.

Table 2: The difference test result of t test.

Physical Self-Concept	t	Df	Sig.
	2.831	101	.006

Based on the means, there is a difference between students who are active in extracurricular sports with those inactive in the extracurricular sports. This means that involvement in sports extracurricular activities has a significant effect on the physical self-concept.

Based on these results, it is clear that involvement in sports extracurricular activities has an important role in improving the physical self-concept. Several other studies have shown that physical self-concept sports students are better than non-sports (Arazi and Hosseini, 2013; Medina, 2016). Participation in all types of extracurricular activities is closely related to social and higher academic self-concept, compared to those that are not participating

Other studies are also aligned and show that teenagers' involvement in extracurricular activities has a positive relationship with variables such as academic aspirations and positive attitudes toward schools (Darling, 2005). This means that involvement in extracurricular activities will have a positive impact on the physical self-concept of prospective Physical education teachers as an effort to promote an active lifestyle.

4 CONCLUSIONS

The result showed that there is a significant physical self-concept difference between physical education students between those participating in extracurricular and those who did not participate.

The involvement in extracurricular sports activities can help increase confidence in physical self-concept. Students will feel confident when confronted in activities that are physical, so it is expected to become their skill when later became a physical education teacher. However, this study still has some weaknesses. As for instance, for how long the involvement of students in sports extracurricular activities is one factor that has not been the attention of the research. Therefore, more research is needed to pay more attention to various other factors.

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