

Effect of Cha-Cha Robic on University Students' Self-Confidence

Surdiniaty Ugelta, Mustika Fitri and Jajat Jajat

Faculty of Sport and Health Education, Universitas Pendidikan Indonesia, Jl. Dr. Setiabudhi No. 229, Bandung, Indonesia
ugeltasurdiniaty@yahoo.com

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Abstract: The purpose of this study was to examine the effect of robic cha-cha on students' self-confidence. The method used is experiment with post-test only control group design. Samples are UPI students consisting of 170 students (90 students for experimental group & 80 students for control group). The instrument used to measure self-confidence is the questioner. The results of the study showed that there was no significant difference between the experimental group and the control group ($p > .05$). Thus it is concluded that there is no significant influence of the robotic cha-cha on university students' self-confidence.

1 INTRODUCTION

The cha-cha dance that belongs to the achievement sport has energetic characteristics with music that has been changed; the music beat is faster than the beat of classical cha-cha music. The classical cha-cha music has fun cha-cha rhythm. It is fun and isn't boring, it makes the listeners want to move and sway to the rhythm (Gao et al., 2013) Findings in the Ugelta (2012) dissertation research on elementary school children grades 4 and 5, that children are enthusiastic about cha-cha dance for both boys and girls for boys in the first three meetings, they try to avoid for various reasons. The next three meetings have already seen them start enjoying the move accompanied by the rhythmic music of cha-cha, and then those who were initially reluctant, unwilling to join and embarrassed to move, they finally asked to be turned on the movement (Batson et al., 2016). The more interesting the step-by-step series of cha-cha dance can be done individually, in same gender pair, and different gender pair (boy and girl). In fact, they do them all confidently.

The previous research experience on the basic step of cha-cha dance does not need to be validated, since the basic step of cha-cha dance already has international standards, but to see the usefulness of the basic step motion of cha-cha dance to the dancer need to be reviewed (Burgess et al., 2006). Previous research on the effect of basic cha-cha dance step exercises on the physical fitness level of primary school children. This research will be studied about the influence of cha-cha dance basic step by using criterion of aerobic exercise. The central subject of

this research is a series of step motion of cha-cha dance with criteria of aerobic sports that will be given to the students of Sport Science (IKOR) year 2016 with title "*Cha-cha Robic*".

Aerobic exercise that can stimulate cardiovascular work is a sport that meets the aerobic criteria, according to Cooper in Giriwijoyo (2007) aerobic exercise is a physical activity that uses 40% of large muscles, performed continuously, simultaneously, has a dose of exercise health exercise and performed at least 8 minutes. Through the criteria of aerobic sports researchers try to promote cha-cha dance with aerobic criteria by the name of *Cha-cha robic*.

The selection of cha-cha robic by modifying cha-cha dance moves that have 5M criteria then the benefit and safe criteria should be considered in training, because there is a connection with aerobic exercise that can affect heart and lungs works. Characteristics of cha-cha dance are energetic to resemble aerobic sports with features such as aerobic exercise. The characteristics of aerobic sport by Santoso Giriwijoyo (2007) are:

- Exercise that activates muscles at least 40% or more;
- Simultaneously;
- With sufficient intensity and age appropriate;
- Continuously;
- A minimum time of 10 minutes.

Further suggested by Giriwijoyo (2007) that the characteristics of aerobic exercise traits can affect the heart and lungs works. The aerobic form of exercise according to Gosselin (1995) can be

walking, jogging and running, such activities can stimulate the work of the heart, lungs, and blood circulation.

The cha-cha dance resembles aerobic activity because the beat or music rhythm has a speed of 130 beats per minute, according to Hanrahan (1996) can affect cardiorespiratory, because the speed of ordinary people walking is 90 beats per minute, that is, moving at 130 beats per minute resembling jogging (Camurri et al., 2003).

Increasing public health certainly has a good impact on the performance and results government employees, this phenomenon will become an important spotlight for the Government as stated by Arnaldo De O jeles cited Ugelta (1997) says the following, especially in the city to avoid the pressure of a life tense and possibly full of pollution, exercise as a physical and mental therapy is not only the concern of sports fitness specialists, but also of Government officials.

Confidence is one aspect of personality that is very instrumental in human life. Confidence is not something that is innate, but formed from the interaction with the environment then the confidence that can be more developed. Gilmer (1978) argues that self-confidence thrives through self-understanding, which means self-confidence develops through self-understanding, and deals with the ability of how a person learns to accomplish their tasks.

From the above statement it is true that self-confidence is the development of a person to complete his tasks in various things, like being able to complete the tasks assigned by the school teacher. The confidence of each individual can show his ability in various things, of course in a positive way. Wahyuni (2014) says that self confidence is "one's belief in the ability possessed to display certain behaviors or to achieve certain targets", then self-confidence can mean how we feel about ourselves, and our behaviour will reflect without us knowing it. Confidence begins with ourselves, how our determination to do what we want and need in living process. To build confidence basically begins with our own self-beliefs, how we can face all challenges in life, so we can do something to deal with all the challenges (Corteville, 2009). Thus, with a good sense of confidence, it will be more convincing for individuals to be able to pursue or achieve what is targeted to be achieved in life.

2 METHODS

The method used in this research is quasi experiment with the design of The Matching Pre-test and Posttest Control Group Design as follows.

Table 1: Research Design.

Treatment group	M	O	X	O
Control Group	M	O	C	O

Research design on table 1, the instrument used in this study is a self-confidence questioner made by the researcher and the validity has been tested. Test statistic can see in table 2.

Table 2: Test Statistic.

Test Statistics ^a	
	Confidence
Mann-Whitney U	3221.500
Wilcoxon W	6461.500
Z	-1.183
Asymp. Sig. (2-tailed)	.237
Grouping Variable: Group	

Hypothesis

H0: There is no difference in self-confidence between the experimental group and the control group

H1: There is a difference in self-confidence between the experimental group and the control group

Criteria

If the value is Sig. > 0.05 then H0 is accepted

If the value is Sig. <0.05 then H0 is rejected

The probability value or Sig. 0.237 > 0.05 thus H0 is accepted, meaning that there is no difference in self-confidence between the experimental group and the control group. Thus it can be concluded that, there is no significant influence of the *cha-cha robic* on self-confidence.

3 RESULTS AND DISCUSSION

Based on the results of tests that have been given by researchers, there is no difference in the influence of *cha-cha robic* to students' confidence in the experimental group and in the control group. Because the average students of the experimental group have joined other activities in the course of Physical Education (Penjas), in this case, has

indirectly formed the students' self-confidence. As we know, in the process of learning Physical Education (Penjas), students of control groups often appear or express themselves that foster self-confidence. As a result, the *cha-cha robic* given to the experimental group increased, as did the control group also increased because of the previously obtained Physical Education (Penjas) courses.

4 CONCLUSIONS

The conclusion of the study is that there was no significant difference in self-confidence between experimental group and control group students.

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