

A Description of Psychological Well-being of Physical Educator's Candidates

Kurnia Tahki¹, Deasyanti², Juriana¹

¹*Sport Science Faculty of Universitas Negeri Jakarta Pemuda Street No. 10, Jakarta, Indonesia, 13220*

²*Educational Psychology Faculty of Universitas Negeri Jakarta, Halimun Street No. 2, Jakarta, Indonesia, 12980*

Keywords: Psychological Well-being, Physical Educator

Abstract: A physical educator must ready when starting teaching and becoming a professional teacher in the community. One important thing that they must have is a good psychological well-being condition, especially at the end of the year in college. The purpose of this study is to describe the psychological well-being of physical educator's candidates. This research was conducted at Universitas Negeri Jakarta (UNJ) in January-June 2019 using survey method with quantitative approach. The number of samples is about 232 students from physical education study programs using simple random sampling with proportional technique. Data of psychological well-being was obtained through a six-dimensional questionnaire: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. The data is then tested and analyzed by using descriptive statistics. The results showed that majority of physical educator's candidates have moderate psychological well-being (72.4%). All of psychological well being dimensions must be increased, so it requires appropriate trainings as a follow-up to improve the psychological well-being of physical educator's candidates.

1 INTRODUCTION

Physical education is the process of education through physical activities to achieve educational goals, where the objectives of physical education itself are classified into four categories, namely: physical development, motion development, mental development, and social development (Lutan, 2001; Suherman, 2000). Therefore, in addition to an increase in physical fitness and motor skills, through the process of physical education, it is also hoped that there will be an increase in growth and development of all aspects of physical, psychomotor, cognitive, and affective students in each student (Samsudin, 2008).

Physical educators are professional jobs that demand to have a set of competencies obtained through formal education in the field of physical education and refer to certain verification in carrying out work as a physical educator (Usman, 1995; Ateng, 1990). Meanwhile, according to Asim (2000), physical educators have several criteria presented as follows; (1) work/occupation with specific expertise, (2) requires academic and

professional educational background, (3) has a code of ethics, (4) has a bond of collegiality, and (5) obtains recognition and appreciation from the community so that it can be a source of life .

The results of Cox and Williams's (2008) research on 508 students showed the great role of physical education teachers in motivating students to take part in the physical education learning process. If students have a good perception about the competence of physical education teachers, then the motivation of students in participating in learning would be high. In addition, it is known that if students have a good perception of the autonomy of physical education teachers, then the motivation of students in following the lessons would also be high.

Educators who have a good psychological well-being, they would have the determination of themselves in carrying out a desire and self-actualization, namely the accuracy of a person in placing themselves according to their abilities. Individuals with high psychological well-being exhibit significant satisfaction with their lives and the ability to handle daily life, which is subjective

(Diener, 2000).

According to WHO, psychological well-being shows complete physical, mental and social well-being (Gautam and Kaur, 2018) so that individuals can function effectively and adapt to the environment (Huppert, 2009). Psychological well-being shows a person's feelings that range from negative mental conditions (such as anxiety, depression) to positive mental conditions (such as self-actualization, life satisfaction) (Ummu, 2014). Discussion of psychological well-being is also often associated with freedom from anxiety and depression conditions (Li, Wang, and Xiao, 2014).

The development of positive relationships between physical educators and students would have an impact on their educational process. A physical educator not only masters in methodology, content, evaluation and goals, but also must build emotional and motivational dimensions towards students. Therefore, physical educators need to further empower themselves, must be able to improve a pleasant environment for their students, and build healthy communities so as to achieve the development of human potential as much as possible. (Baez, Stobaus, and Masquera, 2016).

This study about psychological well-being of physical educator candidates related to happiness as the results of research by Ghasempour, Jodat, Soleimani, and Shabanlo (2013). The six dimensions of Psychological well-being used in this study are based on Ryff and Singer (1996), namely: 1) Self-acceptance; 2) Positive relationships with others; 3) Autonomy; 4) Environmental mastery; 5) purpose of life; and 6) personal growth.

Self-acceptance is characterized by recognizing and accepting various aspects of feeling good and bad, positive feelings about life. Frustration and anger are expressions of emotions due to lack of self-acceptance (Ben-Zur, 2003). Positive relationships with others are characterized by feelings of warmth, comfort, trust in others, and attention to the safety of others. Individuals who are able to become understanding and supportive listeners show healthier mental status (Thomas, 2003). Autonomy is indicated by the quality of self-determination, freedom, and rules of behavior originating from within ourselves. Diligence and confidence are able to control social pressure in thinking and acting; awareness of good behavior; always self-evaluation with personal standards. Environmental mastery is the ability of individuals to choose or create an environment that suits their psychological condition. For example, the ability to organize the environment includes effective use of

opportunities; able to choose and create personal needs and desires. This is also related to the ability of individuals to express their emotions appropriately in social interactions (Lavee and Ben-Ari, 2004). The purpose of life is shown by the individual with purpose in life and direction. Meanwhile, personal growth opens new experiences is realistic on their potential, and constantly develops themselves and behavior throughout time. Thus individuals are able to carry out their positive functions both in their personal lives and in people's lives (Negovan, 2010).

2 RESEARCH METHOD

2.1 Research Type

This research is survey research, using descriptive statistical analysis to obtain valid item items and suitable to be used to measure psychological well-being of physical educator candidates.

2.2 Research Time and Place

The Reserach was conducted at Sport Science Faculty in Universitas Negeri Jakarta located in Rawamangun, East Jakarta. It was conducted from January to June 2019.

2.3 Research Subject

The research sample was taken by means of random sampling from each batch of physical education study program was 232 people.

2.4 Data, Instrument, Data Collection Technique

Psychological well-being instruments used in this study consist of 6 main dimensions according to Ryff and Singer (1996) and Ryff in Gautam and Kaur (2018), namely: 1) Self-acceptance (2 items); 2) Positive relationships with others (3 items); 3) Autonomy (3 items); 4) Environmental mastery (4 items); 5) Purpose of life (2 items); and 6) Personal growth (4 items). For favorable items, the score for each answer is presented as follows: strongly disagree=1, disagree=2, doubt=3, agree=4, strongly agree=5; for unfavorable items, the score for each answer is as follows: strongly disagree=5, disagree=4, doubt=3, agree=2, strongly agree=1.

3 RESULT AND DISCUSSION

3.1 Research Result

Based on the results of total data processing, it is known that the highest score=90, the lowest score=47, the standard deviation=7.9, and the mean=67.4, it is known that the majority of physical educator's candidates have Psychological well-being which is categorized as moderate or 72.4% (168 people), while 15.1% (35 people) belong to the high category and 12.5% (29 people) belong to the low category. Complete results of each dimension can be seen in the table:

Table 1: Frequency Distribution of Self-Acceptance

No	Category	Frequency	
		Absolute	Relative
1	High	46	19.8%
2	Moderate	169	72.9%
3	Low	17	7.3%
Total		232	100.0%

Through the highest score=10, the lowest score=4, the standard deviation=1.3, and the mean=7.5, it is known that majority of physical educator's candidates have self-acceptance that is classified as in the moderate category, which is 169 people or 72.9%. Meanwhile, the remaining 46 people or 19.8% belong to high self-acceptance and 17 people or 7.3% belong to low self-acceptance. This shows that most of physical educator's candidates from UNJ already feel happy and grateful for their lives as students today, although some have not felt that way. Psychological well-being is always related to feelings of happiness (Ghasempour, Jodat, Soleimani, and Shabanlo, 2013) and is free from depression (Li, Wang, and Xiao, 2014).

Table 2: Frequency Distribution of Positive Relationship with Others

No	Category	Frequency	
		Absolute	Relative
1	High	28	12.1%
2	Moderate	188	81%
3	Low	16	6.9%
Total		232	100.0%

Through the highest score=15, the lowest score=5, the standard deviation=1.8, and the mean=11.5, it is known that majority of physical educator's candidates have positive relationship with

others that is classified as in the moderate category, which is 188 people or 81%. Meanwhile, the remaining 28 people or 2.1% belong to high positive relationship with others and 16 people or 6.9% belong to low positive relationship with others. This shows that most of physical educator's candidates from UNJ have been able to adapt well (Gautam and Kaur, 2018). Their relationship with environment is also quite good, although it still needs to improve its character in the future (Shields, Bredemeien, La Voi, Power, 2005).

Table 3: Frequency Distribution of Autonomy

No	Category	Frequency	
		Absolute	Relative
1	High	33	14.2%
2	Moderate	186	80.2%
3	Low	13	5.6%
Total		232	100.0%

Through the highest score = 15, the lowest score = 7, the standard deviation = 1.6, and the mean = 11.9, it is known that majority of physical educator's candidates have autonomy that is classified as in the moderate category, which is 186 people or 80.2%. Meanwhile, the remaining 33 people or 14.4% belong to high autonomy and 13 people or 5.6% belong to low autonomy. This shows that most of physical educator's candidates from UNJ already have independence and are able to hold the principle that is believed to be true by themselves. Meanwhile, some still rely more on others in making decisions.

Table 4: Frequency Distribution of Environmental Mastery

No	Category	Frequency	
		Absolute	Relative
1	High	42	18.1%
2	Moderate	161	69.4%
3	Low	29	12.5%
Total		232	100.0%

Through the highest score = 20, the lowest score = 7, the standard deviation = 2.4, and the mean = 13.4, it is known that majority of physical educator's candidates have environmental mastery that is classified as in the moderate category, which is 161 people or 69.4%. Meanwhile, the remaining 42 people or 18.1% belong to high environmental mastery and 29 people or 12.5% belong to low environmental mastery. This shows that there are still not many physical educators' candidates from

UNJ who dare to take part in external activities. However, most of them have shown their efforts to survive college even though it makes them feel tired. They try to carry out their positive functions in society (Negovan, 2010).

Table 5: Frequency Distribution of Purpose of Life

No	Category	Frequency	
		Absolute	Relative
1	High	23	9.9%
2	Moderate	201	86.7%
3	Low	8	3.4%
Total		232	100.0%

Through the highest score=10, the lowest score=4, the standard deviation=1.3, and the mean=7.8, it is known that majority of physical educator's candidates have purpose of life that is classified as in the moderate category, which is 201 people or 86.7%. Meanwhile, the remaining 23 people or 9.9% belong to high purpose of life and 8 people or 3.4% belong to low purpose of life. This shows that there are quite a lot of physicaleducator's candidates from UNJ who have a clear picture of the future of careers in sports, while few of them still have not been maximal in planning college activities so far.

Table 6: Frequency Distribution of Personal Growth

No	Category	Frequency	
		Absolute	Relative
1	High	35	15.1%
2	Moderate	187	80.6%
3	Low	10	4.3%
Total		232	100.0%

Through the highest score=20, the lowest score=10, the standard deviation=1.8, and the mean=15.7, it is known that majority of physical educator's candidates have personal growth that is classified as in the moderate category, which is 187 people or 80.6%. Meanwhile, the remaining 35 people or 5.1% belong to high personal growth and 10 people or 4.3% belong to low personal growth. This shows that there are still quite a lot of physical educator's candidates from UNJ who have not been fully able to actualize themselves and develop all their talents and abilities in the sports field (Ummu, 2014).

4 CONCLUSION

Based on the results of the research described above, a number of things can be concluded as follows: 1) majority of physical educator's candidates have moderate psychological well-being (72.4%); 2) the six dimensions of psychological well-being (self-acceptance, positive relationship with the environment, self-autonomy, mastery of the environment, life goals, and personal growth) must be increased through certain training programs so that physical educator's candidates can adapt more quickly and feel happy to be professional teachers in the future.

REFERENCES

- Ateng. 1990. *Principles and philosophy of physical education* Jakarta: Universitas Negeri Jakarta.
- Baez, M.A.C., Stobaus, C.D., Mosquera, J.J.M. 2016. School Physical Education: Welfare, Motivation, and Positive Psychology. *Journal of Creative Education, Volume 7, p.2476-2489.*
- Ben-Zur, H. 2003. Happy adolescents: The link between subjective well-being, internal resources, and parental factors. *Journal of Youth and Adolescence Vol.32 No.2 pp 67-79*
- Cox, A., Williams, L. 2008. *The Roles of Perceived Teacher Support, Motivational Climate, and Psychological Need Satisfaction in Students' Physical Education Motivation. Journal of Sport and Exercise Psychology, Volume 30, p.222-239.*
- Diener, E. 2000. *Subjective well being: The science of happiness and a proposal for a national Index. American Psychologist Journal Volume 55 pp. 34- 43*
- Gautam, A., Kaur, S. 2018. *The Effect of Psychological Well Being on Sport Players and Non Sport Players. International Journal of Research and Scientific Innovation Volume V, Issue II*
- Ghasempour,A., Jodat,H., Soleimani,M., Shabanlo, K.Z. 2013. *Happiness as a Predictor of Psychological Well-Being of Male Athlete Students. Journals of Applied Sport Science, vol. 1, no. 2, pp. 25-32*
- Huppert, F.A. 2009. *Psychological well-being: evidence regarding its causes and consequences. Journal of Applied Psychology: Health and Well-Being Vol.1 No.2 pp 137-164*
- Lavee, Y., Ben-Ari, A. 2004. *Emotional expressiveness and neuroticism: Do they predict marital quality? Journal of Family Psychology Vol.18 No.4 p.620*
- Li, J., Wang,Y., Xiao, F. 2014 *East Asian International Students and Psychological Well-Being: A Systematic Review. Journal of International Students Volume 4, Issue 4 (2014), pp. 301-313*
- Lutan, R. 2001. *Physical Education Reform in Indonesia.* Jakarta : The Ministry of National Education, Director

- General of Primary and Secondary Education in collaboration with the Director General of Sports.
- Negovan, V. 2010. *Dimensions of students' psychosocial well-being and their measurement: Validation of a students' Psychosocial Well Being Inventory. Europe's Journal of Psychology Volume 2/2010, pp. 85-104*
- Ryff, C.D., B Singer, B. 1996. *Psychological Well-Being: Meaning, Measurement, and Implication for Psychotherapy Research. Journal of Psychotherapy and Psychosomatic*
- Samsudin. 2008. *High School Sports and Health Physical Education*. Jakarta: Litera.
- Suherman, A. 2000. *The basic foundations of Physical Education*. Jakarta: Departemen Pendidikan dan Kebudayaan.
- Shields, D.L., BL Bredemeie, B.L., La Voi, N.M., Power, F.C. 2005 *The sport behavior of youth, parents, and coaches: the Good, the Bad, and the Ugly. Journal of Research in Character Education Volume 3 No.1 p.43-59*
- Thomas, S.P. 2003. *Men's anger: A phenomenological exploration of its meaning in middle-class sample of American men. Psychology of Men and Masculinity Vol.4 No.2 p.163*
- Ummu, Z.N. 2014. *Three simple things lead to well-being*. (Jakarta: Kompasiana)



SCITEPRESS
SCIENCE AND TECHNOLOGY PUBLICATIONS