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Membangun Kepercayaan Diri Peserta Didik Melalui Pendidikan Gerak: Perspektif Intervensi Keterampilan Motorik

Building Students' Self-Confidence Through Movement Education: A Motor Skills Intervention Perspective

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Abstract. Student Self-Confidence Through movement education is very important in helping to overcome fear and doubt. Through movement education programs can build student self-confidence. The study used a quantitative approach with an experimental design. The sample consisted of 100 students from elementary schools in Makassar City in the 2023/2024 academic year. The experimental group followed a program that included physical activities of coordination, balance, and strength. Meanwhile, the control group did not receive intervention during the same period. Before and after the intervention, participants underwent a self-confidence test using a valid and reliable measuring instrument, the Children's Self-Perception Scale, interviews were also conducted with several participants. The results of the t-test showed a significant difference between the two groups, the average level of self-confidence of the experimental group was 2,320 points higher than the control group, with a difference within the 95% confidence interval between 1,927 and 2,713. Implementing a structured program, educators can help students build stronger self-confidence so that it has a positive impact on other aspects. Further research is needed to explore other factors that may influence the relationship between movement education and self-confidence, and to develop more effective interventions in the future.

Keywords : Movement Education, Self-Confidence

1 Introduction

Student Confidence Through movement education is very important in helping to overcome fear and doubt. By providing opportunities for students to participate in various physical activities, they can feel progress and achievements that make them more confident. In addition, movement education helps students to develop motor skills that will increase their confidence in various aspects of life.

Self-confidence is an important aspect in the formation of character and individual identity. Research shows that children and adolescents who have consistent levels of self-confidence tend to be more resilient in the face of stress and life pressures, and are better able to overcome failure with positive thinking.(AZIZA, 2024). Self-efficacy theory states that a person's belief in their own abilities is a determining factor in carrying out a task to achieve a certain goal.(Maddux, 2016). Self-confidence not only affects academic aspects, but also supports the development of social skills such as communication, conflict resolution, and collaboration.(Mydin et al., 2021). Research also shows that students' involvement in extracurricular activities can increase their self-confidence by encouraging the exploration of talents and interests.(Ginosyan et al., 2020). Self-confidence in the context of movement education is influenced by various factors, such as experiences of success or failure, social support, and feedback received.(Rahimi, 2019). Educators play a vital role in creating a supportive and inclusive environment, where students feel safe to explore and learn without fear of failure. Opportunities to try a variety of physical activities are also important for expanding motor skills and strengthening students' self-confidence.(Lucero et al., 2023).

Movement education is not only focused on physical development, but also has a significant impact on psychological aspects, including student self-confidence. Success in mastering movement skills can increase self-efficacy, a key component in building self-confidence.(McGrane et al., 2017). Students who engage in structured physical activity tend to be more optimistic and resilient in facing challenges outside of physical education.(Tudor et al., 2020).

Educational interventions specifically designed to improve students' motor skills have been shown to be effective in building self-confidence.(Kallie LaValle, 2020). The physical literacy model also shows the importance of motor skills to increase students' active participation in physical activity throughout their lives.(R. Cody et. al., 2020). In addition, well-designed interventions can increase students' sense of control over their achievements, strengthen positive attitudes toward physical activity, and enrich students' overall personality development.(Carl et al., 2020).

Although movement education offers many benefits, implementation is still challenging due to inadequate teacher training and infrastructure in some areas. To overcome these obstacles, creative and inclusive programs are needed, tailored to the individual needs of learners. A collaborative approach between teachers, parents, and the community is essential to provide ongoing support.(Hariyadi et al., 2023).

Through well-designed educational programs, movement education can build students' self-confidence in supporting students' holistic well-being.

2 Method

This research methodology was designed to explore the impact of motor skills intervention in movement education on students' self-confidence using a quantitative approach with an experimental design. The sample used consisted of 100 students from several Elementary Schools in Makassar City in the 2023/2024 academic year, which would be divided into two groups: the experimental group and the control group. The experimental group followed a six-week movement education program, which included physical activities designed to improve basic motor skills, such as coordination, balance, and strength. Meanwhile, the control group did not receive any intervention during the same period. Before and after the intervention, all participants underwent a self-confidence test using a valid and reliable measuring instrument, the Children's Self-Perception Scale (Harter, 1985).

The data obtained were analyzed using descriptive and inferential statistics to determine whether there were significant differences in the level of self-confidence between the two groups. In addition, in-depth interviews were also conducted with several students from the experimental group to gain further insight into their experiences during the intervention program. The results of this study are expected to contribute to the development of a more effective movement education curriculum in increasing students' self-confidence.

3 Result

Overview of the data, mean, standard deviation, minimum, and maximum of the self-confidence scores before and after the intervention, for both groups (experimental and control).

Table 1. Descriptive Test

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	50	4	3	7	4.98	1.169

Post-Test Experiment	50	3	6	9	7.82	.941
Pre-Test Control	50	3	4	7	5.50	1,035
Post-Test Control	50	3	4	7	5.50	1,035
Valid N (listwise)	50					

Based on the results of descriptive statistics, it can be interpreted that:

Experimental Group:

a. Before the intervention (Pre-Test), the level of self-confidence of students was at an average of 4.98 with a standard deviation of 1.169, which shows that there is variation in the level of self-confidence between students.
b. After the intervention (Post-Test), the average level of self-confidence increased to 7.82 with a standard deviation of 0.941, which shows a significant increase in the level of self-confidence after participating in the motor skills intervention program.

Control Group:

a. Before the intervention (Pre-Test), the average level of student self-confidence was 5.50 with a standard deviation of 1.035.
b. After the intervention (Post-Test), there was no significant change in the mean level of self-confidence, remaining at 5.50 with the same standard deviation.

This comparison shows that there was a significant increase in the level of self-confidence of the experimental group after the intervention, while the control group showed no change. Early indications show that motor skills intervention can increase students' self-confidence.

To determine the significance between self-confidence scores before and after the intervention was given to the experimental group, a paired t-test (Paired-Samples T-Test) was used, the results of which showed.

Table 2. Paired-Samples T-Test

Paired Samples Test

Paired Differences	T	Df	Sig.

					95% Confidence Interval of the Difference				(2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Experiment PreTest - Experiment PostTest	-2,840	.710	.100	-3.042	-2.638	-28,273	49	.000

There is a significant difference between the self-confidence scores before and after the intervention in the experimental group. The average difference between the pre-test and post-test scores is -2.840 with a standard deviation of 0.710 and a standard error mean of 0.100. The 95% confidence interval for the mean difference is between -3.042 and -2.638. The t-value of -28.273 with a degree of freedom (df) of 49 and a significance value (Sig. 2-tailed) of 0.000 indicates that the difference is statistically significant ($p < 0.05$).

Table 3. Paired-Samples T-Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
Mark	Equal variances assumed	1,862	.176	11,728	98	.000	2,320	.198	1,927	2,713

Equal variances not assumed			11,728	97.121	.000	2,320	.198	1,927	2,713

The results of the unpaired t-test showed that there was a significant difference in the level of self-confidence between the experimental group and the control group after the intervention. Levene's Test showed that the assumption of equality of variance was met (F = 1.862, p = 0.176). Based on the results of the t-test, there was a significant difference between the two groups, the average level of self-confidence of the experimental group was 2,320 points higher than the control group, with a difference within the 95% confidence interval between 1.927 and 2.713. These results indicate that the motor skills intervention program has a significant positive impact on increasing students' self-confidence.

In-depth interviews with students from the experimental group also provided valuable insights. Several students also reported that they felt more confident in participating after participating in the movement education program. One student stated, "I feel better when playing ball after training, and I am no longer afraid to show my skills." This suggests that improved motor skills not only impact physical performance but also students' confidence in interacting with their peers. The study also found that increased confidence was not limited to the physical context. Several students reported that they felt more confident in academic and social aspects after participating in the intervention program, including academics. This suggests that movement education can serve as an effective tool to support students' holistic development.

4 Discussion

The study showed a significant increase in the level of self-confidence of the experimental group after participating in the movement education program. Before the intervention, the average self-confidence of students in the experimental group was 4.98, while the intervention increased to 7.82. In contrast, the control group did not show any significant changes, with the average self-esteem score remaining at 5.50. Further analysis using the Paired-Samples T-Test also showed that the difference between before and after the intervention in the experimental group was statistically significant ($p < (0.05)$. In addition, interviews with students from the experimental group showed that they felt more confident in participating in physical and social activities after the intervention program. Several participants reported increased self-confidence in academic contexts, indicating a positive impact of movement education on comprehensive self-development. In line with the findings(Khabibah & Wathon, 2019)which states that high self-confidence in the physical context can contribute to increased self-confidence in the individual as a

whole, this study also shows that physical self-confidence can have a positive impact on a person's psychological well-being. With self-confidence, a person tends to have a higher level of happiness and is better able to face the challenges that exist in everyday life.(Dilmaghani, 2022). self-confidence can also affect a person's social interactions, by being able to attract the attention of others and build more positive relationships.(EH Ansyah, 2023).

5 Conclusion

Motor skills interventions in movement education can significantly increase students' self-confidence. By implementing a structured program, educators can help students build stronger self-confidence that can have a positive impact on other aspects of their lives. These findings have important implications for the development of physical education curricula in elementary schools. Further research is needed to explore other factors that may influence the relationship between movement education and self-confidence, as well as to develop more effective interventions in the future.

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