

Self-esteem of fourth grade students in learning physical education

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ABSTRACT

Knowing the level of self-esteem of grade 4 students in participating in physical education learning is the main goal of this study. To achieve the research objectives used descriptive quantitative research methods. The research population involved in the data collection process was all 4th-grade students as many as 23 students. Meanwhile, total sampling was used for sampling so 23 students were used as research samples. A questionnaire consisting of 22 questions representing 7 indicators was used to collect data. While the data analysis technique uses the ideal mean value and standard deviation to classify the data obtained. The results of the data analysis illustrate that the indicators of self-satisfaction, positive emotions, and optimism are in the high category. while the indicators of interaction, dare to take risks, positive attitude and self-confidence are in the medium category. So, it was concluded that the level of self-esteem of grade 4 students participating in physical education learning at Elementary School 38 Bengkulu City was moderate.

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INTRODUCTION

Self-esteem or commonly referred to as self-esteem is one of the main factors of how individuals see themselves or self-concept and is an important determinant of human behavior (Afari et al., 2012). Self-esteem is a subjective assessment that individuals make about themselves whether is positive or negative, whether the individual feels that he or she is valuable, important, capable, and meaningful to others, which comes from various internal and external sources such as family and other support (Arshad, Zaidi, & Mahmood, 2015). Individuals who have feelings of worth arise from the support of their daily environment which consists of the family environment and the school environment (Wei et al., 2013). The role of parents in the family environment and the role of teachers in the school environment are the main supporters in the process of fulfilling 's self-esteem (Farid & Akhtar, 2013).

The role of teachers from the school environment in reality in the field sometimes provides physical education learning material with more emphasis on techniques which when children experience or face failure in each activity can have a negative impact, namely

children are frustrated and do not want to do sports activities anymore (Rubeli et al., 2020). So with this, a teacher must understand the characteristics of his students (Chróinín et al., 2018). Characteristics of individuals with self-esteem are feeling satisfied with themselves, proud to be themselves, more often experiencing positive emotions, easy to interact and relate closely to others, daring to take risks, and having a positive attitude towards others (Cooper et al., 2018).

The difficulties in learning that occur are considered by students as a challenge, thus triggering students' motivation to achieve success and when students achieve success at the same time it fosters self-esteem (Fox & Lindwall, 2014). Based on observations on March 1, 2022, especially for grade 4th, it was found that grade 4 students had self-esteem by showing characteristics including a lack of confidence in students during lessons, easy giving up when finding questions or difficult motion tasks, feeling dissatisfied with themselves, have negative emotions if they fail to carry out learning tasks or movement tasks, prefer to avoid when called in front of the class, show less cooperation in completing learning assignments.

The level of self-esteem of grade 4 students seems worthy of research because grade 4 students are the initial period to make the transition from lower class to the upper class. At the time of grade 4 students are considered to have been able to recognize the environment and peers, and able to focus on the learning activities that are being carried out. Various studies on self-esteem have been carried out including by (Wardiana, 2018) which examines the self-esteem of lower-class students. The next research was conducted by those who explored information about students' self-esteem in learning mathematics (Verdianingsih, 2018). However, previous research studies have not specifically discussed the self-esteem of grade 4 students in participating in physical education lessons. Moreover, research on the self-esteem of grade 4 students in taking physical education lessons at the 38 Bengkulu City Elementary School has never been carried out. On this basis, researchers are interested in exploring the self-esteem of grade 4 students in participating in physical education lessons at Elementary Schools 38 Bengkulu City. Through this research, it is hoped that it can provide input to physical education teachers in increasing teaching creativity which can increase the self-esteem of students

METHODS

The descriptive quantitative method was chosen as a guide in completing this research. The research procedures that have been passed include coordinating with school principals and physical education teachers, compiling instruments, validating, and testing instruments, collecting data, analyzing research data, presenting research results, and writing reports in the

form of scientific papers. The research was carried out at Elementary School 38 which is located on Jalan Batang Hari, Nusa Indah, Ratu Agung District, Bengkulu City. This research was conducted for 1 month from March 1 to April 1, 2022. The population in this study were all 4th-grade students, totaling 23 students. Sampling in the study used total sampling so 23 students were used as research samples. Data collection techniques and instruments used a questionnaire consisting of 7 indicators including self-satisfaction, positive emotions, interaction with others, taking risks, being positive towards others, optimism, and confidence. While the data analysis process uses the ideal mean value and ideal standard deviation formulated by (Wagiran, 2015). Based on the formula, five categories were obtained, namely: very high, high, moderate, low, and very low.

Table 1. The Criteria Determination Formula

No	Interval	Category
1	$> (Mi + 1,8SD) \text{ s.d } (Mi + 3SD)$	Very High
2	$> (Mi + 0,6SD) \text{ s.d } (Mi + 1,8SD)$	High
3	$> (Mi-0,6SD) \text{ s.d } (Mi + 0,6SD)$	Moderate
4	$> (Mi-1,8SD) \text{ s.d } (Mi-0,6SD)$	Low
5	$(Mi- 3SD) \text{ s.d } (Mi-1,8SD)$	Very low

RESULTS AND DISCUSSION

The results of the study are presented through tables and figures. In general, the level of self-esteem of grade 4 students can be seen in table 2.

Table 2. The General Student Self-Esteem Level

Interval	Category	Frequency
78-88	Very High	0
64-77	High	0
50-63	Moderate	21
36-49	Low	2
22-35	Very low	0

Elementary school is an early stage in the development's self-esteem (Cvencek et al., 2016). Previously, when some of them attended early childhood education, both study groups and kindergartens, the form of physical education was not yet. The movement education they got when they were still attending early childhood education was play. Experience about physical education obtained non-formally is not sufficient as an additional education because it is not obtained programmatically and is not sustainable. Thus it can be concluded that most students get physical education subjects, namely when children aged 6 to 12 are in elementary school (Andrade et al., 2015). This is following this study which is shown in table 2 where 21 children have self-esteem in the moderate category. To see more about the

indicators of self-esteem used in this study, see table 3.

Table 3. Self-Esteem From Each Indicator

Indicator	Mean	Standard Deviation	Category
Self-Satisfaction	8.87	1.29	High
Positive Emotions	8.60	0.98	High
Interaction	7.20	1.13	Moderate
Take risks	7.40	1.08	Moderate
Be Positive	8.20	0.95	Moderate
Optimistic	8.40	1.47	High
Self-confident	10.90	1.61	Moderate

Students who have self-esteem can be seen from how they express themselves through various movement activities so that they can get satisfaction (Chen et al., 2018). It can be seen in this study that students get self-satisfaction in participating in physical education learning which is shown in table 3 with a mean value of 8.87 and a standard deviation of 1.29 with high criteria. In participating in the learning process of physical education, children get satisfaction when they successfully carry out the tasks assigned to them. Children who have high self-esteem have characteristics including being able to respect and respect themselves, tend to be more able to accept their circumstances, recognize their limitations, and also continue to strive to continue to improve their competence (Steinberg & Steinberg, 2016). Individuals who have self-esteem tend to reject themselves and feel dissatisfied with themselves (Akçakoyun, 2018). Individuals with self-esteem tend to feel isolated, feel unloved, unable to express themselves, and too weak to overcome their shortcomings (Teneva, & Lemay, 2020).

Individuals who have self-esteem can be seen from the ability to manage their emotions and optimism in living this life, including the learning process they are following (Cieślak, K., & Golusiński, 2018). From table 3, the emotional and optimistic indicators are in the high category with an average value of 8.6 and 8.4 respectively. Students who have high self-esteem can manage emotions positively when learning physical education. This can be shown through an attitude of not blaming yourself too much when you have not been able to complete the given motion task. In addition, students tend to show an unyielding attitude and always try to master every movement task given by the teacher during the learning process.

A high level of self-esteem has the potential to drop to a lower level. In this study, it was found that grade 4 students had a deficiency in being able to interact well during the learning process. It can be seen in table 3 that the interaction indicators are in the medium category. The difficulty of interacting with colleagues is possible because the learning model is not fully face-to-face. Various similar literature studies state that the learning model that is not fully face-to-face has several weaknesses, including the difficulty of intensive interaction

between students and teachers (Roddy et al., 2017).

The physical education learning process which is identical to movement activities requires teachers to have high creativity in teaching so that they can help students to get high self-esteem. The learning process that is presented is not following the students' abilities, it will affect students' attitudes toward taking risks. Table 3 shows that the risk-taking indicator is in a moderate category. From the results of previous studies, it is stated that teacher creativity in teaching will help students to improve their ability to take risks, and be firm to the established stance (Pretz & Nelson., 2017). Students still do not dare to take the risk of what they will do as a form of responsibility to themselves, so students are still afraid to do something new, students can do what they are told but students do not dare to make decisions in the teaching and learning process without special instructions from the teacher. Meanwhile, the confidence indicator is also in the moderate category which has an average value of 10.9. Students have not been able to show a good self-confidence seen in learning activities when making movements, students are afraid of being wrong and afraid of being laughed at by their friends when they make mistakes.

CONCLUSION

In participating in physical education learning, grade 4 students at Elementary School 38 Bengkulu City have self-esteem in the medium category. The researcher realizes that the results of this study have a weakness, namely that in-depth research data has not been obtained regarding the causes of self-esteem in the moderate category because it uses one instrument. Therefore, for further researchers who are interested in continuing or reviewing similar research, it is recommended to use in-depth interviews so that more comprehensive research results are obtained.

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