

THE RELATIONSHIP OF *SELF AWARENESS* WITH THE PARTICIPATION LEVEL OF FOOTBALL EXTRACURRICULAR MEMBERS

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Abstract

This study discusses the relationship between self-awareness and the level of participation of football extracurricular members at JUNIOR HIGH SCHOOL Kartika XIX-2 Bandung. Participation is an important aspect that must be owned by a student or athlete because it will lead to cooperation between members. The purpose of this study was to determine the "Relationship of Self Awareness" with the Participation Rate of Football Extracurricular Members at JUNIOR HIGH SCHOOL Kartika XIX-2 Bandung". The research method used is descriptive quantitative research method. The population used in this study were members of the football extracurricular at JUNIOR HIGH SCHOOL Kartika XIX-2 Bandung, amounting to 25 people. The sample that the researcher uses is all members of the football extracurricular at JUNIOR HIGH SCHOOL Kartika XIX-2 Bandung, namely 25 people using a total sampling approach. The instrument used is a questionnaire. The results of this study indicate that there is a significant relationship between self-awareness and the level of participation of football extracurricular members at JUNIOR HIGH SCHOOL Kartika XIX-2 Bandung.

Keyword:

Football, Self-Awareness, Participation.

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Introduction

Football training activities certainly have a goal so that the players have good basic techniques, good physique, and good behavior, so they can channel their interests and talents. For this reason, coaching from an early age is very important, one of which can be through extracurricular activities. *Self-awareness* is concern for oneself, knowledge of what one is doing, and understanding the surrounding environment. Self-awareness is also being aware as a citizen, school student, family member, or part of the environment. Making the lack and excess of capital to improve themselves as a person who is beneficial both for himself and for the surrounding environment. According to Komarudin (2016, p.40) states that *Self-*



awareness or "*Self-awareness* is the first step in setting goals, self-regulation, developing skills, managing stress, and managing other psychological problems".

Description of *Self Awareness* in the world of education requires students to be expected to know what they are capable of doing. Students are sometimes less precise in choosing decisions that are actually suitable for themselves, such as students who choose the same school as their close friends, students who choose extracurriculars according to which there are many friends in the extracurricular, and students who prefer the answers of friends over their own answers at an exam. Students who do not have *self-awareness* will find it difficult to decide something according to their strengths and weaknesses. It can be concluded that *self-awareness* is needed to know the strengths and weaknesses of oneself, so that students are not wrong in deciding actions including participating in the school environment.

Student participation will occur when the student's self-awareness is formed. According to Verhangen (1979, p.34) "participation is a form of contribution and involvement of a person (individual or community member) in a particular activity". The participation or involvement that is mentioned here is not to be passive but is actively addressed by the concerned. Therefore, participation would be more accurately interpreted as the contribution of a person in a social group to take part in communicating activities or activities. Meanwhile, according to Sastropeetro (1998, p. 01), participation is "mental involvement or one's thoughts and feelings in group situations that encourage them to contribute to the group in an effort to achieve certain goals and take responsibility for the business concerned". That students who take part in extracurricular activities are mostly active in teaching and learning activities in schools, for example, students are active in learning, dare to express opinions, follow the rules that the school applies. This is what the researchers saw when implementing the field experience program (PPL).

This research was appointed when the researchers carried out the Field Experience Program (PPL) at JUNIOR HIGH SCHOOL Kartika XIX-2 Bandung. There were found various problems faced by students in interacting at school, one of which is from the aspect of character, behavior, and student discipline. For example, from student discipline when going to school, most students who oversleep are students who do not take extracurricular activities at all, and students who have *awareness* indicators are students who take extracurricular activities, the data obtained from interviews and observations of researchers. Then from the level of confidence in participating in physical education learning that most of those who actively participate are extracurricular members. In soccer extracurricular exercises, the researchers found that most students participated when ordered by the teacher or coach, when not ordered by the teacher or coach the students looked unconcerned, some were even busy playing with gadgets.

Factors that cause these problems may come from within, can also be influenced by external factors. Junior high school students are generally included in the early adolescence period. According to Yusuf (2011, p.26), "in early adolescence, sensitive, temperamental,



over-reactive, and negative emotions were found". This is the result of hormonal shocks in him. While external influences come from the influence of peers, family, internet, television shows and the surrounding environment. Students cheat on tests, fight with friends, speak rudely to teachers, participate less in learning, and violate school rules, are various problems that arise due to students lacking self-awareness in school so that they are less active in participating in school. Even students tend to harm others without realizing it.

Solso et al (2008, p.40), states "awareness is readiness (awareness) of events in the surrounding environment and cognitive events consisting of memories, thoughts, feelings and physical sensations". In socializing at the school environment, students must have a concern for themselves and the surrounding environment so that communication with the environment occurs and participation is created. Participation is also very important for students, because it will be very helpful to achieve the expected achievements. Judging from the problem, the researcher wants to find out more about the relationship between self-awareness and the level of participation of members of the football extracurricular at Kartika XIX-2 Junior High School Bandung.

Methods

This study uses a quantitative descriptive method with a Simple Paradigm research design by Sugiyono (2017, p.42). The research flow that the researcher can describe is identifying problems, reviewing theories, selecting participants, collecting data, analyzing and interpreting data, reporting and evaluating research. The test instrument used by the researcher in this study was a self-awareness and participation questionnaire. Questionnaire as explained by Sugiyono (2017, P. 142) "is a data collection technique that is carried out by giving a set of questions or written statements to respondents to be answered".

Participant

The participants who became the research sample were all members of the football extracurricular at JUNIOR HIGH SCHOOL Kartika XIX-2 Bandung.

Population & Sample

The population in this study were 25 students of Kartika XIX-2 Junior High School football extracurricular members. The number of samples used in this study was 25 members of the football extracurricular at Kartika XIX-2 Bandung Junior High School with a side total approach. The reason for using total sampling is because it can describe the level of self-awareness and the level of participation of extracurricular members as a whole.

Instrument

Based on the explanation above, the measuring instrument or test instrument used by the author in this study was a *self-awareness* and participation questionnaire.

The grid of the researcher's *self-awareness* questionnaire uses components that were developed based on the perspective of Allan & Waclawski's *Important Areas of Self Awareness* study (1999); Atwater and Yammarino (1992); Goleman (1998b); Judge et al, (2003); Parker and Kram (1993); Sosik and Megerian (1999); Cools & Van den Broeck (2007) (in Susilowati's thesis, 2015). There are five important areas in *self-awareness* that can build an individual's success in increasing his potential:

Emotional Intelligence (Emotional Intelligence): Identify emotional awareness and how to control it; the ability to be able to regulate oneself and relationships with others.

Personal Values (Personal Values): Identify personal standards and moral judgments; the dynamics of a person's behavior which is a unity of attitudes, orientations and behavior in the person's personality, for example: good-bad, useful-not useful, desirable-unwanted, right-wrong, moral-immoral.

Cognitive Style (Cognitive Style): Identify information acquisition and evaluate; refers to an individual's behavior in gathering and processing information. The form of the process that occurs is usually through interpreting, judging or responding to the information.

Orientation to change (Orientation Toward Change): Identify adjustment and responsibilities; focus on the methods individuals use to cope with changes in their environment.

Self Evaluation (Core Self Evaluation): Identify the basic personality attributes such as: *self-esteem, self-efficacy, self-control* and emotional stability that affect the individual's happiness; build important aspects of personality to be developed.

The lattice of the participation questionnaire in the participation variable, the author uses the theory of Keith Davis, *Human Relations at Work* (in Andri Permana's thesis, 2013). According to Davis, explaining that the key to thinking in participation is mental and emotional involvement. Then the mental and emotional elements are described in more detail into five components, namely: Participation, Involvement, Willingness, Willingness, and Activeness. So the instrument used to measure the level of student participation in football extracurricular, the author refers to the theory of Keith Davis (2010), namely:

Participation which consists of participating in learning, enthusiasm in learning, totality in learning.

Involvement which consists of being involved in learning, understanding self-confidence in participating in learning.

Willingness which consists of being able to properly accept the movement tasks given by the teacher, being able to display the motion tasks instructed by the teacher, and being able to complete themselves in learning.

Willingness which consists of liking to do movement tasks, doing learning tasks with self-awareness, wanting to get good results.

Activeness which consists of wanting to be the center of attention, carrying out the given motion task, playing an active role in learning

Validity testing was carried out on 30 self-awareness questionnaire items and 35 active participation questionnaires with the number of subjects obtained six *self-awareness* questionnaire items and 10 invalid active participation questionnaire items, so they could not be used as data collection tools, and the remaining 24 items were *self-awareness* questionnaires, 25 active participation questionnaire items that can be used as a data collection tool. The reliability value of the *self-awareness* questionnaire is 0.718 and the active participation questionnaire is 0.745 which indicates that the instrument has a high degree of reliability.

Procedure

The stages of the research carried out are as follows: (1) Creating a questionnaire with a grid of relevant theories (2) After that the questionnaire is then tested on participants whose characteristics are the same as the sample (3) Conducting validity and reliability tests on the questionnaires that have been tested (4) Make a questionnaire to conduct research by removing invalid and unreliable questions or statements (5) Carry out research by distributing questionnaires to the sample (6) After the raw data is obtained, then perform data analysis to process the raw data (7) After the data is processed, then interpret the results of data analysis so that it can be a reference in making conclusions.

Data Analysis

Data analysis was carried out after data from all respondents or other data sources were collected. The data collected in this study is quantitative data regarding the relationship between self-awareness and the active participation of members of the football extracurricular at JUNIOR HIGH SCHOOL Kartika XIX-2 Bandung. The data that has been obtained by researchers in research in the field is raw data, so data processing must be carried out in order to obtain standard data. After the data is standard, it must be processed and analyzed in order to produce a relationship from these data. Data processing carried out by researchers using SPSS 16 for windows, the steps taken are:

Creating a Data Description

Doing Normality Test

Open the SPSS program, enter the data to be processed in the *data view* tab then click *variable view*, change the decimal to number 0, then return to *Data view*.

Then on the main menu select *analyze*, select the sub menu *nonparametric tests*, then click legacy dialogs then select Sample KS

The *One-Sample Kolmogorov-Smirnov Test* dialog box will appear. Enter the variables to be analyzed into the *Test Variable List* column. In the *Test Distribution* section, check Normal and then click OK.

Conducting Correlation Coefficient Significance Test

Open the SPSS program, enter the data to be processed in the *data view* tab then click the *variable view* to change the name and label, then return to the *Data view*.

Then on the main menu select *analyze*, select *sub Correlate*, then click *Bivariate*. The Bivariate Correlations dialog box will appear, move the variables to be processed to the variable column, then in the Correlation Coefficients section check the Pearson column, and in the Test of Significance section check the two-tailed column, then check the small box Flag significant correlations after completion click OK.

Result

The results of the calculation and significance test can be seen in Table 1. Correlation Coefficient Significance Test

Table 1. Correlation Coefficient Significance Test

	Pearson Correlation	Sig (2-tailed)
Pair 1 self-awareness - participation	0.530	0.006

Based on the test results described in Table 1 that $p\text{-value} = 0.006$ which means $< \alpha$. This shows rejecting H_0 and accepting H_a , so the researcher can conclude that there is a positive and significant relationship between self-awareness and the level of participation of football extracurricular members at JUNIOR HIGH SCHOOL Kartika XIX-2 Bandung. If presented, it can be seen in Grapic.1 and Grapic. 2.

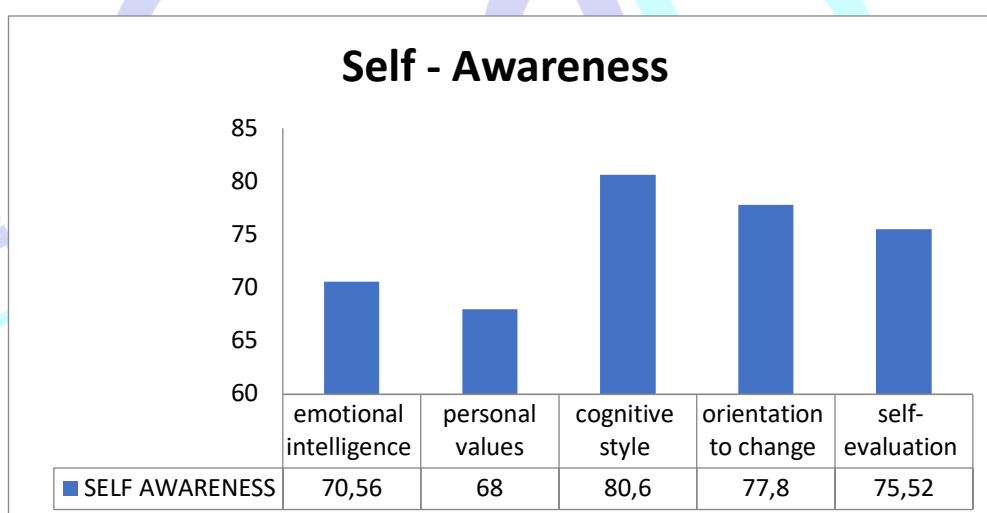


Fig 1. Graphic 1 Percentage of Questionnaire Indicators of self-awareness

Graphic.1 shows that the percentage of self-awerness questionnaire indicators for members of football extracurricular at JUNIOR HIGH SCHOOL Kartika XIX-2 Bandung,

based on emotional intelligence factors 70.56%, personal values 68%, cognitive style 80.6%, orientation to change 77, 8%, and self-evaluation 75.52%. Next, explain the percentage of participation questionnaire indicators on the Graphic. 2.

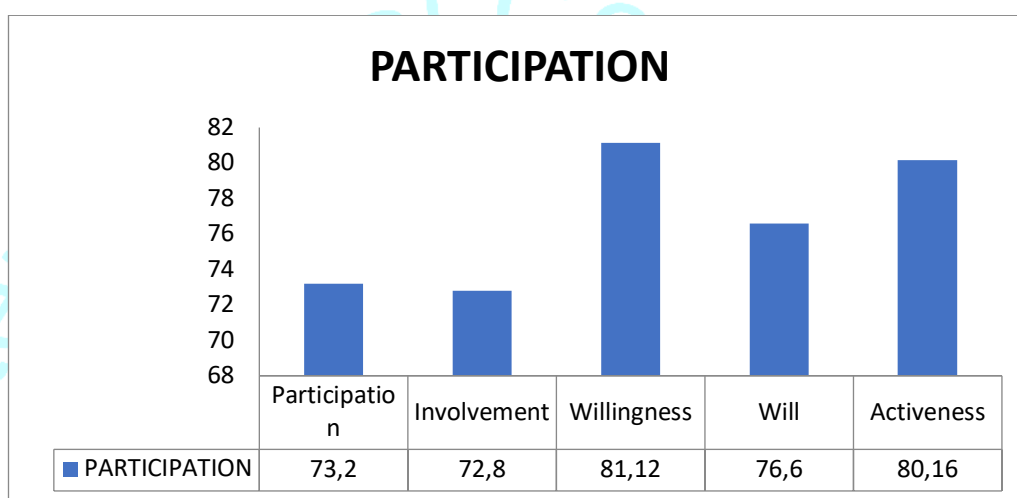


Fig 1. Graphic 2 Percentage of Questionnaire Indicators of participation

Graphics. 2 shows that the percentage of the questionnaire indicators for the participation of football extracurricular members of JUNIOR HIGH SCHOOL Kartika XIX-2 Bandung, based on the participation factor is 73.2%, involvement 72.8%, willingness 81.12%, will 76.6%, activeness 80.16%.

Discussion

Based on the calculations and data analysis carried out, the answers to the problems posed are obtained. The results of calculations using the statistical approach above have proven that there is a significant relationship between self-awareness and participation. Judging from the results of tests conducted on members of the football extracurricular at JUNIOR HIGH SCHOOL Kartika XIX-2 Bandung, the level of self-awareness and participation is included in the sufficient category. The relationship between self-awareness and the level of participation in this study found positive results, in line with research conducted by Adina Hartman-Maier (2009, p.1) stating:

Analysis revealed high frequencies of deficits in executive functions such as planning and shifting. However, self-awareness of the executive deficits was intact. A significant percentage (62%–85%) of participants experienced restrictions in everyday life activities, and correlated participation scores were significantly.

The point is: the analysis reveals a high frequency of deficits in executive functions such as planning and shifting. However, self-awareness of the executive deficit is still intact. A significant percentage (62%–85%) of participants experienced limitations in activities of

daily living, and participation scores were significantly correlated. While the research conducted by Jorge Chavez and Margarida Romero (2012, p.5) states that: participation is a learning process that is generated from the interaction and maintenance of complex relationships with others, and can be facilitated by collaboration tools focused on Group Awareness.

He means that participation is a learning process that results from the interaction and maintenance of complex relationships with others, and can be facilitated by collaboration tools that focus on Group Awareness. Based on the results of the research conducted, seen from the correlation test between self-awareness and participation, it has a significant value of 0.006 so it can be concluded that there is a significant relationship between self-awareness and participation.

Conclusion

There is a significant relationship between self-awareness and the level of participation of football extracurricular members at JUNIOR HIGH SCHOOL Kartika XIX-2 Bandung. Researchers can provide suggestions from the results of this study are expected to help school programs in an effort to discipline and shape the character of students with good behavior so that students can participate in activities provided by the school, and are expected to be used as a reference for schools to be able to provide facilities and infrastructure that have not been obtained by students, especially football extracurriculars in order to increase participation and good behavior through self-awareness.

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