

## Responsibility, Inner Leadership, and Learning Outcomes of Sports Science Students



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**ABSTRACT:** The purpose of this research was to describe inner leadership and responsibility possessed by sports science students at the Faculty of Sports Science at Cenderawasih University. A quantitative descriptive approach was chosen to achieve the goal. The instrument used in this research was a questionnaire. The questionnaire consists of the Leadership Questionnaire (AJK) which consists of 22 statement items and the Responsibility Questionnaire (ATJ) which consists of 14 statement items. A total of 78 sports science students (male = 49, female = 29) at the Faculty of Sports Science at Cenderawasih University participated in this study. The results of the study found (1) 56.41% of sports student leadership was in the medium category, 41.03% were in the high category, and only 2.56% were in the low category, (2) 52.56% of the responsibilities of sports science students were in a low category, followed by 37.18% in the medium category, and only 10.26% in the high category, (3) there was no difference between male and female sports students in terms of leadership and responsibility. In conclusion, the inner leadership of sports science students tends to be in the fairly high category, while responsibility is in the low category.

**KEYWORDS:** responsibility, inner leadership, learning outcomes, sports science students

### INTRODUCTION

Good national and social life requires leaders with leadership qualities. Additionally, the policies and rules that apply in a place are one of the determining factors for the moral level of citizens or society. Currently, society is being hit by a moral and leadership crisis, so there needs to be an effort to instill leadership in the younger generation (students) (Hasanah, 2019). Inner leadership is an attitude that can develop self-potential and be able to place oneself and think openly towards oneself and the environment (Herlina et al., 2018). Someone who has inner leadership is characterized by the ability to utilize their abilities to influence members who are led (Oktavianti et al., 2021).

Based on the view of management science, the inner leadership in a leader has a central role that is useful for leading, directing, and motivating members who are led to achieve the goals that have been set (Sarkowi, 2017). Therefore, the soul of leadership is the essence of management (Hasanah, 2019). The same thing was conveyed by a well-known figure, Roger D. Lee, who stated briefly: "leadership is vital to success" (Esomar & Sadubun, 2020). From the achievement of sports perspective, a coach who has good leadership skills can read individual characteristics, for example, perseverance, intelligence, assertiveness, and independence (Gordon, 2009). The ability to read individual characters is useful for placing someone in a position according to ability, so that team goals can be achieved. Robert House, a researcher who focuses on leadership, states that leadership will be effective when the leader has charisma, self-confidence, high morality, and can influence members (Hasanah, 2019). The inner leadership of a leader will theoretically emerge because of a sense of responsibility that is borne (Anismadiyah et al., 2020).

Responsibility is self-effort to complete the work or task assigned (Aisyah et al., 2020). In the 2003 National Education System Law number 20 it is explained that one of the goals of national education is to develop the potential of students who are responsible. This makes responsibility a variable that is considered important. A campus is a place for students to become responsible human beings (Mustapha et al., 2020). Through several programs such as increasing professionalism and self-regulation, it is hoped that responsibility will increase (Han, 2022). An attitude of responsibility is seen as an important attitude for students to have to support the quality of learning on campus (Latifah & Bariyah, 2019). Students who have an attitude of high responsibility are directly proportional to learning outcomes, and vice versa (Rahmayanti & Lubis, 2013). Responsibility is influenced by the supports and obstacles that exist in the environment (Yough et al., 2020).

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Today, "responsibility" and "leadership" in Papua are being discussed publicly. This was due to chaos when Papua hosted the 20th National Sports Week (PON) (Putra & Ita, 2019; Guntoro & Putra, 2021). PON is the biggest sporting event in Indonesia (Kogoya et al., 2022). The chaos is the cause of the two constructs above being questioned by the public. Apart from that, studies on "inner leadership," "responsibility" and "student sports science learning outcomes" in Papua have not been carried out much. Based on observations made through scientific article searches, researchers only found articles related to the responsibilities of non-Papuan sports science students (Musa et al., 2019). Other scientific articles, populations, and samples are not sports students but students in other fields (Suyidno et al., 2017; Aisyah et al., 2020; Farida & Anjani, 2019; Marditama, 2020). Research conducted in the Papua region, Indonesia, tends to discuss athletes (see for example Putra et al., 2021a; Mangolo et al., 2021; Putra & Kurdi, 2020; Sutoro et al., 2020; Putra et al., 2021b; Wandik et al., 2021; Guntoro & Putra, 2022; Putra & Guntoro, 2022) and sports events (Guntoro et al., 2022a; Guntoro et al., 2022b; Guntoro et al., 2022c).

In addition, studies conducted on sports science students, especially in Papua, are still limited. For example, research only examines sports motivation (Putra, 2020), fluid intake and sports science student achievement (Sinaga et al., 2022), learning styles, achievement motivation, locus of control, and academic self-concept (Putra, 2017), locus of control for sports science students (Putra et al., 2021), and interest in petanque sports (Samoling et al., 2022). The three constructs above "inner leadership," "responsibility" and "student sports science results" have never been studied. The three variables above are believed to be very important in the lecture process on campus. Therefore, this study aims to investigate the leadership, responsibility, and learning outcomes of sports science students in Papua, Indonesia.

### METHOD

The method used in this research is a quantitative descriptive method. This method is used to describe the variables of leadership and responsibility possessed by sports science students. The subjects involved in this study were students from semesters 1, 3, 5, 7, 9, 11, and 13. The number of students who participated was 111 subjects consisting of 33 subjects for validity and reliability tests and 78 subjects (49 male and 29 female) to test the variables of leadership and responsibility. The instrument used in this research is a questionnaire. The questionnaire used in this study consisted of two questionnaires, namely the Leadership Questionnaire (AJK) and the Responsibility Questionnaire (ATJ). AJK is a questionnaire that the researchers developed themselves, consisting of 6 factors and 28 questions. Testing the validity and reliability involved 33 students dropping 6 questions. Thus, only 22 valid and reliable questions were left. The AJK validity value is between .325 and .805 and the reliability value is between .904 and .914. These questions have 4 alternative answers in the form of a Linkert scale. The scales are (1) very inappropriate, (2) not appropriate, (3) appropriate, and (4) very appropriate. Example of a statement in AJK for item number 1: "I am active in class discussions." Item number 6: "When there are friends who are at odds, I try to reconcile them." Whereas for ATJ the author adopts Faozi (2018) which consists of 28 statement items with five alternative answers using a Likert scale, from very inappropriate (1) to very appropriate (5). However, ATJ has not been tested for validity and reliability in the field, so the researchers conducted a test. The ATS validity and reliability test involved 33 students. The results of the validity and reliability tests showed that 14 ATJ items were declared valid and reliable. The validity value of ATJ ranges from .470 to .892 and the reliability value is between .922 to .939. Data collection was carried out online by distributing the Google Form link to students via WhatsApp. This is done to comply with health protocols from the government and minimize the spread of COVID-19. The data analysis technique used is descriptive statistics and t-test. All analyzes will be assisted with the IBM SPSS v. program.

### FINDING

Based on the data analysis that has been done, the results are presented in the following table:

**Table 1. Distribution of amounts and percentages by category**

Variable	Category	Frequency	Percentage (%)
Inner leadership	High	32	41,03
	Moderate	44	56,41
	Low	2	2,56
Responsibility	High	8	10,26
	Moderate	29	37,18
	Low	41	52,56

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The results of the data analysis in table 1 show the level of leadership and responsibility based on three categories. As many as 56.41% of sports science students have inner leadership in the medium category, 41.03% are in the high category, and only 2.56% are in the low category. while the responsibility variable from the analysis showed that 52.56% of sports science students were in a low category, followed by 37.18% in the medium category, and only 10.26% had a high category.

**Table 2. Results of descriptive analysis and normality test (n = 78)**

Variable	M	SD	Min	Max	KS
Inner leadership	63.21	9.45	34	82	.090 <sup>n</sup>
Responsibility	34.69	12.07	14	70	.087 <sup>n</sup>
Study performance	3.05	4.52	2.69	3.65	.093 <sup>n</sup>

Note: M: Mean, SD = Standard deviation, Min = Minimum, Max = Maximum, KS = Kolmogorov-Smirnov, <sup>n</sup> =  $p > .05$ .

The results of the descriptive analysis and normality test in table 2 show that overall, the average value of the inner leadership for sports science students is 63.21 with a minimum score of 34 and a maximum of 82. For the responsibility variable, an average value of 34.69 is obtained with a minimum value of 14 and a maximum of 70. Results of the normality test on these two variables showed that the data were normally distributed ( $p > .05$ ).

**Table 3. T-test results and correlation (Male = 49, Female = 29)**

Variable	Gender	M	SD	t	r		
					1	2	3
(1) Inner leadership	Male	63.22	10.06	.023 <sup>n</sup>	-	.657*	.747*
	Female	63.17	8.49				
(2) Responsibility	Male	34.57	12.8	.834 <sup>n</sup>	-	.682*	-
	Female	33.21	10.77				
(3) Study performance	Male	3.13	4.12	.752 <sup>n</sup>	-	-	-
	Female	3.01	4.46				

Note: M: Mean, SD = Standard deviation, t = t-test value, r = correlation coefficient, \* =  $p < .05$ .

The results of the different tests in table 3 based on gender did not show any differences in sports science students, both in the inner leadership variable, the responsibility variable, and learning outcomes. The results of the correlation test showed that there was a relationship between leadership and responsibility ( $r = .657$ ), leadership and learning outcomes ( $r = .747$ ), and responsibility and learning outcomes ( $r = .682$ ).

## DISCUSSION

As many as 56.41% of student leadership souls are in the medium category, and 41.03% are in the high category. This indicates that in general sports students have pretty good inner leadership. Good leadership has a goal for the greater good and is created through complex and multifaceted constructions that cannot be separated (Wheeler et al., 2022). The indicators that become a reference in leadership are competence, empathy, integrity, assertiveness, and authority (Pitaloka & Ivanna, 2018). According to Farida and Anjani (2019), several things can be done to foster a sense of leadership in students, namely communication and teamwork. The inner leadership can also be fostered by various types of activities such as the traditional game of bulelang swinging (Azka et al., 2020), big puzzle games (Istiningtyas & Safitri, 2020), paskibraka activities (N. L. J. Putra, 2018), learning ((Hasanah, 2019); (Saudah, 2014), and also through leadership training ((Aprianti, 2014); (Oktavianti et al., 2021)).

Even though in general the inner leadership for sports science students is in a fairly good category, there are 2.56% who are in the low category. This happens because of several things, one of which is competence (Zhang et al., 2021). Leadership also requires good communication skills, tact, and the ability to handle change (Chen & Sriphon, 2021). In addition, research conducted by Herlina et al., (2018) believes that the inner leadership that exists in a person is a trait given by God Almighty, although it is also recognized that this can be shaped by the environment, such as the family environment or place of residence. These factors could be a factor in the low inner leadership of several sports science students.

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In the responsibility variable, it was found that 52.56% were in a low category and 37.18% were in the medium category which indicated that, in general, the responsibility of sports students was low. The results of this study are inversely proportional to research conducted by Musa (2017) which found the responsibilities of sports science students were in the good (73%) and moderate (27%) categories. The same research was conducted by Suyidno et al., (2017) which suggested that student responsibilities, in general, were in the very good category. One of these differences is due to differences in the area where data is collected. Following what was explained by Haiya (2020) that one of the factors that influence student responsibilities is the regional origin.

Responsibility is one of the important supporting factors in lectures on campus. This is because responsibility is one of the determinants of successful student learning on campus (Heriansyah & Kurniawan, 2017). In a campus environment, teachers and students have responsibilities related to assignments and obligations, students take responsibility for engaging in dialogue with instructors and fellow students, while teachers design materials and assignments (Winstone et al., 2020). Students who have high responsibility will carry out their duties well, and vice versa.

The results of this study illustrate the low level of responsibility of Uncen FIK students and are supported by quantitative data. Previously, researchers received teacher complaints regarding the low responsibility of students. Researchers also made observations by making direct observations. Based on observations made, it is known that students are less active in finding information related to lecture material. In addition, students do not open and read books if no assignments are given. Students who rarely touch books mean they are not responsible for their obligations (Heriansyah & Kurniawan, 2017).

Haiya (2020) suggests that several factors influence student responsibilities, including lecturers, regional origin, feelings, and learning methods. In addition, responsibility can also be influenced by the association in the neighborhood, electronic media, lack of self-confidence, and lack of awareness of the importance of carrying out the rights and obligations as well as the tasks assigned (Sudani et al., 2013). Thus, in general two aspects play a role in determining the attitude of student responsibility, namely those that come from within the student and those that come from outside the student. Increasing responsibility can be done in several ways. For example, through self-management techniques (Heriansyah & Kurniawan, 2017), counseling (Latifah & Bariyah, 2019), learning or lectures ((Widiyatmoko, 2016); (Andrianti, 2019); (Dadi & Setiono, 2021); (Al- Fikri & Marzuki, 2018)), and training (Aisyah et al., 2020).

The results of further research are that there is no difference in inner leadership and responsibility between male and female students. Statistically, this happens because based on the average score between male and female student leadership, there is not much difference, namely 63.22 for men and 62.17 for women. This is also because gender equality has begun to be implemented in an organization so that women have the same opportunities and responsibilities in participating, submitting opinions, and making decisions (Astuti & Afrizal, 2022). However, the implementation of leadership in the field shows the inequality between male and female leadership, marked by only a few women getting positions (Olson et al., 2022). In addition, men are considered to be more potential and responsible than women (Aini, Afifah, & M, 2021).

Furthermore, the results of the study also show a correlation between leadership and responsibility, leadership and learning outcomes, and responsibility and learning outcomes. High inner leadership is also believed to be a valuable asset in social life (Anismadiyah et al., 2020). Leaders who have good leadership are assets for community groups to build relationships and achieve group goals (Ariail et al, 2021). Good leadership inspires people emotionally, emphasizing trust and faith in people (Jankelová & Joniaková, 2021). The achievement of group goals and community trust in leaders proves that responsibilities are carried out properly. In addition, self-awareness is an important element in responsible leadership (Muff et al., 2021). Correlation also exists in the inner leadership with learning outcomes. Based on research conducted by Meirani et al (2022) explains that inner leadership is grown, one of which is through organizations, and students who are involved in organizations have good learning outcomes. This is because inner leadership is positively correlated with other variables such as motivation in students (Marditama, 2020). Therefore, inner leadership is a vital aspect of achieving success (Esomar & Sadubun, 2020). Thus, cultivating inner leadership from an early age is important so that a person can benefit himself and others (Arifin et al., 2020).

Lastly, the research results show a correlation between responsibility and learning outcomes. This is in line with research results which show that the responsibilities possessed by students are directly proportional to the learning process and learning outcomes ((Latifah & Bariyah, 2019) (Rahmayanti & Lubis, 2013)). The same thing was expressed by (Sulistyaningsih, et al., 2019) that good independence and responsibility can improve learning outcomes. One reason is that student responsibilities in the learning process are influenced by self-regulation (Pravesti et al., 2022). Improper self-regulation can affect a person's level of responsibility. For example, during the Covid-19 pandemic, internal factors such as laziness and external factors such as cell

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phones and the influence of friends can reduce one's level of responsibility (Syifa et al., 2022). Therefore, responsibility needs to be owned and increased by students to improve academic achievement (Nahariani, et al., 2022). Besides being able to improve learning outcomes, high responsibility can also improve self-image and reputation (Barbu, et al., 2021).

### CONCLUSION

Based on the results and discussion above, it can be concluded that (1) as much as 56.41% of sports science student leadership was in the moderate category, 41.03% are in the high category, and only 2.56% are in a low category, (2) as many as 52.56 % of sports science students' responsibility was in a low category, followed by 37.18% in the medium category, and only 10.26% had a high category, (3) there was no difference between male and female sports science students in terms of leadership and responsibility. In general, it can be concluded that the inner leadership in sports science students tends to be in the fairly high category, while responsibility is in a low category. An activity to increase the sense of responsibility that exists in sports science students at the Faculty of Sports Science Cenderawasih University is needed to conduct, for example providing assistance or training.

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