

The Relationship Between Self-Confidence, Responsibility, and Discipline with Learning Outcomes in Physical Education, Sports, and Health

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ABSTRACT: This study aims to determine the relationship between self-confidence, responsibility, and discipline with the learning outcomes of physical education and health of eighth-grade students in public junior high schools in Banyuurip Purworejo District, both partially and simultaneously. This study is a quantitative descriptive study with a correlational design using a survey method. The research population consisted of 539 students, and a sample of 229 students was taken using cluster random sampling. The research instrument was a Likert scale questionnaire for the variables of self-confidence, responsibility, and discipline, while learning outcomes were obtained from physical education and health report card scores. Data analysis used multiple regression. The results showed a significant relationship between self-confidence ($r=0.552$; $p<0.05$; contribution 20.04%), responsibility ($r=0.402$; $p<0.05$; contribution 5.75%), and discipline ($r=0.428$; $p<0.05$; contribution 6.51%) with learning outcomes in physical education and health. Simultaneously, these three variables are significantly related to learning outcomes in physical education and health ($F=37.304$; $p<0.05$) with an effective contribution of 32.30%. Thus, the higher the self-confidence, responsibility, and discipline of students, the better their learning outcomes in physical education and health.

KEYWORDS: self-confidence, responsibility, discipline, learning outcomes in physical education, sports, and health

INTRODUCTION

Education plays a very important role in shaping the character of the Indonesian nation. Education not only serves to transfer knowledge, but also to develop the moral, intellectual, and physical aspects of individuals (Sutianah, 2022). Education in schools is carried out through interactions between teachers and students in order to achieve learning objectives, while education outside of school occurs through interactions with the community and the surrounding environment (Rasmitadila et al., 2020). According to Khaidir & Suud (2020), education is a conscious effort to develop children's abilities and personalities throughout their lives.

Character education is an integral part of the national education system and has been integrated into various subjects, including Physical Education, Sports, and Health (PJOK). Through PJOK learning, students not only gain physical benefits but also experience holistic development that encompasses physical, mental, and emotional aspects (Brusseu et al., 2020; Lee & Lee, 2021). Fun and meaningful physical activities can foster healthy living habits and reinforce character values such as discipline, responsibility, and self-confidence (Wintle, 2022; Trigueros-Ramos et al., 2019).

Physical Education teachers play an important role in creating a conducive and meaningful learning environment in accordance with the developmental stages of students (Wijaya, 2023). The learning process in this context is viewed as a continuous transformation that results in behavioral changes as a result of active interaction between individuals and their environment (Loeng, 2020; Tabun et al., 2022). Learning outcomes themselves reflect the abilities acquired by students after participating in the learning process and are usually measured through evaluation scores (Tethool et al., 2021).

Various factors can influence student learning outcomes, both internal factors such as motivation, interest, self-confidence, responsibility, and discipline, as well as external factors such as the learning environment and school culture (Abduloh et al., 2022).

One important internal factor is self-confidence, which is the belief in one's own ability to face challenges and complete tasks (Bessa et al., 2021; Upadhyay et al., 2020). Students who have self-confidence tend to be active in learning and able to interact positively in the school environment (O'Sullivan et al., 2018). Self-confidence also encourages independence and the courage to act in accordance with one's potential (Rohmat & Lestari, 2019; Moore & Fry, 2017).

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In addition, responsibility is an important character aspect that reflects an individual's awareness in carrying out their duties sincerely (Asih et al., 2021). Students who have a high sense of responsibility will be more organized and serious in their studies, which will ultimately have a positive impact on their learning outcomes (Lestari, 2018).

Another factor is discipline, which is adherence to school rules and regulations. Good discipline is reflected in punctuality, obedience to rules, and self-awareness in carrying out tasks. However, previous studies show that the level of discipline among students is still relatively low, as evidenced by tardiness, non-compliance with dress codes, and late submission of assignments (Purwaningsih & Herwin, 2020; Putra et al., 2019).

Initial observations in January 2025 at public junior high schools in the Banyuurip Purworejo District showed that the implementation of PJOK learning was generally going quite well. However, there were still problems such as low discipline (around 40%), responsibility, and self-confidence among students. Data from the first semester exams for the 2024/2025 academic year showed that 35.10% of students had not achieved the Minimum Passing Grade (KKTP) of 75. This condition indicates that efforts are still needed to improve the character of students so that their PJOK learning outcomes can be more optimal.

Previous studies have shown mixed findings. Some studies found a significant relationship between self-confidence, responsibility, and discipline with learning outcomes (Ma'rufi et al., 2018; Lestari, 2018; Sutaryono & Nasihah, 2020; Almunasir & Edwarsyah, 2024), while other studies have shown different results (Prameswara & Priambodo, 2019). This indicates empirical inconsistencies that need to be further examined, especially in the context of PJOK learning at the junior high school level.

Research gaps (1) There are differences in previous research results regarding the influence of self-confidence, responsibility, and discipline on learning outcomes. (2) Related research is still rarely conducted in the context of PJOK subjects at the junior high school level. (3) Most studies only examine one variable separately, not simultaneously. (4) There has been no research specifically examining this phenomenon in the Banyuurip area, Purworejo.

The purpose of this study is to determine the relationship between self-confidence, responsibility, and discipline and the learning outcomes of eighth-grade students in public junior high schools in the Banyuurip subdistrict, Purworejo Regency.

METHOD

This type of research is quantitative descriptive research with a correlational approach. Correlational research aims to determine whether there is a relationship between two or more variables and how strong and significant that relationship is. The research location was two public junior high schools in the Banyuurip Purworejo subdistrict. This research was conducted in May-June 2025. Addresses of public junior high schools in Banyuurip District, Purworejo.

The population in this study consisted of 539 eighth-grade students from public junior high schools in the Banyuurip Purworejo District. The researcher did not study the entire population but calculated the sample size from a predetermined population using the Slovin formula with a 5% margin of error. The sampling procedure was cluster random sampling, with a sample size of 229 people.

The instrument used to determine the learning outcomes of Physical Education, Sports, and Health (PJOK) in this study was obtained through the data contained in the students' report cards. This type of instrument is classified as a documentation technique. In this context, report card grades are considered official documents that reflect students' learning outcomes, so their use in research can provide an objective picture of the cognitive and psychomotor aspects of PJOK learning. The instrument or tool used is a closed questionnaire. Scoring is done using a Likert scale.

Table 1. Self-Confidence Instrument Grid

Variable	Indicator	No Item
Self-confidence	Having confidence in one's own abilities	1, 2, 3, 4, 5, 6
	Take initiative in making decisions	7, 8, 9, 10, 11, 12
	Having a positive view of oneself	13, 14, 15, 16, 17
	Dare to express your opinion	18, 19, 20, 21, 22
Amount		22

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Table 2. Responsibility Instrument Grid

Variable	Indicator	No Item	
		+	-
responsibility	Responsibility to oneself (personal)	1, 2, 3, 4	5, 6, 7, 8
	Responsibility to the environment	9, 10, 11, 12	13, 14, 15, 16
Amount		16	

Table 3. Discipline Instrument Grid

Variable	Indicator	No Item	
		+	-
Discipline	Time discipline	1, 2, 3, 4	5, 6, 7, 8
	Discipline of action	9, 10, 11, 12	13, 14, 15, 16
Amount		16	

The data analysis techniques used were descriptive analysis and inferential analysis. Inferential analysis consisted of normality tests, linearity tests, and hypothesis tests.

Result

Normality Test

This normality test analysis uses the Kolmogorov-Smirnov formula. The normality test results are presented in Table 4.

Table 4. Normality Test Results

<i>Kolmogorov-Smirnov</i>		<i>Unstandardized Residual</i>
<i>N</i>		229
<i>Normal Parameters^a</i>	<i>Mean</i>	.0000000
	<i>Std. Deviation</i>	3,64778492
<i>Most Extreme Differences</i>	<i>Absolute</i>	,038
	<i>Positive</i>	,029
	<i>Negative</i>	-.038
<i>Kolmogorov-Smirnov Z</i>		,038
<i>Asymp. Sig. (2-tailed)</i>		,200

Based on the results of data normality analysis using the Kolmogorov-Smirnov test, an Asymp. Sig (2-tailed) value of 0.200 was obtained. This value is greater than the significance level $\alpha = 0.05$ ($0.200 > 0.05$), so it can be concluded that the data used in this study is normally distributed.

Linearity Test

Linearity testing was conducted using the F test. The relationship between the independent variable (X) and the dependent variable (Y) was considered linear if sig. > 0.05 . The results of the linearity test are shown in Table 5 below.

Table 5. Linearity Test Results

Data	Sig.
Hasil belajar PJOK (Y) * Kepercayaan diri (X1)	0,910
Hasil belajar PJOK (Y) * Tanggung jawab (X2)	0,102
Hasil belajar PJOK (Y) * Kedisiplinan (X1)	0,679

The relationship between self-confidence, responsibility, and discipline with the learning outcomes of physical education for eighth-grade students at public junior high schools in Banyuurip District, Purworejo Regency p-value > 0.05 . Thus, it can be concluded that the relationship between the independent variable and the dependent variable is linear.

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Hasil Uji Hipotesis

Correlation tests were conducted to determine the relationship between each independent variable and the dependent variable. The hypotheses proposed in this study were as follows:

H1: There is a significant relationship between self-confidence and the physical education learning outcomes of eighth-grade students at public junior high schools in the Banyuurip subdistrict of Purworejo.

H2: There is a significant relationship between responsibility and PJOK learning outcomes of eighth-grade students at public junior high schools in the Banyuurip subdistrict of Purworejo.

H3: There is a significant relationship between discipline and PJOK learning outcomes of eighth-grade students at public junior high schools in the Banyuurip subdistrict of Purworejo.

Table 6. Correlation Test Analysis Results

Variable	<i>r_{count}</i>	<i>r_{table}</i>	<i>sig</i>
Self confidence (X1)	0,552	0,129	0,000
Responsibility (X2)	0,402	0,129	0,027
Discipline (X3)	0,428	0,129	0,025

The variable of self-confidence in PJOK learning outcomes obtained a calculated value of 0.552 > table value of 0.129, p-value 0.000 < 0.05, so H0 was rejected. meaning that the hypothesis stating “There is a significant relationship between self-confidence and PJOK learning outcomes of eighth-grade students at public junior high schools in the Banyuurip Purworejo District” is accepted. The correlation coefficient is positive, meaning that the higher the self-confidence, the better the PJOK learning outcomes of eighth-grade students at public junior high schools in the Banyuurip Purworejo District.

The variable of responsibility for PJOK learning outcomes obtained a rhitung value of 0.402 > rtabel 0.129, p-value 0.027 < 0.05, so H0 is rejected, meaning that the hypothesis stating “There is a significant relationship between responsibility and PJOK learning outcomes of eighth-grade students at public junior high schools in the Banyuurip Purworejo District” is accepted. The correlation coefficient is positive, meaning that as responsibility increases, the learning outcomes of PJOK for eighth-grade students at public junior high schools in the Banyuurip subdistrict of Purworejo will improve.

The discipline variable on PJOK learning outcomes obtained a rhitung value of 0.428 > rtabel 0.129, p-value 0.025 < 0.05, so H0 was rejected, meaning that the hypothesis stating “There is a significant relationship between discipline and PJOK learning outcomes of eighth-grade students at public junior high schools in the Banyuurip Purworejo District” is accepted. The correlation coefficient is positive, meaning that the higher the discipline, the better the PJOK learning outcomes of eighth-grade students at public junior high schools in the Banyuurip Purworejo District.

Based on the analysis results, the relationship between self-confidence, responsibility, and discipline with PJOK learning outcomes obtained an Fcount value of 37.304 > Ftable (3;225) 2.64 and sig. 0.000 < 0.05. Thus, the hypothesis that “There is a significant relationship between self-confidence, responsibility, and discipline on the learning outcomes of PJOK for eighth-grade students at public junior high schools in the Banyuurip Purworejo District” is accepted.

Table 7. Results of the Coefficient of Determination Analysis

<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error</i>
,576 ^a	,332	,323	3,67202

Based on the Coefficient of Determination (R²) in Table 7, it shows that the Adjusted R Square coefficient value obtained is 0.323. This means that the contribution of the variables of self-confidence, responsibility, and discipline to the learning outcomes of eighth-grade students at public junior high schools in the Banyuurip Purworejo subdistrict is 32.30%, while the remaining 67.70% is influenced by other factors outside this study.

Based on the results of multiple linear regression analysis, information was obtained regarding the magnitude of the contribution of each independent variable to the dependent variable. In detail, the self-confidence variable (X1) provided the highest effective contribution (SE) of 20.04%, with a relative contribution (SR) of 62.05%. Furthermore, the discipline variable (X3) contributed effectively by 6.51% with a relative contribution of 20.15%. The responsibility variable (X2) contributed the least effectively, at 5.75%, with a relative contribution of 17.80%.

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DISCUSSION

The results of the study indicate that self-confidence, responsibility, and discipline have a significant relationship with PJOK learning outcomes among eighth-grade students at public junior high schools in the Banyuurip District, Purworejo.

First, self-confidence was found to contribute significantly to PJOK learning outcomes. Students with high levels of self-confidence showed the courage to try new movements, consistency in learning, and better physical performance. This finding is in line with Bandura's self-efficacy theory, which asserts that belief in one's abilities encourages perseverance and optimal performance. Support from research by Hasan et al. (2023), Yu et al. (2024), and She et al. (2023) reinforces that self-confidence plays an important role in improving psychomotor skills and participation in physical activities. These findings are consistent with Bandura's self-efficacy theory, which states that individuals who believe in their abilities will show perseverance, courage in taking risks, and better performance (Hutasuhut et al. 2023, p. 578). In the context of physical education, students who are confident tend to be more active in trying new movements, more ready to accept challenges, and show more consistent effort in participating in physical learning.

Second, responsibility also has a significant relationship with PJOK learning outcomes. Responsible students show active involvement, consistency, and concern for the learning process. Self-Determination Theory and Goal Orientation explain that a sense of responsibility arises from autonomous motivation and self-awareness of learning goals. Research by Claver et al. (2020), Priatama et al. (2022), and Pujiyanto et al. (2024) confirms that instilling responsibility in PJOK learning has a positive impact on students' academic achievement and character building. Responsibility is also highly correlated with discipline and motivation in the learning process. Claver et al. (2020) emphasize that a learning environment that supports responsible behavior by giving students active roles, such as self-evaluation and peer assessment, can increase intrinsic motivation and academic outcomes. When students are given the responsibility to assess themselves or their group, they feel more involved and responsible for their learning progress. This shows that a learning approach that systematically instills responsibility can be an effective strategy in PJOK learning.

Third, discipline is an important factor that supports learning success. Students who are disciplined in attendance, preparation, and task completion demonstrate higher competency achievement. Research by Claver et al. (2020) and Lima et al. (2020) shows that discipline is positively correlated with intrinsic motivation and academic performance. Teachers who instill discipline through structured and consistent learning are able to increase student engagement and learning outcomes. The study by Claver et al. (2020) confirms that disciplinary behavior in physical education classes is influenced by autonomous motivation and the fulfillment of basic psychological needs, and is positively related to academic performance in physical education subjects. The task-oriented motivational climate model, which facilitates the needs for autonomy, competence, and social relations, has been proven to improve student discipline and learning outcomes. Students who experience intrinsic motivational drive are more likely to obey procedures, be punctual, and be active during learning. Thus, learning strategies that value discipline will provide better academic outcomes in PJOK.

Simultaneously, these three variables (self-confidence, responsibility, and discipline) contribute 32.30% to PJOK learning outcomes. This relationship is in line with Self-Determination Theory and Social Cognitive Theory, which emphasize that self-regulated learning behavior supported by intrinsic motivation influences academic achievement. The combination of strong self-confidence, a high sense of responsibility, and consistent discipline creates a positive and productive learning climate. Self-confidence (self-efficacy) enables students to feel capable of mastering physical skills and PJOK theoretical concepts, while responsibility reflects students' active and consistent involvement in the learning process. Meanwhile, discipline supports regularity in attendance, preparation, and implementation of learning. The combination of these three variables is in line with the Self-Determination Theory and Social Cognitive Theory frameworks, which show that motivational climate and self-regulated behaviors predict academic achievement in physical education (Carreres-Ponsoda et al. 2021).

Pedagogically, the results of this study confirm that physical education teachers need to develop learning strategies that simultaneously foster self-confidence, responsibility, and discipline, such as the application of the Sport Education or Teaching Personal and Social Responsibility (TPSR) models. These approaches have been proven effective in shaping positive character, increasing motivation, and strengthening student learning outcomes in physical education.

CONCLUSIONS

Based on the results of data analysis, description, testing of research results, and discussion, it can be concluded that: (1) There is a significant relationship between self-confidence and the learning outcomes of eighth-grade students in public junior high schools in the Banyuurip Purworejo subdistrict, with a calculated value of $0.552 > \text{table value of } 0.129$, $p\text{-value of } 0.000 < 0.05$, and a contribution of 20.04%. (2) There is a significant relationship between responsibility and PJOK learning outcomes of eighth-

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grade students at public junior high schools in the Banyuurip Purworejo District, with a r hitung value of $0.402 > r_{\text{tabel}} 0.129$, p -value $0.027 < 0.05$ and a contribution of 5.75%. (3) There is a significant relationship between discipline and the PJOK learning outcomes of eighth-grade students at public junior high schools in the Banyuurip Purworejo District, with a calculated value of $0.428 > \text{table value of } 0.129$, p -value of $0.025 < 0.05$, and a contribution of 6.51%. (4) There is a significant relationship between self-confidence, responsibility, and discipline on the PJOK learning outcomes of eighth-grade students at public junior high schools in the Banyuurip Purworejo District, with a calculated F value of $37.304 > F_{\text{table}} (3;225) 2.64$ and $\text{sig. } 0.000 < 0.05$ and a contribution of 32.30%. It is recommended that further research explore other factors that may potentially influence PJOK learning outcomes, such as intrinsic motivation, involvement in extracurricular activities, or social support from peers, and use a mixed methods approach to gain a deeper understanding of the qualitative aspects of student behavior.

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