

VALIDATION OF SELF-CONFIDENCE QUESTIONNAIRE in SWIMMING COURSE LEARNING

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ABSTRACT

This research conducted developing as well as validating the questionnaires on measure students' self-confidence in swimming learning. Closed statement items are compiled by collecting student responses on five domains through an open questionnaire. The contents validity and the readability of arranged closed items are known by asking for suggestion to a sports psychologist. The validity of the construct and reliability is known by analyzing confident factors from the questionnaire test toward 169 students taking Basic Swimming Skills course. The result of the analysis shows that there are five self-confidence domains developed to measure students' self confidence in swimming learning: (1) physical appearance ($r = 0.830$, $p < 0.01$); (2) learning ability ($r = 0.800$, $p < 0.01$); (3) social acceptance ($r = 0.708$, $p < 0.01$); (4) behavior ($r = 0.835$, $p < 0.01$); and (5) physical ability ($r = 0.785$, $p < 0.01$). The results indicate that the tool is declared valid. Cronbach's Alpha calculation value of 0.913 indicates that the items that are arranged are reliable. Each domain is represented by eight statement items consisting of four favorable items and four unfavorable items so that the total number of items is 40 items. Based on these results it is believed that this instrument is appropriate to know the confidence of students majoring in sports education in swimming learning.

Keywords: Measurements, Validation, Questionnaires, Self Confidence, Swimming Course learning.

INTRODUCTION

Self-Confidence is an important personality aspect as a learner's attitude to be able to learn swimming effectively. According to Stillwell (2007) person must build self-confidence and excitement to be in depth water before taking swimming. He continued that to initiate swimming learning in the classroom, the teacher must eliminate the fear that the learner has. In addition, teachers should provide encouragement to the learners so that their curiosity grows and shows their level of learning ability. Learners who are able to defeat the fear of activity in the water will have a chance to learn longer and more about swimming skills.

Self-Confidence is closely related to *self-esteem*. According to Santrock (2003: 341), self-confidence is a self-trust toward self-condition obtained from the results of self-evaluation. The evaluative dimension of one's self is called self-esteem. People with low self-esteem will influence their self-Confidence into lower path also. Dealing with Santrock, Mckay and Fanning (2000: 46) state that people with low self-esteem are unable to assess themselves thoroughly. It is because of Negative shadows would always appear, so that will cause they trapped in low confidence. therefore, to help improve one's self-confidence, it is necessary to comprehensively assess all of the advantages and disadvantages.

Self-assessment should be objective. Hence, self-evaluation skills also need to be controlled. Excessive self-esteem in the aspect of superior self-potential will also harm someone. Someone who excessively judges their own potential might cause him in not accordance with the existing facts, on the contrary, will lead to overconfidence. According to Komarudin (2015: 73), the overconfidence brings a person into unfavorable results while the performing the task. For that reason, a good state of confidence is at a level that is meet the facts.

The self-confidence developed from the self-esteem toward self-potentials can help a person achieve success. Santrock (2014: 141) mentions five self-potential domains to be proud of by one person: (1) Physical appearance; (2) Learning ability; (3) Social acceptance; (4) Attitude; and (5) Physical ability. These five domains can be evaluated by one's self to be developed in order to strengthen one's confidence in the learning process.

Self-evaluation proposed to describe the self-condition in order for a person to have self-beliefs that meet the facts. Encouraging someone describing themselves, it is need *self-concept inventory* skills by assessing the six areas of self in learning as follows: (1) Self-appearance; (2) Relationships with others; (3) Attitude; (4) People's assumptions; (5) Appearance in school environment; and (6) Mental functioning (Mckay and Fanning (2000: 46) .hence, having skills to master own self through the handling of psychological problems need to be sharpened through the learning process.

The learning process with aims to handle personality aspects, especially on self-confidence is considered so important because it could provide a picture of the reader's readiness when will receive learning materials. Proper treatment will greatly assist the learner in mastering the teaching materials. Like what had been conducted by Khory (2009), he seeks to facilitate learners who have personality problems in swimming learning. He developed a special learning model to courage learners with *Aquaphobia*¹. The study was conducted on *Aquaphobic* students who studied swimming. Research begins with knowing the level of phobia of students to water. Furthermore, those suffering from *Acrophobia* get treatment in the form of learning models. The results showed that individuals who experienced *Aquaphobia* were able to fight their fears by adapting and recognizing the water environment where swimming was learned. Those who are able to overcome fear tend to be able to achieve high swimming achievement. It was concluded that the handling of individual personality aspect in the form of excessive fear in water is important by knowing the individual characteristics first. So it can be formulated appropriate treatment to the level of phobia suffered by the learner.

Based on the above explanation, it can be concluded whatever the treatment is done by the teacher, it would not maximumly appropriate if the state condition of the learner is not identified at the first. Therefore, it is needed to identify the characteristics of learners to provide treatment to the learner in accordance with the needs of learners. For that, need to develop a measure of confidence to know the self-confidence of learners.

RESEARCH DESIGN

This research is conducted to develop the items, test of validity, and reliability of self-confident questionnaires. While The process of development and testing can be explained as follows:

¹ Aquaphobia is a persistent and abnormal fear of water

Operationalization of concepts and indicators

The concept of self-confidence is developed from a person's sense of pride in the learning process. There are five domains of pride on the potential learners that need to be known in the learning process, they are; (1) physical appearance; (2) learning ability; (3) social acceptance; (4) behavior; and (5) physical ability. The pride of the learner should be responded by a sense of trust to those domains. Self-trust is the pride domain within the learning process will encourage the positive thinking that will give birth to a sense of optimism for success in learning. When the self-trust begins to decline, the teacher should try to maintain the learner's self-trust is going on. Trust in the domain of pride in the self-potential of the next learner is referred to as self-confidence.

Disclosure of self-confidence through the questionnaire begins with the preparation of open items to explore the problems faced by the learner related to self-confidence. Open items are arranged for six items that include physical appearance, learning style, social relationships, behaviors, weaknesses, and strengths in the swimming learning process.

The learners' self-confidence results of the questionnaires spread to the subject, analyzed to be closed items. Closed items successfully created too much up to 74 items. For that reason, the number needs to be tested and selected to get the appropriate number of items. In that case, it is expected that the number of items in each domain is equal in favorable and unfavorable items.

Test of validity and reliability

Validity and reliability tests are carried out through counting correlation and Cronbach's alpha. The counting is done after the arranged closed items had been tried to the subject. At the same time, it is necessary to examine the level of legibility and suitability of the item to the contents to a sports psychologist. It also proposed to select some items that can be reduced to adjust the number of items according to the target of making the questionnaire.

Trial subjects

The arranged questionnaire proposed to measure students' self-confidence in swimming course learning. For that, the instrument test is done on the students of Basic Skills course in the even semester of 2015/2016. The number of students involved as the respondent was 169 students consisting of 120 male students and 49 female students. The students came from different class groups, that are 35 students of A Class, 42 students of B Class, 39 C Class, 40 D Class, and 13 from additional Class. Class A, B, C, and D are those who attended the first year, while the additional Class is students beyond the first year who reprogram the courses.

Procedure and Analysis

Data collection begins by giving open-ended questions to the subject to give their self-perception of the five domains. The answers to the questions given are not stated right and wrong. Subjects are free to provide answers according to what they perceive about their condition. An open questionnaire filling can be completed by subject by about 20-30 minutes. All the answers are analyzed and grouped into five domains of self-confidence to be known. The results of the analysis were developed into closed items to be compiled into questionnaires according to the research objectives.

The Questionnaire containing closed statement items provided five alternative answers that are Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. Each alternative answer shows the level of confidence of the subject. Closed questionnaires are given back to the subject to be filled in accordance with the perceptions of each subject. The filling of the longest questionnaire done by the subject is 15 minutes.

RESULT And DISCUSSION

The research results show forty items as a self-confident questionnaire. On each domain is explained by eight items. The validity of the items on the physical appearance domain ranges from 0.318-0.561. Validity in the learning ability domain ranges from 0.244-0.450. Validity in the domain of social acceptance ranges from 0.215-0.434. Validity in the behavioral domain ranges from 0.315-0.651. validity on the domain of physical ability ranges from 0.302-0.602. While the content validity value ranges from 0.263-0.625. The questionnaires were tested toward 169 students so that the r table (df = 167) was 0.178. Based on the results of the analysis can be concluded that the validity of each domain declared valid. For more details, the results can be seen in Figure 1.

Analysis of the results of filling questionnaires conducted to determine the validity with the correlation. While the level of reliability is known through Alpha Cronbach's (Tavakol and Dennick, 2011). Domains that have high validity and reliability are analyzed using Confirmatory Factor Analysis (CFA) techniques to find out five developed domains really explain the confidence to be measured (Widhiarso, 2009).

Table 1. Description, Correlation between Domain, and Cronbach's Alpha

Domain Percaya Diri	N	Mean	SD	1	2	3	4	5	GT	Cronbach's Alpha
Physical Appereance	169	29.5	4.13	1.00**	0.634**	0.507**	0.597**	0.575**	0.829**	0.736
Learning Ability	169	28.7	3.63		1.00**	0.476**	0.609**	0.527**	0.800**	0.662
Social Acceptance	169	30.9	3.35			1.00**	0.573**	0.348**	0.708**	0.630
Attitude	169	32.1	4.23				1.00**	0.532**	0.835**	0.775
Grand Total	169	149.3	16.39						1.00**	0.913

Note: r tabel (df = 167) = 0.178; with sign **) means significance correlation at 0.01

Furthermore, the sum of each domain is correlated to determine the inter-domain linkages (see table 1).

The relationship between the domains shows the alignment of each domain in order to explain the confidence. The results of the analysis show that the correlation amount between domains ranges from 0.348-0.835. The correlation amount entered into a significant relationship at the level of trust 0.01.

The amount of Cronbach's alpha on the domain of physical appearance is 0.736, the domain of learning ability is 0.662, the social acceptance domain is 0.630, the behavioral domain is 0.775, and the physical ability domain is 0.798. While the value of Cronbach's alpha on all items that explain the amount of confidence is equal to 0.913. Based on the amount of Cronbach's alpha on the whole item, it can be concluded that all items developed are reliable. The questionnaire items are valid if the amount of Cronbach's alpha is at least 0.7 (Fraenkel and Wallen, 2012: 157)

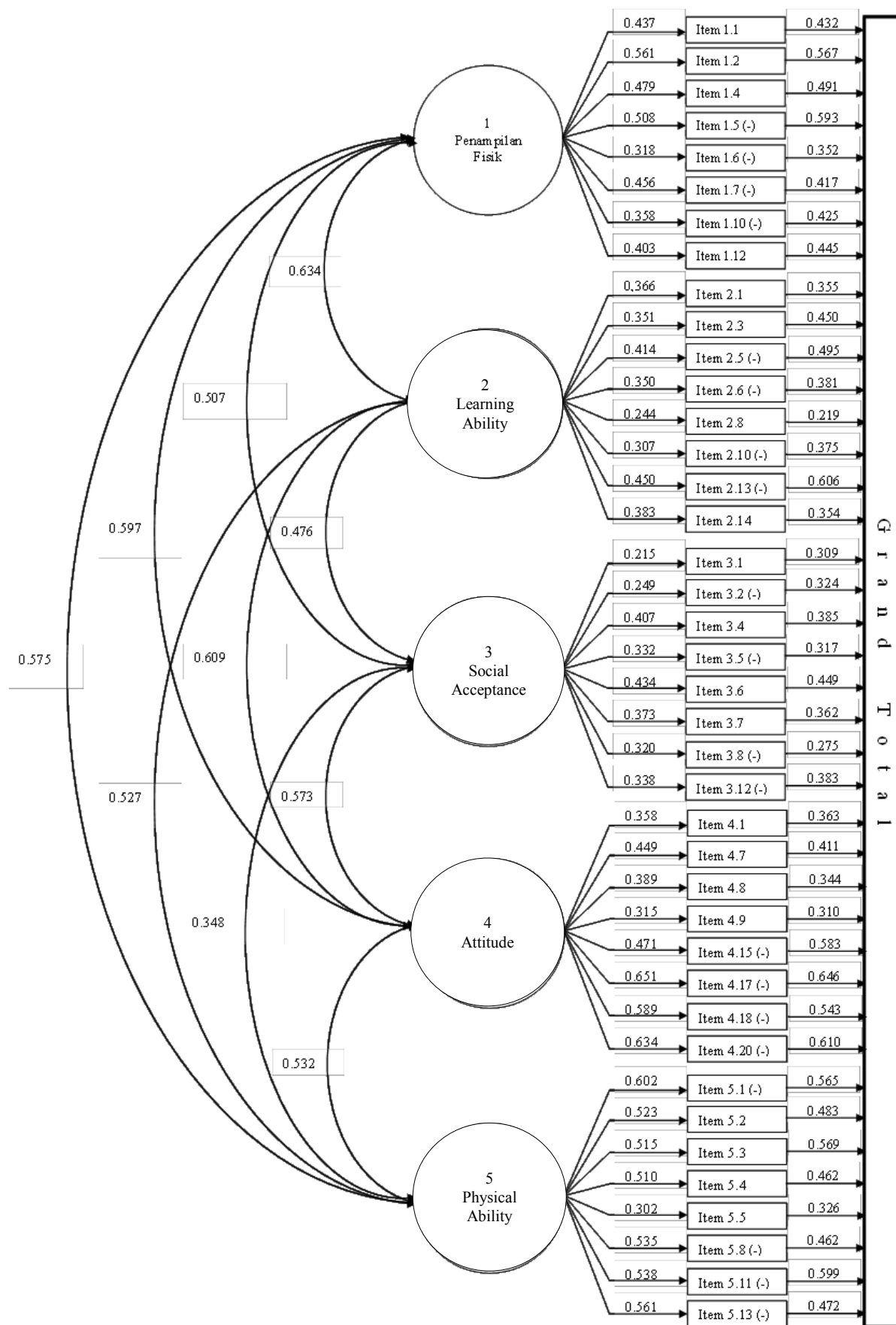


Figure 1. Validity of Self-Confident Questionnaire

Table 2. Result of Analisis *Confirmatory Factor Analysis* (CFA)

<i>Component</i>	<i>Initial Eigenvalues</i>			<i>Extraction Sums of Squared Loadings</i>		
	<i>Total</i>	<i>% of Variance</i>	<i>Cumulative %</i>	<i>Total</i>	<i>% of Variance</i>	<i>Cumulative %</i>
1	3,11	62,24	62,24	3,11	62,24	62,24
2	0,67	13,43	75,67			
3	0,49	9,76	85,43			
4	0,41	8,22	93,65			
5	0,32	6,35	100,00			

In table 2, the results of CFA analysis show that five developed domains can explain a single confidence component of 62.2%. The five developed domains are really capable of explaining one factor of confidence. This is evidenced by the test results showing only one component in the matrix component table.

CONCLUSION

The amount of the content and construct validity indicates that all items are valid. While the amount of Cronbach's alpha on the domain of learning ability and social acceptance is still considered less high. However, the reliability of all components to the total amount included in the high category. In addition, the CFA analysis of five developed domains shows that these domains can be reduced to one component of confidence.

Based on the above explanation it is believed that this instrument is appropriate to know the confidence of students majoring in sports education in swimming learning. Furthermore, for researchers who wish to use this questionnaire, it is best to make context adjustments when the questionnaire is used on other subjects. In order to have more appropriate results, user questionnaires can test back on the subject of purpose first in order to obtain valid and reliable data.

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APPENDIX

The statement items in the questionnaire to measure confidence as follows:

Domain of Physical Performance	No.	Statements
Physical Performance	1 (+)	I feel that I have an ideal physical form so that I will be easy to learn how to swim
	2 (+)	I feel that I have enough physical strength to successfully learn swimming
	3 (+)	I feel like I have a physical person like most people who are successful in swimming learning
	4 (-)	I feel that I have a weak physique so I will fail to learn swimming
	5 (-)	I feel that this height is not enough to guarantee that I survived the sinking moment of swimming
	6 (-)	I feel the muscles of my body are less developed so I will have difficulty mastering the swimming technique
	7 (-)	I feel I have a problem in interacting with others because I have a less attractive physical appearance
	8 (+)	I feel strong physically that I am not afraid of cramps while learning to swim
Learning Skill	9 (+)	I feel knowledgeable about the true swimming technique as swimming learning capital
	10 (+)	I find it easy to understand the material given by the lecturer
	11 (-)	When I did not know about swimming techniques, I chose to be silent rather than ask a friend or lecturer because I was afraid that I was considered stupid
	12 (-)	As the lecture progresses, I feel confused to express my opinion about the swimming problem I experienced
	13 (+)	I feel I have more swimming knowledge than others because I am more looking for swimming materials in various media
	14 (-)	My speaking skills make it difficult for me to express my opinions while studying swimming
	15 (-)	I feel that I have had fewer water activities so I'm afraid to drown when swimming tests in deep pools
	16 (+)	I feel able to manage time well so I have enough time to practice swimming
Social Relationship	17 (+)	I feel that I have good communication skills that are easily accepted by my classmates
	18 (-)	I am worried about the courtesy that I have because it will bring negative judgment from my friend or lecturer when studying swimming
	19 (+)	I feel that I have the ability to adapt well so that my study buddies are easy to accept me
	20 (-)	I feel that I have a problem with the appearance and attitude that is not liked by the lecturer so it is not warmly welcomed by the lecturer

Domain of Physical Performance	No.	Statements
	21 (+)	I feel my friend respects me as I respect them
	22 (+)	I feel encouragement from my friends contributed a lot to my willingness to learn swimming
	23 (-)	I feel discriminated against by my physical circumstances, attitudes, and knowledge
	24 (-)	I feel embarrassed to ask for opinions about the quality of swimming skills to friends
Behavior	25 (+)	I feel I have a high effort to be successful in swimming learning
	26 (+)	I feel I have obedience in listening to each lecturer delivering the material so that I will easily understand
	27 (+)	I feel that I have obedience to the rules so that there is no reason for the lecturer to give me negative judgment
	28 (+)	It takes a high discipline to be able to follow the swimming lecture, I feel already have a high discipline attitude
	29 (-)	I feel unable to fight my trauma against water so I will fail to learn swimming
	30 (-)	I feel like I will fail to learn swimming because there are too many tests I have to follow
	31 (-)	Need high fighting power to be able to pass in learning swimming, I will fail in learning swimming because I am a person who is easy to complain
	32 (-)	To be able to pass the pool is at least able to swim a certain distance in the deep pool. I feel like I will fail to swim because the requirement is too heavy
Physical Performance	33 (-)	I feel less physical training so I will fail to learn swimming
	34 (+)	I feel that I have a good immune system so I can practice longer in swimming learning
	35 (+)	I feel I have a good physical health to be successful in swimming learning
	36 (+)	I feel that I have good coordination so that I can easily take a breath while doing a swimming style
	37 (+)	I find it easy to succeed in learning swimming because it has a normal functioning limb
	38 (-)	I feel tired in swimming learning
	39 (-)	Of the four swimming styles, each style has its own way of breathing, I feel it will fail to do the breathing technique properly when doing one or more of these styles
	40 (-)	I feel less able to regulate my breath while swimming so I experience panic when swimming