

**PERBEDAAN *PHYSICAL SELF CONCEPT* (PSC) BERDASARKAN JENJANG
SEKOLAH**

SKRIPSI

diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar

Sarjana Olahraga

Program Studi Ilmu Keolahragaan



Oleh :

Reda Agustiar Pansala

NIM 1701919

**PROGRAM STUDI ILMU KEOLAHRAGAAN
FAKULTAS PENDIDIKAN OLAHRAGA DAN KESEHATAN
UNIVERSITAS PENDIDIKAN INDONESIA**

2021

HAK CIPTA

Perbedaan *Physical Self Concept* (PSC) Berdasarkan Jenjang Sekolah

Oleh

Reda Agustiar Pansala

Sebuah skripsi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar

Sarjana Olahraga pada Fakultas Pendidikan Olahraga dan Kesehatan

Universitas Pendidikan Indonesia

© Reda Agustiar Pansala, 2021

Universitas Pendidikan Indonesia

Hak Cipta dilindungi undang-undang

Skripsi ini tidak boleh diperbanyak seluruhnya atau sebagian, dengan dicetak

ulang, difoto kopi, atau cara lainnya tanpa ijin dari penulis

HALAMAN PENGESAHAN SKRIPSI

REDA AGUSTIAR PANSALA

PERBEDAAN PHYSICAL SELF CONCEPT (PSC) BERDASARKAN JENJANG SEKOLAH

Disetujui dan disahkan oleh pembimbing:

Pembimbing 1



Dra. Hj. Yati Ruhayati, M.Pd.

NIP.PTT. 19631107 198803 2 002

Mengetahui

Ketua Departemen Pendidikan Kesehatan dan Rekreasi



Mustika Fitri, M.Pd., Ph.D

NIP. 19681220 199802 2 001

ABSTRAK

PERBEDAAN *PHYSICAL SELF CONCEPT* BERDASARKAN JENJANG SEKOLAH

Reda Agustiar Pansala

NIM. 1701919

Dosen Pembimbing I : Dra. Yati Ruhayati, M.Pd.

Physical Self Concept adalah penilaian terhadap diri sendiri mengenai berbagai aspek mulai dari penampilan, sifat, serta kesehatan dirinya sendiri yang dapat dipengaruhi oleh beberapa faktor seperti kesehatan jasmani dan rohani, serta lingkungan di sekitar. Tujuan dari penelitian ini adalah untuk menguji apakah terdapat perbedaan *Physical Self Concept* berdasarkan jenjang sekolah. Metode penelitian yang di gunakan pada penelitian ini yaitu kausal komparatif dengan pendekatan kuantitatif. Sebanyak 60 siswa di Kabupaten Garut yang terdiri dari 20 siswa SD, 20 siswa SMP dan 20 siswa SMA menjadi sampel pada penelitian kali ini dengan pengambilan sampel menggunakan teknik *purposive sampling*. Instrument penelitian yang digunakan pada penelitian ini adalah *Physical Self-Description Questionnaire Short Version (PSDQ-SV)* untuk mengukur *Physical Self Concept*. Hasil penelitian dianalisis menggunakan one way anova pada SPSS versi 26 menyatakan data *Physical Self Concept* berdasarkan jenjang sekolah dengan nilai $\text{sig}.0.041 < 0.05$ maka hasil penelitian terdapat perbedaan *Physical Self Concept* berdasarkan jenjang sekolah.

Kata Kunci : *Physical Self Concept* , Jenjang Sekolah, PSDQ-SV

ABSTRACT

PHYSICAL SELF CONCEPT DIFFERENCE BASED ON SCHOOL LEVELS

Reda Agustiar Pansala

NIM. 1701919

Adviser : Dra. Yati Ruhayati, M.Pd.

Physical Self Concept is an assessment of oneself regarding various aspects ranging from appearance, nature, and their own health which can be influenced by several factors such as physical and spiritual health, as well as the surrounding environment. The purpose of this study was to test whether there are differences in Physical Self Concept based on school levels. The research method used in this study is causal comparative with a quantitative approach. A total of 60 students in Garut Regency consisting of 20 elementary students, 20 junior high school students and 20 high school students were sampled in this study by using purposive sampling technique. The research instrument used in this study was the Physical Self-Description Questionnaire Short Version (PSDQ-SV) to measure the Physical Self Concept. The results of the study were analyzed using one way ANOVA in SPSS version 26 which states that the Physical Self Concept data is based on school level with a value of $\text{sig}.0.041 < 0.05$, so the results of the study are there are differences in Physical Self Concept based on school levels.

Keywords : Physical Self Concept, school levels, PSDQ-SV

DAFTAR ISI

HALAMAN PENGESAHAN SKRIPSI	Error! Bookmark not defined.
PERNYATAAN	Error! Bookmark not defined.
KATA PENGANTAR	Error! Bookmark not defined.
UCAPAN TERIMA KASIH	Error! Bookmark not defined.
ABSTRAK	iv
ABSTRACT	v
DAFTAR ISI	6
DAFTAR GAMBAR	Error! Bookmark not defined.
DAFTAR TABEL	Error! Bookmark not defined.
DAFTAR LAMPIRAN	Error! Bookmark not defined.
BAB I	Error! Bookmark not defined.
PENDAHULUAN	Error! Bookmark not defined.
1.1. Latar Belakang Penelitian	Error! Bookmark not defined.
1.2. Rumusan Masalah	Error! Bookmark not defined.
1.3. Tujuan Penelitian	Error! Bookmark not defined.
1.4. Manfaat Penelitian	Error! Bookmark not defined.
1.4.1. Manfaat Teoritis	Error! Bookmark not defined.
1.4.2. Manfaat Praktis	Error! Bookmark not defined.
1.4.3. Manfaat dari Segi Kebijakan	Error! Bookmark not defined.
1.4.4. Manfaat dari Segi Isu Serta Aksi Sosial Error! Bookmark not defined.	
1.5. Struktur Organisasi	Error! Bookmark not defined.
BAB II	Error! Bookmark not defined.
KAJIAN PUSTAKA	Error! Bookmark not defined.
2.1. Kajian Teori	Error! Bookmark not defined.
2.1.1. Self Concept	Error! Bookmark not defined.
2.1.2. Faktor yang mempengaruhi <i>Self Concept</i> (konsep diri) Error! Bookmark not defined.	
2.1.3. Physical Self Concept	Error! Bookmark not defined.
2.2. Penelitian yang Relevan	Error! Bookmark not defined.

2.3.	Asumsi Penelitian	Error! Bookmark not defined.
2.4.	Hipotesis Penelitian	Error! Bookmark not defined.
BAB III.....		Error! Bookmark not defined.
METODELOGI PENELITIAN		Error! Bookmark not defined.
3.1.	Desain Penelitian	Error! Bookmark not defined.
3.2.	Partisipan	Error! Bookmark not defined.
3.3.	Populasi dan Sampel	Error! Bookmark not defined.
3.3.1.	Populasi	Error! Bookmark not defined.
3.3.2.	Sampel	Error! Bookmark not defined.
3.4.	Instrumen Penelitian.....	Error! Bookmark not defined.
3.5.	Prosedur Penelitian	Error! Bookmark not defined.
3.6.	Analisis Data	Error! Bookmark not defined.
3.7.	Prosedur Pengolahan Data.....	Error! Bookmark not defined.
3.7.1.	Deskriptif Data	Error! Bookmark not defined.
3.7.2.	Uji Normalitas Data	Error! Bookmark not defined.
3.7.3.	Uji Homogenitas Data.....	Error! Bookmark not defined.
3.7.4.	Uji Hipotesis.....	Error! Bookmark not defined.
BAB IV		Error! Bookmark not defined.
TEMUAN DAN HASIL.....		Error! Bookmark not defined.
4.1.	Temuan Hasil Penelitian.....	Error! Bookmark not defined.
4.1.1.	Deskripsi Data	Error! Bookmark not defined.
4.1.2.	Uji Normalitas Data	Error! Bookmark not defined.
4.1.3.	Uji Homogenitas Data.....	Error! Bookmark not defined.
4.1.4.	Uji Hipotesis.....	Error! Bookmark not defined.
4.2.	Pembahasan Temuan Penelitian.....	Error! Bookmark not defined.
BAB V		Error! Bookmark not defined.
SIMPULAN, IMPLIKASI DAN REKOMENDASI ...		Error! Bookmark not defined.
5.1.	Simpulan	Error! Bookmark not defined.
5.2.	Implikasi.....	Error! Bookmark not defined.
5.3.	Rekomendasi.....	Error! Bookmark not defined.
DAFTAR PUSTAKA		9

LAMPIRAN.....Error! Bookmark not defined.

DAFTAR PUSTAKA

- Babic, M. J., Morgan, P. J., Plotnikoff, R. C., Lonsdale, C., White, R. L., & Lubans, D. R. (2014). Physical Activity and Physical Self-Concept in Youth: Systematic Review and Meta-Analysis. *Sports Medicine*, 44(11), 1589–1601. <https://doi.org/10.1007/s40279-014-0229-z>
- Balsalobre, F. J. B., Sánchez, G. F. L., & Suárez, A. D. (2014). Relationships between Physical Fitness and Physical Self-concept in Spanish Adolescents. *Procedia - Social and Behavioral Sciences*, 132, 343–350. <https://doi.org/10.1016/j.sbspro.2014.04.320>
- Cairney, J., Hay, J. A., Faight, B. E., Wade, T. J., Corna, L., & Flouris, A. (2005). Developmental Coordination Disorder, Generalized Self-Efficacy Toward Physical Activity, And Participation In Organized And Free Play Activities. *Journal of Pediatrics*, 147(4), 515–520. <https://doi.org/10.1016/j.jpeds.2005.05.013>
- Colley, R. C., Garriguet, D., Janssen, I., Craig, C. L., Clarke, J., Tremblay, M. S., Colley, R. C., Garriguet, D., Janssen, I., Craig, C. L., Clarke, J., & Tremblay, M. S. (2011). *Physical activity of Canadian children and youth : Accelerometer results from the 2007 to 2009 Canadian Health Measures Survey*. 82.
- Dewi, P. L. P., & Kartini, A. (2017). Hubungan Pengetahuan Gizi, Aktivitas Fisik dan Asupan Energi, Asupan Lemak dengan Kejadian Obesitas pada Remaja SMP. *Journal of Nutrition College*, 6(3), 257. <https://doi.org/10.14710/jnc.v6i3.16918>
- Dolenc, P. (2015). Physical Self-Concept In Slovenian Adolescents : Petra Dolenc. 13(0), 57–66.
- Dunton, G. F., Schneider, M., Graham, D. J., & Cooper, D. M. (2006). Physical activity, fitness, and physical self-concept in adolescent females. *Pediatric Exercise Science*, 18(2), 240–251. <https://doi.org/10.1123/pes.18.2.240>
- Ekeland, E., Heian, F., Hagen, K. B., Abbott, J., & Nordheim, L. (2005). Exercise to Improve Self-Esteem in Children and Young People. *Campbell Systematic Reviews*, 1(1), 1–52. <https://doi.org/10.4073/csr.2005.4>
- Elsawy, B., & Higgins, K. E. (2010). Physical Activity Guidelines For Older Adults. *American Family Physician*, 81(1), 55–59.
- Fox. (1989). The Physical Self-Perception Profile : Development And Preliminary Validation.
- Fox, K. R. (2019). Self-esteem , self-perceptions and exercise. April 2000.

- Fraenkel, Wallen and Hyun, 2012. (n.d.). *How To Design And Evaluate Research In Education*.
<http://library1.nida.ac.th/termpaper6/sd/2554/19755.pdf>
- Georgia, R. K. D. and D. P. H. U. of, Hill, D. S. W. U. of N. C. at C., Karin A. Pfeiffer, Gwen Felton, and R. S. U. of S. C., & Carolina, M. D. and R. R. P. U. of S. (n.d.). Physical Self-Concept And Self-Esteem Mediate Cross-Sectional Relations Of Physical Activity And Sport Participation With Depression Symptoms Among Adolescent Girls. In *Health Psychology* (Vol. 25, Issue 3). <https://doi.org/10.1037/0278-6133.25.3.396>
- Herbert W. Marsh, John Hey, and L. A. R. (1997). Structure of Physical Self-Concept: Elite athletes and physical education students. In *Journal of Educational Psychology* (Vol. 89, Issue 2). <https://doi.org/10.1037//0022-0663.89.2.369>
- Iman Ermawan , Jajat, N. S. P. (n.d.). Physical Self-Concept dan Body Mass Index: Hubungan dan Perbedaan berdasarkan Gender. In *Jurnal Terapan Ilmu Keolahragaan* (Vol. 4, Issue 2). <https://doi.org/10.17509/jtikor.v4i2.19016>
- Jack R. Fraenkel, Norman E. Wallen, H. H. H. i. (2012). *How to design and evaluate research in educatin* (Vol. 91).
- Jajat, J., Suherman, A., Hidayat, Y., & Mulyana, M. (2019). *Physical Self-Concept of High School Students*. *11(Icsshe 2018)*, 133–135.
- Jajat, J., Sultoni, K., Abdullah, C. U., & Suherman, A. (2018). *Physical Education Students' Physical Self-Concept*. *February 2019*, 801–804.
<https://doi.org/10.5220/0007070808010804>
- Jekauc, D., Wagner, M. O., Herrmann, C., Hegazy, K., & Woll, A. (2017). Does Physical Self-Concept Mediate The Relationship Between Motor Abilities And Physical Activity In Adolescents And Young Adults? *PLoS ONE*, *12*(1), 1–18.
<https://doi.org/10.1371/journal.pone.0168539>
- Kiling, B. N., & Kiling, I. Y. (2015). Tinjauan Konsep Diri Dan Dimensinya Pada Anak Dalam Masa Kanak-Kanak Akhir. *Jurnal Psikologi Pendidikan Dan Konseling: Jurnal Kajian Psikologi Pendidikan Dan Bimbingan Konseling*, *1*(2), 116.
<https://doi.org/10.26858/jpkk.v1i2.1811>
- Klomsten, A. T., Skaalvik, E. M., & Espnes, G. A. (2004). Physical Self-Concept and Sports: Do Gender Differences Still Exist? *Sex Roles*, *50*(1–2), 119–127.
<https://doi.org/10.1023/B:SERS.0000011077.10040.9a>
- Knapen, J., Van De Vliet, P., Van Coppenolle, H., David, A., Peuskens, J., Pieters, G., & Knapen, K. (2005). *Comparison Of Changes In Physical Self-Concept, Global Self-Esteem,*

Depression and Anxiety Following Two Different Psychomotor Therapy Programs In Nonpsychotic Psychiatric Inpatients. *Psychotherapy And Psychosomatics*, 74(6), 353–361. <https://doi.org/10.1159/000087782>

Konowalczyk, S., Rade, F. C. A., & Mello, Z. R. (2019). Time Perspective, Sports Club Membership, and Physical Self-Concept Among Adolescents: A Person-Centered Approach. *Journal of Adolescence*, 72(February), 141–151. <https://doi.org/10.1016/j.adolescence.2019.02.008>

Kurniawan, R., & Jajat, N. S. (2019). Physical Self-Concept dan Aktivitas Fisik Remaja SMA. In *Jurnal Terapan Ilmu Keolahragaan* (Vol. 4, Issue 2).

Laurin, D., Verreault, R., Lindsay, J., MacPherson, K., & Rockwood, K. (2001). Physical Activity and Risk of Cognitive Impairment and Dementia In Elderly Persons. *Archives of Neurology*, 58(3), 498–504. <https://doi.org/10.1001/archneur.58.3.498>

Maôano, C., Ninot, G., & Bilard, J. (2004). Age and Gender Effects on Global Self-Esteem and Physical Self-Perception in Adolescents. *European Physical Education Review*, 10(1), 53–69. <https://doi.org/10.1177/1356336x04040621>

Marsh, H. W. (1996). Physical Self Description Questionnaire: Stability And Discriminant Validity. *Research Quarterly for Exercise and Sport*, 67(3), 249–264. <https://doi.org/10.1080/02701367.1996.10607952>

Marsh, H. W., Barnes, J., Cairns, L., & Tidman, M. (1984). Self-Description Questionnaire: Age and sex effects in the structure and level of self-concept for preadolescent children. *Journal of Educational Psychology*, 76(5), 940–956. <https://doi.org/10.1037/0022-0663.76.5.940>

Marsh, H. W., Chanal, J. P., & Sarrazin, P. G. (2006). Self-belief does make a difference: A reciprocal effects model of the causal ordering of physical self-concept and gymnastics performance. *Journal of Sports Sciences*, 24(1), 101–111. <https://doi.org/10.1080/02640410500130920>

Marsh, H. W., Dowson, M., Pietsch, J., & Walker, R. (2004). Why multicollinearity matters: A reexamination of relations between self-efficacy, self-concept, and achievement. *Journal of Educational Psychology*, 96(3), 518–522. <https://doi.org/10.1037/0022-0663.96.3.518>

Marsh, H. W., Martin, A. J., & Jackson, S. (2010). Introducing a short version of the physical self description questionnaire: New strategies, short-form evaluative criteria, and applications of factor analyses. *Journal of Sport and Exercise Psychology*, 32(4), 438–482. <https://doi.org/10.1123/jsep.32.4.438>

- MARSH, H. W., & O'NEILL, R. (1984). Self Description Questionnaire Iii: the *Construct Validity of Multidimensional Self-Concept Ratings By Late Adolescents*. *Journal of Educational Measurement*, 21(2), 153–174. <https://doi.org/10.1111/j.1745-3984.1984.tb00227.x>
- Parfitt, G., Pavey, T., & Rowlands, A. V. (2009). Children's physical activity and psychological health: The relevance of intensity. *Acta Paediatrica, International Journal of Paediatrics*, 98(6), 1037–1043. <https://doi.org/10.1111/j.1651-2227.2009.01255.x>
- Park, J. (2003). Adolescent self-concept and health into adulthood. *Health Reports / Statistics Canada, Canadian Centre for Health Information = Rapports Sur La Santé / Statistique Canada, Centre Canadien d'information Sur La Santé*, 14 Suppl, 41–52.
- Peens, A., Pienaar, A. E., & Nienaber, A. W. (2008). The effect of different intervention programmes on the self-concept and motor proficiency of 7- to 9-year-old children with DCD. *Child: Care, Health and Development*, 34(3), 316–328. <https://doi.org/10.1111/j.1365-2214.2007.00803.x>
- PLANINSEC, J., Faculty of Education, U. of M. S. and R. C. of K. U. of P., FOSNARI~, A. S., & Maribor, F. of E. U. of. (n.d.). *et al., 1998*,.
- Rismiati. (2016). Hubungan Aktivitas Fisik Dengan Kualitas Tidur Pada Lanjut Usia.
- Salbiyah. (2003). Respon Adaptif Respon Maladaptif Aktualisasi Diri Konsep Diri Positif Harga Diri Rendah Kekacauan Identitas Depersonalisasi. *USU Digital Library*, 1–8.
- Santrok, J. W. (2014). *Life Span Development*. <http://library1.nida.ac.th/termpaper6/sd/2554/19755.pdf>
- Shavelson, R. J., Hubner, J. J., Stanton, G. C., & Stanton, G. C. (2014). *10.2307@1170010.Pdf*. 46(3), 407–441.
- Shephard, R. J. (1995). Physical activity, health, and well-being at different life stages. *Research Quarterly for Exercise and Sport*, 66(4), 298–302. <https://doi.org/10.1080/02701367.1995.10607915>
- Stein RJ1, Bracken BA, Haddock CK, S. W. (n.d.). *stein1998.pdf*.
- Sulistiono, A. A. (2014). Kebugaran Jasmani Siswa Pendidikan Dasar dan Menengah di Jawa Barat. *Jurnal Pendidikan Dan Kebudayaan*, 20(2), 223. <https://doi.org/10.24832/jpnk.v20i2.140>

Wahyu widiarti, P. (n.d.). Konsep Diri (Self Concept) Dan Komunikasi Interpersonal Dalam Pendampingan Pada Siswa Smp Se Kota Yogyakarta. In *Informasi* (Vol. 47, Issue 1). <https://doi.org/10.21831/informasi.v47i1.15035>

Watson, R. (2001). SPSS Survival Manual by Julie Pallant, Open University Press, Buckingham, 2001, 286 pages, f16.99, ISBN 0 335 20890 8. *Journal of Advanced Nursing*, 36(3), 478–478. <https://doi.org/10.1046/j.1365-2648.2001.2027c.x>