












## RESEARCH ARTICLE

# Confidence: What is the Condition of Indonesian Elite Athletes with Disabilities?

Dian Permana<sup>1</sup>, Beltasar Tarigan<sup>1</sup>, Dian Budiana<sup>1</sup>, Yudy Hendrayana<sup>1</sup>, Erick Burhaein<sup>\*2</sup>, Diajeng Tyas Pinru Phytanza<sup>3</sup>, Ai Faridah<sup>4</sup>, Budiman Budiman<sup>5</sup> and Rola Angga Lardika<sup>6</sup>

<sup>1</sup>Universitas Pendidikan Indonesia, Postgraduate Program, Department of Sports Education, Bandung / Indonesia

<sup>2</sup>Universitas Maarif Nahdlatul Ulama Kebumen, Faculty of Teacher Training Education, Departement of Sports Education, Kebumen / Indonesia

<sup>3</sup>Universitas Negeri Yogyakarta, Faculty of Education and Psychology, Departement of Special Education, Yogyakarta / Indonesia

<sup>4</sup>Sekolah Tinggi Keguruan dan Ilmu Pendidikan Purwakarta, Physical Education Study Program, Puwakarta / Indonesia

<sup>5</sup>STKIP Pasundan, Physical Education, Health and Recreation Study Program, Cimahi / Indonesia

<sup>6</sup>Universitas Riau, Faculty of Teacher Training and Education, Departement of Physical Education, Health and Recreation, Pekanbaru / Indonesia

\*Corresponding author: erick.burhaein@umnu.ac.id

## Abstract

Sport is increasingly used as a tool to develop life skills, social abilities, and moral principles in addition to health, physical fitness, and achievement. The purpose of this study is to determine the level of self-confidence of elite Indonesian blind athletes who have practiced sports for a long time and produced results. In this study, a quantitative-descriptive methodology was selected. With the aim of including elite athletes with disabilities in Indonesia (both national and international), 47 athletes with disabilities were selected as research samples through a purposive sampling approach. The research instrument was a self-confidence questionnaire with a validity test of 0.93 and a reliability of 0.90 for athletes with disabilities. Elite athletes with disabilities in Indonesia have a confidence level of 82.98% in the very high category, 8.51% in the high category, 6.38% in the medium category, 2.13% in the low category, and no very low category. Furthermore, an average score of 91.60 was obtained, indicating that, overall, Indonesian elite athletes with disabilities have high self-confidence character in the areas of creative thinking, interpersonal motivation, self-confidence, optimism, responsibility, and rationality. There is a contribution of sports training in building the character of elite athletes with disabilities in Indonesia. The contribution of sports training to the self-confidence of athletes with disabilities is 64% within one year.

## Keywords

Athletes With Disabilities, Sports Training, Elite Athletes, Self-Confidence

## INTRODUCTION

Sports training has been identified as a promising approach to enhancing student learning, especially in character development. According to Siedentop, the sport education model aims to enable students to learn and develop physical skills and various individual and social values such as team

work, mutual respect, responsibility, and leadership (Barrot et al., 2021). Sports education is an innovative approach to teaching physical education that potentially improves student learning outcomes and character development. By giving students the opportunity to develop personal and social values through sports experience, model sports education can help drive holistic student development.

Received: 02 June 2024 ; Revised ; 01 August 2024 ; Accepted: 08 January 2025; Published: 25 January 2025

**How to cite this article:** Permana, D., Tarigan, B., Budiana, D., Yudy Hendrayana, Y., Burhaein, E., Phytanza, D.T.P., Faridah, A., Budiman, B., and Lardika, R.A. (2025). Confidence: What is the Condition of Indonesian Elite Athletes with Disabilities?. *Int J Disabil Sports Health Sci*;8(1):28-33.<https://doi.org/10.33438/ijdshs.1382768>

Basic activities in the training of athletes that have an important role to play in the development of the character of the athlete include training systems and training programs. In relation to training activities, the training system is a formal process. Training is the activity or method of applying a program for athletes to build themselves by optimizing their knowledge, attitudes, physical condition, abilities, skills, talents, emotional control, and personality (Hadi, 2007). The impact of coaches' ethical leadership behaviour on athletes' voice and performance: The role of accountability. *Sport, Business and Management* (White & Rezanja, 2019). The athlete will be motivated to strengthen both his body and mind when the coach compliments him on his actions (Hadi, 2011). The coaches see themselves as responsible for facilitating eight interrelated and interdependent themes of youth development literature, such as competence, self-confidence, connections, character, lifespan, climate, positive influence, and positive psychological capacity (Vella et al. 2013). Adolescent sports programs can be used to encourage positive development and build character (Hansen et al. 2003).

Character development through sports training is possible. Character is a moral construct made up of various traits (Weinberg & Gould, 2015). There are a few reasons to do research on the contribution of sports training to building the character of disabled athletes. First, the disabled are the largest minority group in the world (Friedman et al., 2006). According to (WHO, 2023), 16% of the world's population, or 1.3 billion individuals, are thought to be significantly disabled today. In the United States, there are 54 million people with disabilities (Legg et al., 2022), Indonesia, there are 22.97 million people with disabilities, or about 8.5% of the country's total population (KEMENKO PMK, 2023). Research on disability involvement in sports and physical activity is seen as a national priority in the U.S. (Ross et al., 2016). Second, it has often been argued that sports improve the quality of character (that is, self-esteem). The benefits of exercise for disability through some models suggest that most of the psychological development expressed in the disability empowerment model is positively influenced by physical activity if properly applied (Hutzler et al., 2007).

The research focuses on various issues related to the self-confidence of elite disabled athletes in

Indonesia. A number of quantitative and qualitative studies have been carried out by experts to find out the picture of the self-confidence character of athletes in general based on the theories developed by experts. Nevertheless, research related to the image of confidence of disabled athletes in particular in Indonesia is still limited and lacks the attention of researchers and stakeholders.

## MATERIALS AND METHODS

In this study, a quantitative-descriptive methodology was selected. Providing an image and exposure of a topic, such as a circumstance, condition, occurrence, or otherwise, is the aim of descriptive study. Although the quantified method is designed to test pre-established hypotheses based on positivism and is applied in sample or population research, both the data collection process using research instruments and tools and the data analysis process are statistically quantitative (Fraenkel et al. 2012). In terms of design, the study employs two approaches: correlation testing and a one-shot case study.

### *Participants and Procedure*

Up to 47 elite impaired athletes from Indonesia who competed at the national and international levels made up the participating samples. To generate the necessary data, participant determination procedures are gained by purposive sampling techniques, which are predicated on information previously acquired regarding the description of demographic characteristics that meet the criteria (Fraenkel et al. 2012). Participants are elite disabled athletes at the national and international levels. Participants are given information about their consent to the voluntary completion of the forms, including research details, risks, benefits, confidentiality, and participant rights. The research follows the ethical principles of the Helsinki Declaration, giving priority to the rights and well-being of the participants. This study followed ethical standards and received approval from the STKIP Purwakarta College, West Java, Indonesia, with reference number 106/KM.01/STKIP-PWK/V/2024.

### *Data Collection Tools*

To gather research data for this study, we employed a lift or questionnaire. The research participants (disabled athletes) are provided with the lift/questioner to collect data across the entirety of Indonesia. While the tuna driver fills out the

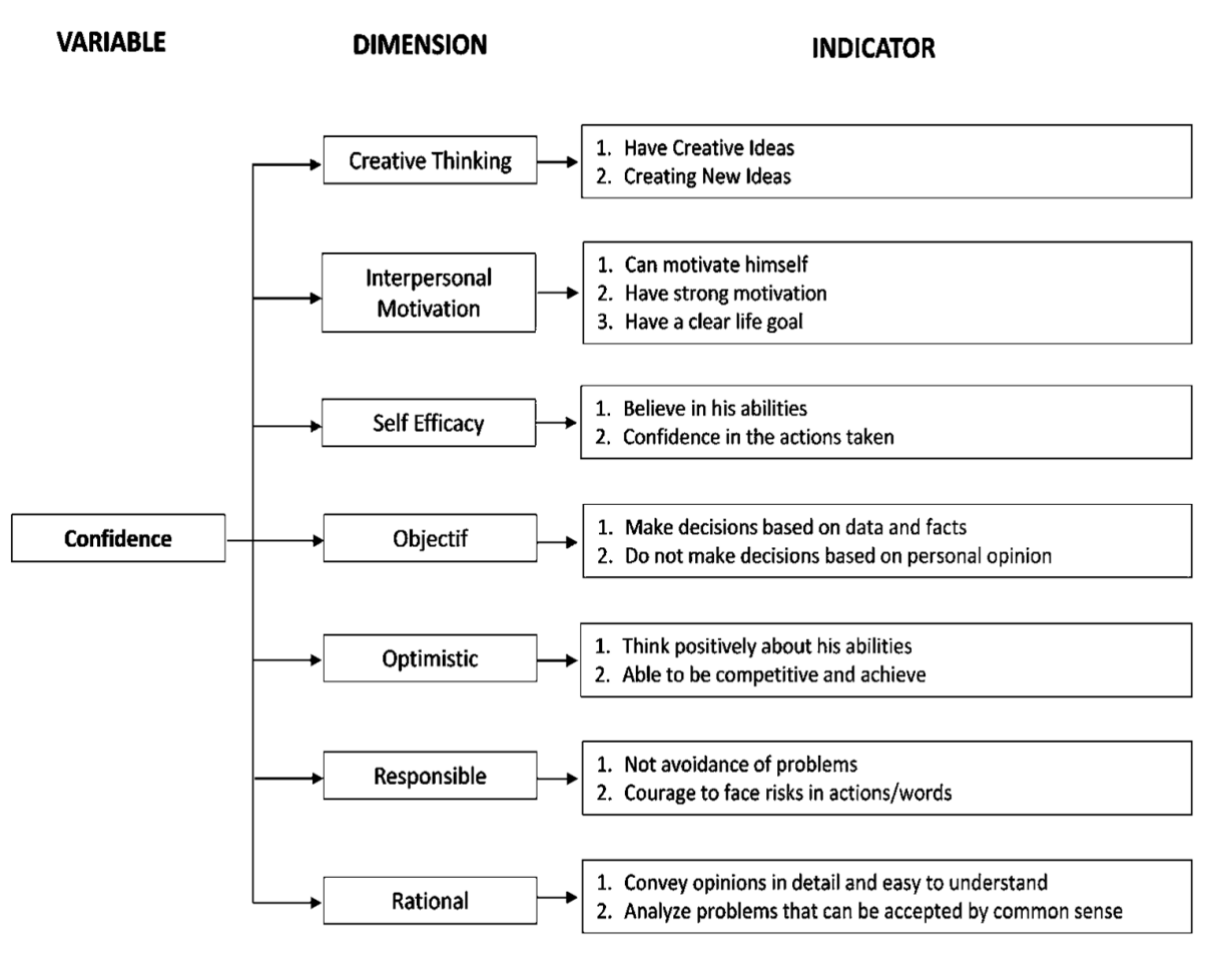
Google Form using PCs and Android smartphones, study participants fill out the lift questionnaire directly for the guided net tuna athlete. The data from the questionnaire is gathered, transcribed, examined, and evaluated.

### Instrumen

The research instrument is a questionnaire on the implementation of sports exercises and a questionnaire on the self-confidence of disabled athletes that has been tested with a validity of 0.93 and a reliability of 0.90.

### Statistical Analysis

The analysis of questioner data is done in a quantitative descriptive fashion. First, a homogeneity test and a normality test were used to assess the data. In descriptive statistics, studies of mean, median, mode, deviation standard, and percentage data are employed (Fraenkel et al. 2012). Data processing and analysis can be displayed in the form of histograms, diagrams, tables, and images to represent the data that has been processed. In this study, the categorization in scores and total scores used is a five-point categorization that refers to the norm of categorization (Azwar, 2018).



**Figure 1.** Self-Confidence Questionnaire Grid, Source: Author Instrument Development

## RESULTS

Multiple dimensions make up self-confidence variable data, which is subsequently analyzed. The outcomes are thereafter categorized into five groups: extremely high, high, medium, low, and extremely low. The frequency and proportion of each category are acquired after they have been categorized based on scores. See the following table

for a more thorough breakdown of the percentages of the learning planning dimensions:

From Table 1, it can be seen that the self-confidence character of the disabled elite athletes is 74.47% in the very high category, 19.15% in the high category, 4.26% in the moderate category, 2.13% in the low category, and not found in the very low category.

**Table 1.** Percentage of Data from Research on Confidence in Elite Athletes with Disabilities

No	Norms	Category	Frequency	Percentage
1.	$X \leq 39$	Very Low	0	0 %
2.	$39 < X \leq 53$	Low	1	2,13 %
3.	$53 < X \leq 67$	Medium	2	4,26 %
4.	$67 < X \leq 81$	High	9	19,15 %
5.	$81 < X$	Very High	35	74,47 %
	Total		47	100 %

Source: Primary Data Author

## DISCUSSION

Based on the data processing and analysis, it was discovered that 35 Indonesian disabled athletes (74.47%) had very high confidence in the category, nine athletes (19.15%) had higher confidence, two athletes (4.26%) had moderate confidence, one athlete (2.13%) had low confidence, and no athlete (0%) had very low confidence in the category.

One of the predictors of success in competition is self-confidence, because the athlete's confidence is the primary underlying capital in his or her personality; it is formed through the process of practicing and interacting with the surrounding community (Komarudin, 2015). Having the ability to think creatively must be crucial in the present world (Hong, 2014), while self-confident characters can motivate interpersonal learning (Syed, 2014). Self-confidence is the conviction that one can accomplish anything they set their minds to and that they are accountable for everything they do (Greenacre et al., 2014). This classification forms the basis for researchers to determine the dimensions of self-confidence in characters that include six dimensions: creative thinking, interpersonal motivation, belief, objective, optimistic, and rational.

The dimension of creative thinking includes indicators of having creative ideas and creating a new idea. Research shows that creativity is determined by a belief in the power of self-efficiency in society (Haase et al. 2018). Self-confidence as one of the essential elements of social competence that emphasizes that creative personality is curiosity, patience, as well as the courage to accept change and innovation and take risks (Sipahi, 2018).

The interpersonal motivation dimension includes indicators that can motivate themselves, have strong impulses, and have a clear purpose in life. The results show that "there is a significant correlation between self-confidence and motivation

for student speaking performance." (Setyawati et al. 2023). In other words, self-confidence and motivation: based on the results of research, it has been found that self-confidence correlates positively and significantly with interpersonal motivation to know something, intrinsic motivation for experiencing stimuli, external regulation, identification, and extrinsic motivation (Rasimin & Sarman, 2023).

The dimension of confidence, which includes an indicator of belief in one's own abilities and confidence in the endeavors undertaken, explains that the philosophy of self-fulfillment has a close connection with self-confidence (Sin, 2017). Self-confidence is essentially the psychological state of someone who has a high level of self-assurance in order to maximize their potential and do the best possible activities. The objective dimension, which includes indicators that are able to make decisions based on data and facts and not on personal opinions. Objective decision-making is also influenced by culture or customs (Odongo, 2016). Research results conclude that self-confidence can influence decision-making objectively (Certel et al. 2022).

The optimistic dimension, which includes indicators of positive thinking about self-esteem and being able to compete for achievement, is in line with research in "The Relationship Between Self-Confidence and Optimism," which explains that discipline has a correlation with self-confidence (Rizky, 2023).

A rational dimension, which includes indicators capable of analyzing acceptable issues and conveying opinions, ideas, and opinions in detail and easily understood, One of the indicators of self-confidence is rationality (Carbone et al., 2021). Research finds that Rational Emotive Behavior Therapy (REBT) has effectiveness in improving child self-confidence (Lathifa et al. 2023). A rational attitude begins with the realization

that you are capable of creating your own beliefs. You are the one who chooses how you want to live.

Based on the description provided above, the author considers that self-confidence, which includes six dimensions of creative thinking, interpersonal motivation, belief dimension, objective dimension, optimistic dimension, and rational dimension, is very important to be built through sports training, as it is an important factor in supporting the performance of Indonesian elite disabled athletes.

### Conclusions

Sport has a significant contribution to shaping the character of elite disability athletes in Indonesia, with sports training having a large influence on their self-confidence, recorded at 64% in the moderate category. These findings suggest that despite progress, there is still potential for greater improvement in character development through sport. Therefore, it is recommended that future researchers continue this study with a focus on developing a more comprehensive sports training program. Further research should also include an evaluation of the implementation of sports training, to understand how best to improve the confidence and social skills of athletes with disabilities in Indonesia. With this continued effort, it is hoped that there will be more significant improvements in their character and confidence, as well as in their overall quality of life.

### ACKNOWLEDGMENT

We are deeply grateful to the administrators, coaches, and athletes of the National Paralympic Committee of Indonesia (NPCI) West Java, for their assistance and opportunities in the process of collecting research data. To all lecturers at the Department of Sports Education, Postgraduate Program, Universitas Pendidikan Indonesia and the Physical Education Study Program, STKIP Purwakarta College, we would also like to thank them for their support and contributions during this research. This research was funded by researchers, not externally sponsored.

### Conflict of Interest

All authors declare that this manuscript has no conflict of interest with any party.

### Ethics Statement

The writing of this article has gone through all ethical procedures related to the academic realm.

All the principles of the Declaration of Helsinki were complied with number ethical clearance is 106/KM.01/STKIP-PWK/V/2024, with special emphasis on informed consent and the vulnerability of the study population.

### Authors Contribution

Study Design, DP, BT, YH, EB, and DTPP; Data Collection, DP, BT, YH, EB, and BB; Statistical Analysis, DP, BT, YH, EB, and DTPP; Data Interpretation, DP and BT; Manuscript Preparation, DP, BT, BB and RAL; Literature Search, DP, BT, DB, YH, BB, and RAL. All authors have read and agreed to the published version of the manuscript.

### REFERENCES

- Azwar, S. (2018). *Penyusunan Skala Psikologi (Edisi Ketiga)*. Yogyakarta: Pustaka Pelajar.
- Barrot, J.S., Llenares, I.I. & del Rosario, L.S. (2021). Students' online learning challenges during the pandemic and how they cope with them: The case of the Philippines. *Educ Inf Technol* 26, 7321–7338. [[CrossRef](#)] [[PubMed](#)]
- Bella, A., & Dartanto, T., (2016). A Bad Luck: People with Disabilities (PWD) and Poverty in Indonesia. LPEM-FEBUI Working Paper 005, 1-11. [[CrossRef](#)]
- Carbone, P.S., Smith, P.J., Lewis, C., & LeBlanc, C. (2021). Promoting the Participation of Children and Adolescents with Disabilities in Sports, Recreation, and Physical Activity. *Pediatrics*, 148(6). [[PubMed](#)]
- Certel, Z., Aksoy, D., Çalışkan, E., Lapa, T. Y., Özçelik, M. A., & Çelik, G. (2022). Research on Self-esteem in Decision Making and Decision-making Styles in Taekwondo Athletes. *Procedia - Social and Behavioral Sciences*, 93(1), 1971–1975. [[CrossRef](#)]
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research In education (8th ed.)*. New York: Mc Graw Hill. [[CrossRef](#)]
- Friedman, H. H., Pumarejo, T. L., & Friedman, L. W. (2006). *The Largest Minority Group – The Disabled*. [https://www.researchgate.net/publication/262689217\\_The\\_Largest\\_Minority\\_Group\\_-\\_The\\_Disabled](https://www.researchgate.net/publication/262689217_The_Largest_Minority_Group_-_The_Disabled)
- Greenacre, L., Tung, N. M., & Chapman, T. (2014). Self confidence, and the ability to influence. *Academy of Marketing Studies Journal*, 18(2), 169–180.
- Haase, J., Hoff, E. V., Hanel, P. H. P., & Innes-Ker, Å. (2018). A Meta-Analysis of the Relation between Creative Self-Efficacy and Different Creativity Measurements. *Creativity Research Journal*, 30 (1), 1-16, [[CrossRef](#)]
- Hadi, R. (2007). *Ilmu Keolahragaan Dasar*. Semarang: Rumah Indonesia
- Hadi, R. (2011). Peran Pelatih dalam Membentuk Karakter Atlet. *Jurnal Media Ilmu Keolahragaan Indonesia*, ISSN: 2088-6808 Unnes, Semarang. 1(1), 88-93. [[CrossRef](#)]
- Hansen, D. M., Larson, R. W., & Dworkin, J. B. (2003). What Adolescents Learn in Organized Youth Activities: A

- Survey of Self-Reported Developmental Experiences. *Journal of Research on Adolescence*, 13(1), 25–55. [CrossRef]
- Hong, E. (2014). Creative thinking abilities: measures for various domains in Teaching and Measuring Cognitive Readiness. New York: ©Springer Science+Business Media New York, 201-222. [CrossRef]
- Hutzler Y, Fliess-Douer O, Avraham A, Reiter S, Talmor R. (2007). Effects of short-term awareness interventions on children's attitudes toward peers with a disability. *Int J Rehabil Res*. 30(2), 159-61. [CrossRef] [PubMed]
- Kemenko PMK. (2023). Government Fulfills the Rights of Persons with Disabilities in Indonesia. Coordinating Ministry for Human Development and Indonesian Culture. [CrossRef]
- Komarudin. (2015). *Psikologi Olahraga (Lathan Mental dalam Olahraga Kompetitif)*. Bandung. PT Remaja Rosdakarya. ISBN/ISSN, 978-979-692-147-8.
- Lathifa, A., Syukur, Y., Asnah, M.N., Nurfarhanahet, N. (2023). Effectiveness of rational emotive behavior therapy group counseling to improve students' self-confidence. 10(1), 23-32. [CrossRef] [PubMed]
- Lauster, P. (1994). *Test Kepribadian (Diterjemahkan oleh Gulo D.H)*. Jakarta. Bumi Aksara.
- Legg, D., Dubon, M., Webborn, N., & Blauwet, C. (2022). Advancing sport opportunities for people with disabilities: from grassroots to elite. *British Journal of Sports Medicine*, 56(22), 1266–1267. [CrossRef]
- Mann, L., Radford, M., Burnett, P., Ford, S., Bond, M., Leung, K., Nakamura, H., Vaughan, G., & Yang, K.-S. (1998). Cross-cultural differences in self-reported decision-making style and confidence. *International Journal of Psychology*, 33(5), 325–335. [CrossRef]
- Odongo, I. (2016). The Influence of Culture on Judgment and Decision Making. *International Journal of Advanced Legal Studies and Governance*, 6(1), 1–21.
- Rasimin, R., & Sarman, F. (2023). Hubungan Kepercayaan Diri dengan Motivasi Belajar Intrinsik Siswa di SMAN 6 Kota Jambi. *Jurnal Pendidikan Tambusai*, 7(1), 347-352. [CrossRef]
- Rimmer, J.H., Braddock, D., Pitetti, K.H. (1996). Research on physical activity and disability: an emerging national priority. *Med Sci Sports Exerc*. 28(11):1366-72. [CrossRef]
- Rizky, F. (2023). The relationship between self-confidence and optimism in completing thesis for psychology students at UIN Ar-Raniry. *Acta Psychology*, 02 (01), 22-27. [CrossRef]
- Ross, S. M., Bogart, K. R., Logan, S. W., Case, L., Fine, J., & Thompson, H. (2016). Physical Activity Participation of Disabled Children: A Systematic Review of Conceptual and Methodological Approaches in Health Research. *Frontiers in Public Health*, 4, 207207. [PubMed]
- Salkind, N. J. (2004). *An Introduction to theories of human development*. London: Sage Publications, 211-213. [CrossRef]
- Setyawati, S. M., Alberth, A., & Sapan, Y. (2023). A Correlational Study Between Student's Self-Confidence and Motivation Toward Their Speaking Achievement at English Department of Halu Oleo University. *Journal of Teaching of English*, 8(1), 48-57. [CrossRef]
- Shapiro, J.P. (1993). No Pity; People with Disabilities Forging a New Civil Rights Movement. *Journal of Disability Policy Studies*, 6(1), 87-89. [CrossRef]
- Sin, T. H. (2017). Tingkat Percaya Diri Atlet Sepak Bola dalam Menghadapi Pertandingan. *Jurnal Fokus Konseling*. 3 (2), 163-174. [CrossRef]
- Sipahi, E. (2018). Creativity and the Importance of Business Management. *International Journal of Scientific & Engineering Research*, 8 (8), 428-439 [CrossRef]
- Syed, S. Z., Abiodullah, M., & Yousaf, A. (2014). Assessing emotional intelligence and interpersonal skills of university students as predictors of employability. 21st Century Academic Forum Conference at Harvard-2014. 2011, 243-255. [CrossRef]
- Thompson, J. (1949). *Positive Coaching: Building Character and Self-Esteem Through Sports*. California: Warde Publisher.
- Vella, S. A., Oades, L. G., & Crowe, T. P. (2013). A pilot test of transformational leadership training for sports coaches: Impact on the developmental experiences of adolescent athletes. *International Journal of Sports Science & Coaching*, 8 (3), 513-530. [CrossRef]
- Weinberg, R. S., & Gould, D. (2015). *Foundations of sport and exercise psychology (6th ed.)*. Human Kinetics.
- White, S., & Rezanian, D. (2019). The impact of coaches' ethical leadership behaviour on athletes' voice and performance: The role of accountability. *Sport, Business and Management: An International Journal*, 9(5), 460–476.
- WHO. (2023, March 7). Disability. <https://www.who.int/news-room/fact-sheets/detail/disability-and-health>



This work is distributed under <https://creativecommons.org/licenses/by-sa/4.0/>