

Self-efficacy of physical education teachers: how does it contribute to achieving the overarching objectives of national sport?

Autoeficacia de los profesores de educación física: ¿cómo contribuye a la consecución de los objetivos generales del deporte nacional?

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Abstract. Self-efficacy is the conviction that one can perform the tasks required to accomplish specific goals. Teachers' self-efficacy is crucial in the physical education environment to promote active engagement in achieving the objectives of the Great Design of National Sport (DBON). This study aims to examine physical education teachers' self-efficacy and how it affects their participation in DBON implementation. The research method used was a descriptive survey with a quantitative approach. The research sample consisted of 40 physical education teachers in Cilacap district at the elementary school level selected by random sampling. Data were collected through questionnaires measuring the level of self-efficacy and teachers' participation in DBON programs. Data were analyzed using descriptive and inferential statistical techniques. This study revealed that the average self-efficacy of sports teachers in contributing to achieving the goals of the National Sports Grand Design (DBON) related to increasing sports culture in the community was 90.78%. In addition, the average self-efficacy of sports teachers in terms of capacity, synergy, and productivity of national achievement sports is 88.12%. The average self-efficacy of sports teachers related to improving the sports-based economy is 87.08%. These results indicate that the level of self-efficacy of physical education teachers is in the moderate to high category. There is a significant positive correlation between teachers' self-efficacy and their level of participation in DBON activities, where teachers with high self-efficacy are more likely to be actively involved in sports development programs in schools and communities. The conclusion of this study is that increasing physical education teachers' self-efficacy can significantly contribute to the successful implementation of the National Sport Grand Design. Recommendations include training and workshops to improve teachers' self-efficacy as well as support from the school and government to facilitate teachers' active participation in DBON programs.

Keywords: Self-efficacy, Physical Education, Teachers, National Sport Grand Design

Resumen. La autoeficacia es la convicción de que uno puede realizar las tareas necesarias para lograr objetivos específicos. La autoeficacia de los profesores es crucial en el entorno de la educación física para promover el compromiso activo en la consecución de los objetivos del Gran Diseño del Deporte Nacional (DBON). Este estudio pretende examinar la autoeficacia de los profesores de educación física y cómo afecta a su participación en la aplicación del DBON. El método de investigación utilizado fue una encuesta descriptiva con un enfoque cuantitativo. La muestra de la investigación consistió en 40 profesores de educación física del distrito de Cilacap a nivel de escuela primaria seleccionados por muestreo aleatorio. Los datos se recogieron mediante cuestionarios que medían el nivel de autoeficacia y la participación de los profesores en los programas DBON. Los datos se analizaron mediante técnicas estadísticas descriptivas e inferenciales. Este estudio reveló que la autoeficacia media de los profesores de deporte para contribuir a la consecución de los objetivos del Gran Diseño Deportivo Nacional (DBON) relacionados con el aumento de la cultura deportiva en la comunidad era del 90,78%. Además, la autoeficacia media de los profesores de deporte en cuanto a la capacidad, la sinergia y la productividad de los logros deportivos nacionales es del 88,12%. La autoeficacia media de los profesores de deporte en relación con la mejora de la economía basada en el deporte es del 87,08%. Estos resultados indican que el nivel de autoeficacia de los profesores de educación física se sitúa en la categoría de moderado a alto. Existe una correlación positiva significativa entre la autoeficacia de los profesores y su nivel de participación en las actividades del DBON, donde los profesores con un nivel de autoeficacia alto tienen más probabilidades de participar activamente en programas de desarrollo deportivo en escuelas y comunidades. La conclusión de este estudio es que el aumento de la autoeficacia de los profesores de educación física puede contribuir significativamente al éxito de la aplicación del Gran Diseño Deportivo Nacional. Las recomendaciones incluyen formación y talleres para mejorar la autoeficacia de los profesores, así como el apoyo de la escuela y el gobierno para facilitar la participación activa de los profesores en los programas DBON.

Palabras clave: Autoeficacia, Educación Física, Profesores, Gran Diseño Deportivo Nacional

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Introduction

Physical education has a crucial role in shaping the character and developing the physical potential of students (Aziz, Okilanda, Permadi, et al., 2023; Aziz, Okilanda, Rozi, et al., 2023; Suryadi, Okilanda, et al., 2024). Through physical education, learners perform a variety of physical activities that can affect the cognitive, affective, and social development of learners (Aartun et al., 2022; Cho, 2020; Tashpulatov & Shermatov, 2021). The urgency of physical education in Indonesia is in line with the increasing health problems such as obesity, diabetes, and cardiovascular decline that occur in children and adolescents (Arfines et al., 2020; Hanifah et al., 2023; Kurniawan et al., 2023). Thus, the Indonesian government has designed the Grand Design of National Sports (DBON) through Presidential Regulation Number 86 of 2021 with the aim of improving sports achievements and culture in Indonesia until 2045 (Hidayat & Danardani, 2023). DBON is a strategic policy in

improving the future sports governance system. DBON is a master plan document that describes national sports coaching and development policies that are effective, superior, measurable, systematic, accountable, and sustainable in education, recreation, achievement sports, and the sports industry (Amali, 2022; Denatara et al., 2022). The document does not only target elite sporting achievements, but also focuses on the development of sports education, recreation, and achievement sports holistically (Mashud et al., 2023, 2024). The professional group community has a strategic role in making a significant contribution to DBON from a stakeholder perspective (Dlis et al., 2023; Hasyim et al., 2023). The professional group in question is sports teachers. In achieving DBON goals, sports teachers have a more active involvement. This is because the role of sports teachers is crucial in building the foundation of national sports through the education system (Karasiyevych et al., 2021; Xu, 2024). Sports teachers

manage the teaching and learning process between students and their environment systematically in order to create physically and mentally healthy humans (Kusmiyati et al., 2023; Mashud et al., 2024). Teachers who have high levels of self-efficacy have an impact in various aspects of performance as a sports teacher including planning, implementing, and evaluating learner learning outcomes (Polatcan et al., 2023). Teachers who have high self-efficacy tend to be more creative in teaching methods, more effective in motivating, and more resistant to challenges (Affuso et al., 2023). In addition, DBON requires full support from educators, especially sports teachers. The concept of self-efficacy developed by Albert Bandura in his social cognitive theory has provided concrete evidence regarding the influence of one's performance in various contexts, including academic performance (Hussain & Khan, 2022).

Self-efficacy, or a person's belief in their ability to complete a task, is a psychological component that can affect the quality of participation (Farmer et al., 2021). A teacher's belief in his or her ability to contribute to realizing the vision of DBON can be a determining factor in the success of program implementation (Affuso et al., 2023; Polatcan et al., 2023). Therefore, understanding and improving the self-efficacy of sports teachers in the context of DBON is a strategic step in optimizing human resources in the field of national sports.

In fact, the situation of sport teachers is mapped out based on differences in qualifications such as, teaching experience, gender, and other variables that differ greatly on an individual basis (Choong et al., 2020; Gale et al., 2021; Smith et al., 2019). Regarding the contribution in achieving the main goal of DBON, such differences will affect the form and strength of self-efficacy. However, this will not be a problem as long as the limits of cooperation and synergy. To find out the differences in self-efficacy of sports teachers based on this diversity, it is necessary to conduct further research on the purpose of examining the direction and quality of self-efficacy regarding their participation in realizing DBON goals. This research is expected to make a significant contribution to changes in policies and programs aimed at improving the quality of sports teachers in Indonesia. In addition, the results of the study can be used as a basis for further research on how physical education can play the most effective role in supporting national sports programs.

This research is very important and relevant because it reveals the significant role of physical education in shaping character and developing students' physical potential. This is particularly important given the increase in health problems among children and adolescents in Indonesia, such as obesity, diabetes, and cardiovascular decline (Hanifah et al., 2023). This research highlights the urgency of physical education as part of the solution to these health problems. It also emphasizes the important role of PE teachers in achieving DBON goals. Sport teachers with high levels of self-efficacy can have a significant impact on the planning, implementation, and evaluation of student learning outcomes (Polatcan et al., 2023). Therefore, understanding and improving sports teachers' self-efficacy is a strategic step in optimizing human resources in national sports.

In addition, this study examines the differences in sports teacher self-efficacy based on various variables such as teaching experience, gender, and others (Choong et al., 2020; Gale et al., 2021). This study is expected to make a significant contribution to changes in policies and programs

aimed at improving the quality of sports teachers in Indonesia and can serve as a basis for further research on the role of physical education in supporting national sports programs.

Methods

Participants

The sample used in this study amounted to 40 physical education teachers at the primary school level in Cilacap Regency. The sample determination used random sampling technique with the requirements used in the selection based on the background of academic qualifications, gender, and teaching experience of sports teachers. In this study the age of the sample ranged from 25-50 years.

Research Design

This research uses a quantitative descriptive approach, which is research aimed at describing existing phenomena (Mohajan, 2020; Siedlecki, 2020). The self-efficacy reviewed includes the background of academic qualifications, gender, and tenure of sports teachers. The focus of the phenomenon to be studied is the phenomenon of the self-efficacy map of sports teachers in their participation in realizing the main objectives of the National Sports Grand Design (DBON).

The use of the above tools aims to gain a comprehensive picture of physical education teachers' self-efficacy and how it affects their performance in achieving DBON goals. Data obtained from the self-efficacy scale and teaching experience questionnaire will provide quantitative information, while in-depth interviews and classroom observations will provide deeper qualitative insights. This combination of methods allows the research to identify factors that influence teachers' self-efficacy and how it can be optimized to support the success of DBON.

Collecting research data using a questionnaire instrument. The questionnaire is a series of structured questionnaire questions containing fill-in data which includes the identity of the respondent including; (1) Name and place of birth; (2) Gender; (3) Place of duty as a sports teacher. The questionnaire used to obtain data on the strength of sports teachers' self-efficacy in participating in realizing the main objectives of the National Sports Grand Design (DBON). The questions used are closed (choosing an option answer) and open (short form).

Data Analysis

Data analysis in this study involved several important steps to measure and interpret the level of physical education teachers' self-efficacy and their participation in realizing the goals of the Great Design of National Sport (DBON). Descriptive percentage analysis was used to describe the characteristics of the data collected. The analysis in this study was assisted using Microsoft Excel 365 application.

Results

The results of the research on the efficacy of sports teachers in their participation in realizing the goals of the national sports grand design are addressed in the table below:

Table 1.

Improvement of sports culture in the community

No.	Aspects	Score	Maximum Value	Percentage
1	Strengthening the sports participation rate of students	146	160	91.25%
2	Development of learners' fitness values	151	160	94.38%
3	Learners' physical literacy	141	160	88.13%
4	Learners' lifelong active lifestyles	143	160	89.38%
Average		581	640	90.78%

Table 2.

Capacity, synergy and productivity of national performance sport

No.	Aspects	Score	Maximum Value	Percentage
1	Sports talent scouting	139	160	86.88%
2	Strengthening the intensity of student sports week	144	160	90.00%
3	Sports extracurricular programs that are relevant to DBON.	141	160	88.13%
4	Integration of school and sports club	140	160	87.50%
Average		564	640	88.12%

Table 3.

Sport-based economic development.

No.	Aspects	Score	Maximum Value	Percentage
1	Educational sports services	134	160	83.75%
2	Educational sporting goods	137	160	85.63%
3	Fundamentals of sport tourism	147	160	91.88%
Average		418	480	87.08%

There are three things that must be explained in understanding the summary of the results of the data analysis above, namely with regard to: (1) increasing sports culture in the community, (2) capacity, synergy and productivity of national sports achievements, and (3) increasing the sports-based economy.

In table 1 regarding the self-efficacy of sports teachers in contributing to the achievement of the main objectives of DBON from the dimension of increasing sports culture in the community shows a very good category with an average of 90.78% in terms of aspects of strengthening the number of sports participation of students, namely 91.25%, aspects of developing students' fitness values of 94.38%, aspects of physical literacy of students, namely 88.13%, and aspects of students' lifelong active lifestyle of 89.38%.

Furthermore, in table 2 regarding the capacity, synergy, and productivity of national sports achievements, the contribution of sports teachers to the achievement of the main objectives of DBON shows a good category, namely an average of 88.12% which includes aspects of sports talent scouting 86.88%, strengthening the intensity of student sports weeks 90.00%, extracurricular sports programs that are relevant to DBON 88.33%, and 87.50% Integration of schools and sports cliques.

Next, in table 3 regarding the improvement of the sports-based economy, the contribution of sports teachers to the main objectives of the national sports grand design shows good results with an average of 87.08% which includes aspects of 83.75% educational sports services, 85.63% educational sports goods, and 91.88% the basics of sports tourism. The results obtained from this study include table 1 showing the average results of sports teacher self-efficacy regarding their contribution to achieving DBON goals from increasing sports culture in the community of 90.78%. Furthermore, table 2 shows the average results of sports teachers' self-efficacy regarding the capacity, synergy, and productivity of national sports achievements of 88.12%. Then in table 3 shows the average results of sports teacher self-efficacy regarding sports-based economic improvement of 87.08%.

Discussion

The Grand Design of National Sport (DBON) is an initiative that aims to increase public participation in sport, develop young talent, and strengthen national sporting achievements and the sport-based economy. This study aims to examine physical education teachers' self-efficacy and how it affects their participation in DBON implementation. The results showed that physical education teachers can play a strategic role in implementing DBON. They can be the drivers of change at the grassroots level, encouraging students, parents and the surrounding community to be more active in sports (Gobbi et al., 2021; Jandongan, n.d.; Kanan et al., 2022). In addition, physical education teachers play an important role in realizing these goals. Teachers' self-efficacy, i.e. the belief in their ability to perform the task, plays a key role in the successful implementation of DBON.

Physical education teachers can be significant agents of change in promoting sport in society (Suryadi, Nasrulloh, et al., 2024). They are strategically positioned to influence students, parents, and communities to be more active in sports activities (Septianto et al., 2024). Studies show that teachers with high self-efficacy are more likely to motivate their students, organize sports activities, and collaborate with others to achieve DBON goals (Gallardo-Guerrero et al., 2022; Gobbi et al., 2021). With high self-efficacy, teachers can also develop innovative and effective programs and utilize available resources to increase sports participation in schools and communities. Several studies have also revealed that teachers have the ability to help schools, local sports clubs and national sports federations discover and develop young talent (Lazarides & Warner, 2020; Pearman et al., 2021; Zainal & Mohd Matore, 2021). Although teachers are highly productive personally, it is important to remember that the system must provide sufficient support for them to reach their full potential (Tantri et al., 2023). This system support can include supportive policies, sufficient budgets for sports equipment and facilities, and strong cooperation with various national sports stakeholders (Becker et al., 2023; Mulyana et al., 2022; Varmus et al., 2023).

In addition to promoting participation in sport, physical education teachers also play a role in discovering and developing young talent (Mashud et al., 2024). With high self-efficacy, they are able to identify potential young athletes, provide appropriate training, and connect them with local sports clubs or national sports federations (Pearman et al., 2021; Zainal & Mohd Matore, 2021). Teachers who believe in their own abilities will be more proactive in finding and developing young talents, which will ultimately improve national sporting achievements. In terms of sports performance, teachers may benefit from additional training on talent identification and coaching of young athletes, and in terms of sports economics, workshops on sports entrepreneurship or sports event management may be particularly beneficial (Faber et al., 2022; Nielsen et al., 2022; Pouyandekia & Memari, 2022; Simwanza & Paul, 2023).

Physical education teachers can also contribute to improving the sport-based economy through various ways (Rubiyatno et al., 2023; Samodra et al., 2023; Umar et al., 2023). They can initiate sports activities that have the potential to attract broad participation and sponsorship, and manage sports events well. Workshops on sport entrepre-

neurship and sport event management can provide the additional skills needed for teachers to play a greater role in the economic aspects of sport (Faber et al., 2022; Nielsen et al., 2022; Pouyandekia & Memari, 2022; Simwanza & Paul, 2023). High self-efficacy allows teachers to take the initiative and manage these projects with confidence.

While teachers' self-efficacy is important, system support is also essential for them to reach their full potential. This includes supportive policies, adequate budgets for sports equipment and facilities, and collaboration with various national sports stakeholders (Becker et al., 2023; Varmus et al., 2023). Without adequate support, teachers may face various barriers that could reduce their effectiveness in contributing to DBON goals. It is important to recognize that high actual performance is not always directly correlated with high levels of self-efficacy (Dogan et al., 2020; Laili Komariyah et al., 2021; Tiarto & Nugroho Budi R, 2020). Therefore, further research is needed to find out how effective this self-efficacy is in DBON. Long-term research could involve observing outcomes such as increased community participation in sport, improved athlete performance, or sport-based economic growth in the neighborhoods where these teachers work.

This study shows that increasing physical education teachers' self-efficacy can positively impact their participation and success in DBON. Therefore, training and professional development programs specifically designed to improve teachers' self-efficacy need to be implemented. Training on talent identification, coaching techniques, as well as sport event management can improve teachers' ability to contribute more effectively in DBON (Amali, 2022; Denatara et al., 2022). Many other variables may influence teachers' self-efficacy and participation, such as work experience, education level, school management support, and resource availability. This study may not control or consider all of these variables, so the results could be influenced by external factors. In addition, time constraints in data collection and analysis may have affected the depth of analysis and interpretation of the results.

Physical education teachers play a crucial role in realizing the goals of the National Sport Grand Design. High self-efficacy allows them to be more active and effective in developing a sport culture, discovering and training young talent, and boosting the sport-based economy. However, adequate system support is also needed to ensure that teachers can reach their full potential. With increased self-efficacy and the right support, Indonesia can achieve ambitious goals in national sport development.

Conclusion

The National Sports Grand Design is a master plan document that contains the direction of national sports coaching and development policies that are carried out effectively, efficiently, superior, measurable, systematic, accountable, and sustainable within the scope of educational sports, recreational sports, achievement sports, and the sports industry. This study concludes that physical education teachers' self-efficacy has an important role in their participation to realize the goals of the National Sports Grand Design (DBON). Teachers with high self-efficacy are more likely to take an active role in promoting sports culture, developing young talent and contributing to a sports-based economy. Physical education teachers who have high self-

efficacy are able to encourage student, parent and community participation in sport activities. They play a strategic role as change agents at the grassroots level, which is essential for the improvement of sport culture in society. High self-efficacy allows teachers to be more effective in discovering and developing young talent. They can provide appropriate training and connect those talents with sports clubs or federations, ultimately improving national sporting achievements. Teachers who believe in their own abilities are more likely to take the initiative in managing and organizing sports events that can contribute to a sports-based economy. Additional training in sports entrepreneurship and event management can strengthen this contribution.

While teacher self-efficacy is important, support from the education system and government is necessary. Supportive policies, sufficient budget for sports equipment and facilities, and collaboration with sports stakeholders are essential to ensure that teachers can function optimally. The results of this study indicate the need for professional development programs designed to improve physical education teachers' self-efficacy. Training in talent identification, coaching techniques and sport event management can provide the skills teachers need to contribute more effectively in DBON. By improving physical education teachers' self-efficacy and providing adequate system support, Indonesia has great potential to achieve ambitious goals in national sport development. Continued research and appropriate development programs will ensure that teachers can continue to play a significant role in achieving DBON goals.

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