Implementation of Vobas Game Modification to Student's Self-Esteem in Senior High School

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Abstract: Modification of VOBAS game can be one alternative in the effort of introducing big ball game, including Volleyball, Basketball, and Football. This study aims to determine the implementation of VOBAS game modification to self-esteem high school students. The experimental method was conducted over four weeks, with a total of 12 meetings three times a week. The research design used is one group pretest-posttest design. Self-esteem was measured using SERS (Self-Esteem Rating Scale) with paired t-test data analysis method. The results of this study indicate that there is no increase in self-esteem in the implementation of VOBAS game modification. It is important to do further research by applying VOBAS with student-centered learning content, as well as self-esteem enhancement programs involving counselors in the research process, so that self-esteem improvement efforts can be optimal.

1 INTRODUCTION

A person's success can be influenced by the individual's personal quality factor. This personal quality can be gained through a variety of individual experiences over the life span, from children to adults. Individuals are not only influenced by parents, relatives, or relatives, as well as individuals can shape themselves based on the experience gained. Self-esteem is one of the important aspects in individual psychological development. *Global self-esteem is generally regarded as an important index of well-being and mental health (e.g. Noordstar, 2015). High global self-esteem has been linked to satisfaction and happiness in later life, while low global self-esteem is associated with depression and anxiety (see for review Noordstar, 2015). Global self-esteem is influenced by a number of more domain specific self-perceptions (e.g. Noordstar, 2015) that are more predictive for specific behavior (Noordstar, 2015).*

It is unsurprising then that there is a noticeable spike in self-consciousness during adolescence as young people begin to grapple with sense of identity (Fuller-Tyszkiewicz, M. *et al,* 2015). *This uncertainty in identity and seeking of approval makes adolescents particularly vulnerable to low self-esteem* (Fuller-Tyszkiewicz, M. *et al,* 2015), *which in turn is associated with a variety of adverse health outcomes* (Fuller-Tyszkiewicz, M. *et al,* 2015). *Findings suggested that the age group 15-18 years old is actually most vulnerable to experience emotional difficulties, a result which might have important implications especially in terms of interventions designed to promote psychological well-being among adolescents* (Fanaja, *et al,* 2015). *Low self-esteem is highly significant in predicting the probability of becoming unemployed for women but not for men. However, low self-esteem has an effect on the chance of becoming unemployed regardless of gender for people in higher skills occupations.* (Huysse-Gaytandjieva, *et al,* 2015). *The majority of psychological researches, that reveal structural components of self-esteem construct as well as determinants of adolescence high self-esteem, usually distinguish the significance of family, interpersonal relationships with peers, academic achievements,*

learning environment and social skills. (Meskauskiene, 2015).

Self-esteem is considered to be one of the most essential personality constructs, which does not lose its relevance through the period of human existence. According to the psychologists, self-esteems remains as an important criteria of person's significance through various age groups, as well as while the goals of human life, achievements and needs are changing. Scholars, who study the construct of self-esteem, notice the tendency of self-esteem decrease during the period of adolescence, if comparing to other age groups. The majority of psychological researches, that reveal structural components of self-esteem construct as well as determinants of adolescence high self-esteem, usually distinguish the significance of family, interpersonal relationships with peers, academic achievements, learning environment and social skills. (Meskauskiene, 2015).

Maslow's theory (in Yusuf LN and Nurihsan, 2008, p.159) on the need for appreciation that includes two categories, namely (a) self-esteem including self-confidence, competence, adequacy, competence and freedom; (b) self-esteem from others including recognition, attention, prestige, respect and status. It can be concluded that self-esteem is a child's attitude in understanding the characteristics of himself and poured into his emotional or behavior.

The educational process has an important role in shaping the personality of learners. Physical education also fills the experience of learners in forming a strong personality. *The ultimate aim of physical education instructional is personality development as a whole, such as physical, mental, emotional, social, as well as spiritual aspects through guided, selected, and systematic-methodic physical activity participation based on health and social norms* (Hendrayana, 2010). Through physical activity, it is expected to increase learners' self-esteem *However, there are four primary problems faced by physical educators, such as instructional facility, equipment, time allocation, and students engaging in instructional activities* (Hendrayana, 2010). The lack of facilities and services in schools requires physical education teachers to be more creative. The process of learning physical education continues to grow so that needed an innovation and modification to support the success of the learning process. For that learning can be modified by reducing the actual game structure, so that learning can be received relatively easy by learners. Reduction of the structure of this game can be done on several factors, among others: field size, number of players,

the number of equipment used, game rules, game objectives, and the form of tools used.

School is a context that can have considerable influence on the mental health and quality of life of children and adolescents. One overarching aim of the school system is to ''promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community'' (Standage, 2007)

The VOBAS game (Volleyball, Basketball, and Football) is a new type of game developed in Indonesia, and aims to provide a variety of learning sports games to learners. Vobas games (Volleyball, Basketball, and Football) are essentially the result of a combination of volleyball, basketball and soccer. The VOBAS game is a game that combines the three basic movements in the great bulb of the ball, volleyball, basketball and soccer in a game form (Lutan, 2013). Since VOBAS is a sport of the result of merging, Vobas can be played in a modified field, which consists of volleyball, basketball and soccer fields. The goals and objectives in VOBAS game consist of the goal and the ring used by each team. Each team consists of 4 to 6 learners. The number of learners or team members in this game is tailored to the type or area of the playing field available. The ball used in VOBAS game is volleyball, plastic ball, rubber ball or toy ball that are easy to find and buy in stores or stalls (Lutan, 2013).

2 METHOD

People with high self-esteem are more emotionally stable, less prone to experiencing depression and display higher academic achievements (Schmidt, et al, 2015). *In addition to the physical component, there is a second important factor that seems to determine the level of self-esteem, especially in early adolescence: perceived social acceptance* (Schmidt, et al 2015). *Believing that one is liked by others has a positive impact on self-esteem. On the other hand, an absence of support from parents or peers can lead to pathologically low levels of self-esteem. Thus, perceived social acceptance is, in addition to physical self-concept, another important predictor of global self-esteem in early adolescence* (Granleese and Joseph, 1994).

The experimental method was conducted by the design of one *group pretest-posttest design.* Experiments were conducted about 12 meetings that were divided into three meetings each week. The

population of this study consists of 350 ten level students who are divided into ten study groups or classes. Samples were taken through cluster random sampling technique. Instruments used to measure Self Esteem using *Self-esteem Rating Scale (SERS)* developed by R. Nugent and Thomas (1993). The validity and reliability of this SERS has been tested. This test of intrinsic validity has been studied by Nugent in a study entitled "*A Validity Study of Two Forms of the Self-Esteem Rating Scale*". This SERS rating scale is used in clinical judgments on self-esteem. Nugent and Thomas (In Fischer and Corcoran, 2000, p.690) *'The SERS has excellent internal consistency, with an alpha of 0.97. The standard error of measurement was 5.67.*

3 RESULTS AND DISCUSSION

Analysis of self-esteem data using parametric paired sample t-test. The data are distributed normal and shown in Table 1. The p value of pretest (0.843) and posttest (0.733) is greater than 0.05. Thus, both data are Normal.

Table 1: Normality test.

One-Sample Kolmogorov-Smirnov Test		Pre_Dir	Post_Dir
N		22	22
Normal Parameters[a,b]	Mean	74.5000	71.9545
	Std. Deviation	9.81617	7.94311
Most Extreme Differences	Absolute	.131	.146
	Positive	.131	.114
	Negative	-.086	-.146
Kolmogorov-Smirnov Z		.615	.687
Asymp. Sig. (2-tailed)		.843	.733
a. Test distribution is Normal.			
b. Calculated from data.			

Table 2 shows the data homogeneity test using Levene's Test. Based on the average value of self-esteem p data of 0.829 which is greater than 0.05, then it can be concluded that the data were homogeneous. So the assumption test can be continued using parametric statistics.

Table 2: Homogenity test.

		Levene Statistic	df1	df2	Sig.
Self Esteem	Based on Mean	.829	1	42	.368
	Based on Median	.888	1	42	.351
	Based on Median and with adjusted df	.888	1	39.756	.352
	Based on trimmed mean	.823	1	42	.369

Assumption test using paired sample t-Test. Table 3 shows the significance level of 0.273. The value of significance is greater than 0.05. Hence, the hypothesis is accepted.

Table 3: Paired sample t-test.

	Paired Differences					T	f	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Self-Esteem	2.54545	10.59527	2.25892	-2.15222	7.24313	1.127	1	.273

Self-esteem (self-esteem) is built since childhood in the family environment. Parents have an important role in the formation of their child's self-esteem. Self-esteem is built by parents through a long process. The development of self-esteem becomes one of the most important parental responsibilities, before it is influenced by the external environment, such as the playing environment and the school environment, parents have a role to maintain and improve children's self-esteem (Friskawati, 2014). So the role of parents

in building children's self-esteem needs to be reviewed as well.

This study tested the modification of VOBAS game on the self-esteem aspect with the length of the study adjusting to the provisions of the skill training program for three times a week. Self-esteem improvement programs is certainly considered too long, as some studies show that self-esteem can be improved within five weeks. Murk (2006, pp. 189) explains that *The week period seems to be optimal in terms of making a compromise between having*

enough time to work on self-esteem, in a way that allows for some change to occur and for maximizing attendance in an outpatient or educational setting. On one hand, we know that changing in self-esteem takes consistent time and effort. On the other hand, the simple fact is that most adults have busy lives and going beyond a limited number of sessions is likely to create problems with attendance, which would impede the group processes and diminish results.

Self-esteem that occurs in adolescence is always fluctuating. When he feels unable to do something then his self-esteem will decrease, and vice versa.

The results of this study indicate that the program of increasing self-esteem which is done in school will improve the learning performance of learners. For many students, feelings of inferiority can come and go. But for some students the feeling persisted and appeared to be a serious problem. According to Harter (In Santrock, 2007, pp. 203), 'Persistent and excessive self-esteem may be caused by poor performance, depression, eating disorders, and crime'. The seriousness of this problem will depend not only on the nature of students' inferiority but also on other conditions. When this feeling of inferiority is accompanied by difficulties in the school transition (such as a transition to high school) or a family problem (divorce), the student's problem may increase.

Santrock (2007, p.360) points out that the child's self-esteem can be improved in four ways:
(1) Identifying the causes of low self-esteem and areas of competence that are important to self,
(2) Emotional support and social consent, (3) achievement, and (4) facing problems. Increased self-esteem through solving problems can be done at the time of learning, one of them through physical education learning. Mruk (2006, p.102) explains to increase self-esteem through skills in solving problems, that "*Several positive thing can happen for self-esteem once this skill has been acquired. Knowing how to better solve problems increases the individual's chances of being successful and the type of success of a source of self-esteem* ".

When working in groups, one can cooperate in the form of communication among members in the group to be able to find solutions to solve problems encountered. Mruk (2006, p.23) points out that, *"A group situation usually present a greater variety of safe challenger opportunities to try out new pro self-esteem behaviours, such as communicating more effectively or being more assertive"*. A group always brings about social factors that influential on self-esteem such as offering opportunities for positive

feedback, acceptance and a good model for members in the group.

The content of VOBAS learning process that implements direct teaching method is viewed as one of the less stimulating factors of self-esteem improvement. So that the need for VOBAS learning program in which apply *indirect teaching method.*

4 CONCLUSIONS

Implementation of VOBAS has no impact on self-esteem. It is indicated that the treatment is too long and the learning content which is relatively similar does not give an impact on increasing self-esteem. The provision of VOBAS program through student centered learning method is expected to give any impacts to student self-esteem.

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