

How to Measure Psychological Well-Being for Candidates of Physical Educators?

Kurnia Tahki*, Juriana Juriana

Sport Science Faculty
Universitas Negeri Jakarta
Jakarta, Indonesia

*kurniatahki@unj.ac.id, juriana@unj.ac.id

Deasyanti Deasyanti

Educational Psychology Faculty
Universitas Negeri Jakarta
Jakarta, Indonesia
deasyanti@unj.ac.id

Abstract—Measurement of psychological well-being for physical educator’s candidate is needed as a form of mental preparation in entering the workforce and becoming a professional physical educator in the community. Psychological well-being is an individual condition characterized by feeling happy, having life satisfaction, and being free of depressive symptoms. Therefore this measurement process must be supported by a valid measuring instrument. The purpose of this study was to develop psychological well-being instruments for candidate physical educators. The samples of this research are 232 students from the physical education program at Universitas Negeri Jakarta. The instruments developed consisted of six indicators of psychological well-being that modified based on Ryff in Gautam and Kaur [6,14], namely: self-acceptance, positive relationships with others, autonomy, environmental mastery, the purpose goals, and personal growth. The results of the study found that there were 18 valid questions and were suitable to be used to measure the psychological well-being of sport educator’s candidate. The validity of the instrument is between 0.117 to 0.252, while the reliability of the instrument $r = 0.825$.

Keywords: physical educator, psychological well-being

I. INTRODUCTION

Improving the quality of physical education cannot be separated from improving the quality of teaching staff, in this case is the physical educator. A quality physical education teacher is one who can make students can learn to move, and learn through motion, as well as sturdy, healthy physical and spiritual personality, and also change behaviour [1,2].

Therefore, physical education teachers not only master methodology, content, evaluation, and goals, but also must build emotional and motivational dimensions towards students. Three factors determine the success of a physical education teacher, namely: self-disposition, professional preparation programs, school and community support. The quality of a physical education teacher is determined by his ability to manage himself and the environment [3,4].

Based on the description, it shows that psychological factor is important for physical educators. Psychological well-being of physical education teachers determines their ability to carry out their duties as professional teachers. Physical education teacher who has good psychological well-being like a sports

coach, he will have self-autonomy or self-determination, have more control over students, full of motivation, and low burn-out [1,2,5]. If the physical education teacher can appear competent, then students will also have a good perception of the teacher. If students have ethical opinions, student motivation to participate in learning will also be high [6].

The results of the study indicate that psychological well-being shows complete physical, mental and social well-being where the individual has a positive relationship with others and is characterized by feelings of happiness, satisfaction in life and no symptoms of depression [7-9]. Psychological well-being shows one's feelings that range from negative mental states (such as anxiety, depression) to favourable mental conditions (such as self-actualization, life satisfaction) [10].

Psychological well-being in this study consists of 6 main dimensions according to researcher Ryff, namely: 1) Self-acceptance; 2) Positive relationships with others; 3) Autonomy; 4) Environmental mastery; 5) The purpose of life; and 6) Personal growth [11]. The following explains each dimension that provides additional information for future researchers, especially those related to Psychological well-being as used in this study:

TABLE I. SIZE INSTRUCTIONS PSYCHOLOGICAL WELL-BEING

Self-acceptance	
High scores	have a positive attitude towards yourself: acknowledging and accepting various aspects of good and bad feelings; positive feelings about life
Low score	Feeling uncomfortable, with yourself, disappointed with what is happening in his life, having problems with his personal qualities, hoping to be different from others
Positive relationship with others	
High scores	Warm, comfortable, trusting others, caring for other people's safety, being affectionate, affectionate, harmonious, understanding, and good relations with other human beings.
Low score	Slightly closed, lack of confidence, challenging to have warmth, openness, and attention to others, isolated and frustrated in personal relationships, not willing to compromise with others.
Autonomy	
High scores	persevering and confident, able to control social pressure in thinking and to act, awareness of good behavior, always self-evaluation with personal standards.

Table 1. Cont.

Low score	Concentrate on the expectations and evaluations of others, entrusting others in making important decisions, depending on social pressure in thinking and acting
Environmental mastery	
High scores	Having mastery and ability to manage the environment, controlling complex rules of external activities, effectively using opportunities, being able to choose and create personal needs and desires.
Low score	difficult to organize affairs every day, feel unable to change or unable to improve the situation, not aware of opportunities, insensitive to control the outside world.
The purpose of life	
High scores	Having a purpose in life and aiming, feeling means being present and past in life, having meaning and purpose.
Low score	Not feeling meaningful for his life, having few goals and intentions, not seeing past goals, having no meaning in life expectancy.
Personal growth	
High scores	Having a feeling to develop, seeing oneself as growth and development, opening up new experiences, being realistic in its potential, constantly evolving oneself and behavior throughout time, continually changing in reflecting knowledge and effectiveness
Low score	Have a feeling that is not developing, not growing and developing themselves, feeling bored and not interested in life, feeling unable to create new attitudes and behaviors

Based on the description above, it is time to develop a program to improve the psychological well-being of physical education teacher candidates for environmental demands and duties as a professional teacher in the community. However, it is first necessary to develop a valid measurement tool to see the description of psychological well-being candidates for physical education teachers.

Research on the psychological well-being of teachers is quite rare, including instruments to measure the psychological well-being of the teacher. However, one study by Collie succeeded in making an instrument about psychological well-being teachers in Canada which contained 16 items consisting of three dimensions, namely: workload, organizational, and student interaction. Unfortunately research is still general and limited in Canada. Therefore, it is necessary to develop instruments to measure the psychological well-being of physical educator candidates in Indonesia. The quality of an instrument is determined by two main criteria: validity and reliability [13-15]. Therefore, this study aims to create a psychological well-being instrument for physical educator candidates.

II. METHOD

This research is survey research using descriptive statistical analysis to obtain valid and suitable item items to measure psychological well-being of physical education teachers. This research was conducted at the Faculty of Sport Science, Jakarta State University, located at Jl. Youth No. 10. Rawamangun, East Jakarta. When the study was conducted in January-June 2019. The research sample was taken using purposive sampling with the criteria: registered as a student of physical education study program at the Faculty of Sport Science UNJ and actively participate in lectures. The samples were 232 people.

Psychological well-being instruments used in this study consist of 6 main dimensions according to researcher [11], namely: 1) Self-acceptance; 2) Positive relationships with others; 3) Autonomy; 4) Environmental mastery; 5) The purpose of life; and 6) Personal growth.

Measuring devices are said to be excellent and reliable in research if they are valid and reliable. To get useful items, a validity test and a reliability test are performed. Validity is a measure that shows the validity of an examination. A trial is valid if the test measures what you want measuring. The test has a high validity if the results match the criteria, in the sense of having parallels between the analysis and the requirements. The formula to be used to calculate validity is the "Product Moment" correlation coefficient

While reliability is used to show the extent to which a measurement result is relatively consistent if the measurement is repeated. So the instrument reliability test is carried out to find out the consistency of the instrument as a measurement tool so that the measurement results can be trusted. The formula used is alpha Cronbach.

III. RESULTS AND DISCUSSION

Overall, the results of this study illustrate the four steps that have been taken to develop psychological well-being instrument candidates of physical educator, namely:

- **Concept Making.** In making the concept, several things are obtained, namely: psychological well-being instruments are indeed needed to determine the psychological condition of the prospective physical education teacher. Such psychological well-being instruments for physical educator do not exist so far, psychological well-being instruments that have existed so far for nurses, psychiatrists, and sports professionals do not exist so far [16,17]. Those who will use them are those who are involved in the preparation of physical education teacher resources. Governance or administration can be done when needed such as when PKM (practice teaching skills) or before graduation which aims to develop physical education teacher competencies [3,11]. While the format used is a questionnaire.
- **Formulation of construction.** Based on the definitions of several experts, then determined six dimensions that exist in psychological well-being, namely: self-acceptance, positive relationships with others, autonomy, mastery of the environment, purpose of life and personal growth [7,11].
- **Try out or trial,** conducted to determine the validity and reliability of measuring instruments that are being developed [13-15]. Validity is the extent to which the indicators compiled are indeed suitable or measure psychological well-being candidates for physical education teachers. While reliability is the extent to which the measuring instrument is steady, reliable, reliable, and consistent to measure psychological well-being candidates for physical education teachers. The

results of the statistical analysis show The validity of each question is as follows:

TABLE II. TEST RESULTS OF THE VALIDITY OF PSYCHOLOGICAL WELL-BEING OF CANDIDATES FOR PHYSICAL EDUCATOR

Question Number	T-count	T-Table 5% (232)	Criteria
1	0,092	0,113	Invalid
2	0,140	0,113	Valid
3	0,138	0,113	Valid
4	0,011	0,113	Invalid
5	0,145	0,113	Valid
6	0,105	0,113	Invalid
7	0,122	0,113	Valid
8	0,102	0,113	Invalid
9	0,052	0,113	Invalid
10	0,089	0,113	Invalid
11	0,040	0,113	Invalid
12	0,253	0,113	Valid
13	0,096	0,113	Invalid
14	0,100	0,113	Invalid
15	0,192	0,113	Valid
16	0,091	0,113	Invalid
17	0,081	0,113	Invalid
18	0,164	0,113	Valid
19	0,132	0,113	Valid
20	0,249	0,113	Valid
21	0,191	0,113	Valid
22	0,186	0,113	Valid
23	0,171	0,113	Valid
24	0,079	0,113	Invalid
25	0,117	0,113	Valid
26	0,051	0,113	Invalid
27	0,160	0,113	Valid
28	0,120	0,113	Valid
29	0,152	0,113	Valid
30	0,179	0,113	Valid
31	0,031	0,113	Invalid
32	0,067	0,113	Invalid
33	0,181	0,113	Valid
34	0,102	0,113	Invalid

TABLE III. ITEMS OF PSYCHOLOGICAL WELL-BEING INSTRUMENTS FOR PHYSICAL EDUCATOR'S CANDIDATES

Self-Acceptance	
1.	I know what is lacking and excess in me
2.	Think I am quite able to actualize myself in the Sport Science Faculty all this time
4.	Feel satisfied with all the sports capabilities that I have at the moment
8.	I am not able to identify the strengths that I have, I only know the weaknesses of myself so far
15.	I feel unsatisfied with the lecture that I live because I think my expertise to teach Physical Education is not well-honed
26.	I am disappointed with the shortcomings that I currently have
Positive Relationship with Others	
6.	Have a good relationship with seniors and juniors at the Sport Science Faculty
7.	I have a positive relationship with the lecturers at the Sport Science Faculty
12.	I find it difficult and frustrating to study at the Faculty of Sports
24.	My ability to work with my friends while studying at the Sport Science Faculty is still not right so far
27.	I feel less confident so far because my ability in mastering sports is very minimal

32.	In my opinion, I am a person who tends to be closed and not natural to trust with others
Autonomy	
3.	I am a diligent person
9.	For me, maintaining the right principles is very important to do because it shows the strong identity.
16.	As a Physical Education teacher candidate, I realize that I must always behave well
17.	I can make my own decisions without being influenced by others so far
18.	I can take responsibility and accept the consequences of every decision I make
21.	I am afraid to feel different from others, so I choose to be a "follower" all along
Environmental Mastery	
19.	In my opinion, I have been less sensitive to the environment
20.	I often miss opportunities to develop myself while studying at the Sport Science Faculty
28.	I am often appointed as chairman/coordinator/ PJ while studying at the Sport Science Faculty
31.	In my opinion, I have a leadership that can be relied upon so far
33.	I can choose environmental activities that support my future
Purpose of life	
5.	My life flows like water, without the need for direction and precise goals
10.	During my studies at the Sport Science Faculty, I have not been able to see a bright future for me in the life to come
11.	I don't have goals and expectations in this life
29.	I know what my life or future goals are
34.	My future is visible because I also have a clear purpose in life now
Personal Growth	
13.	I feel happy because I have a lot of new experiences since I started studying at the Faculty of Sports until now
14.	I am not interested in this life
22.	During this time, I have added knowledge and experience that I have supported independently for my future
23.	I am a person who is flexible in accepting change
25.	I feel that I have developed many abilities and skills during my studies at the Sport Science Faculty
30.	I am not able to develop my attitude and behavior while studying at the Sport Science Faculty

Alternative answers to favourable questions: 1 = Strongly Disagree, 2 = Disagree, 3 = Doubtful, 4 = Agree, 5 = Strongly Agree; for unfavourable questions: 5 = Strongly Disagree, 4 = Disagree, 3 = Doubtful, 2 = Agree, 1 = Strongly Agree.

Based on 18 valid questions, the data analysis obtained a reliability value of $r = 0.825$, meaning that the measuring instrument was reliable and could be used to measure psychological well-being candidates for physical education teachers because it had the constancy from time to time [13, 14, 15].

Use of Measuring Instruments. Based on the results of a trial measuring instrument against 232 students, there are 18 questions that can be used to measure psychological well-being candidates for physical education teachers. The provision of answers ranged from Strongly Disagree to Strongly Agree with a rating of 1 to 5 for favourable items and an assessment of 5 to 1 for unfavourable items.

IV. CONCLUSION

The results of this study concluded that there were 18 valid questions (validity ranged from 0.117 to 0.252) and reliable ($r = 0.825$) which could be used to measure psychological well-being candidates for physical educator, consisting of six dimensions, namely: self-acceptance, positive relationships with others, autonomy, mastery of the environment (environmental skill), the purpose of life (meaning of life), and personal growth (personal growth).

REFERENCES

- [1] R. Lutan, Physical education reform in Indonesia. Jakarta: the ministry of national education, director general of primary and secondary education in collaboration with the director-general of sports, 2001.
- [2] A. Suherman, The basic foundations of physical education. Jakarta: Departemen Pendidikan dan Kebudayaan, 2000.
- [3] M.A.C. Baez, C.D. Stobaus, J.J.M. Mosquera, "School physical education: welfare, motivation, and positive psychology," *Journal of Creative Education*, vol. 7, pp. 2476-2489, 2016.
- [4] A. Woods, S.K. Lynn, "One physical educator's career cycle: strong start, great run, approaching finish," *Journal of Research Quarterly for Exercise and Sport*, vol. 85, pp. 68-80, 2014.
- [5] S. Alcaraz, M. Torregrosa and C. Viladrich, "How coaches' motivations mediate between basic psychological needs and well-being/ill-being," *Journal of Research Quarterly for Exercise and Sport*, vol. 86, pp. 292-302, 2015.
- [6] A. Cox, L. Williams, "The roles of perceived teacher support, motivational climate, and psychological need satisfaction in students' physical education motivation," *Journal of Sport and Exercise Psychology*, vol. 30, pp. 222-239, 2008.
- [7] A. Gautam, S. Kaur, "The Effect of Psychological Well Being on Sport Players and Non-Sport Players," *International Journal of Research and Scientific Innovation*, vol. 5(2), 2018.
- [8] F.A. Huppert, "Psychological well-being: evidence regarding its causes and consequences," *Journal of Applied Psychology: Health and Well-Being*, vol. 1(2), pp. 137-164, 2009.
- [9] Linawarti, Wife's welfare judging from differences in attitude of gender roles in muslim couples. Master's Thesis (unpublished), Jakarta: Fakultas Psikologi UNTAR, 2003.
- [10] Z.N. Ummu, Three simple things lead to well-being. Jakarta: Kompasiana, 2014.
- [11] C.D. Ryff, B. Singer, "Psychological well-being: meaning, measurement, and implication for psychotherapy research," *Journal of Psychotherapy and Psychosomatic*, 1996.
- [12] R.J. Collie, J.D. Shapka, N.E. Perry, A.J. Martin, "Teacher well-being: exploring its components and a practice-oriented scale," *Journal of Psychoeducational Assessment*, vol. 33(8), pp. 744-756, 2015.
- [13] M.B. Bungin, Quantitative research methodology: communication, economics, and public policy and other social sciences. Jakarta: Prenada Media, 2005.
- [14] I. Hadjar, Basics of quantitative research methodology in education. Jakarta: Raja Grafindo Persada, 1996.
- [15] S. Suryabrata, Research methodology. Jakarta: Raja Grafindo Persada, 2008.
- [16] D. Kouali, C. Hall, P. Pope, "Examining an adapted version of ryff's scales of psychological well-being in sport," *Baltic Journal of Health and Physical Activity*, pp. 213-225, 2018.
- [17] E.V. Wolf, "Measurement of well-being in gerontopsychiatric nursing home resident: development of the laurens well-being inventory for gerontopsychiatry," *Journal of Geriatric and Neurology*, vol. 31(3), pp. 136-148, 2018.