



## Implementation Of Differentiated Learning On Self-Confidence In Practice Courses At The Faculty Of Sports Science, State University Of Medan

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### Abstract

**Objectives.** Student success in practical courses will foster high self-confidence, while repeated failures in practical courses will serve as motivation to improve the student's self-confidence so that they can succeed..

**Materials and Methods.** This study uses a qualitative approach and a quantitative approach. The qualitative approach is used to describe students' self-confidence and self-engagement through the role of project-based learning. This study uses a qualitative approach and a quantitative approach. The qualitative approach is used to describe students' self-confidence and self-engagement through the role of project-based learning. While the quantitative approach is used to calculate the percentage of numbers from the questionnaire results regarding the role of project-based learning (PBL) with the aim of fostering students' self-confidence and self-engagement in practical courses.

**Results.** The results of the learning method applied to 160 students from 4 odd semester student classes, data was obtained which stated that there were 35% (n=56) of students who had a high level of self-confidence, there were 55% (n=88) of respondents who had a moderate level of self-confidence, and there were 10% (n=16) of students who had a low level of self-confidence.

**Conclusions.** the research is that the project-based learning model is able to increase the self-confidence and self-engagement of students in the physical education, health and recreation study program in practical courses.

**Keywords:** Implementation, Learning, Differentiation, Self-Confidence, Practice

### Introduction

Self-confidence is related to an individual's belief regarding the extent to which one's own ability to bring success to a particular opportunity. Therefore, self-confidence is specific to a situation. Lack of self-confidence greatly influences the success of learning activities, for example, individuals do not dare to express opinions, answer questions, and so on, so that their learning outcomes will be low. Adolescents who have good self-confidence have confidence and always try to develop their potential to the maximum, on the other hand, adolescents who have poor self-confidence are unable to develop their talents, interests, and potential within themselves and are unable to actualize themselves optimally (Komara, 2016). Self-confidence for a student or learner is very important for their life which will also affect their social and learning processes. Self-confidence is one of the important personality aspects during adolescent development (Waligito, 2000). Spencer suggests that self-confidence is a general model possessed by superior performers. Meanwhile, Surya stated

that self-confidence is an important part of a person's personality development, as a determinant or driver of how a person behaves and acts. (Lutfia, 2013). The atmosphere of learning and teaching activities in practical skills lectures must be organized into a series of tasks that take place routinely at each course meeting and allow students to be able to master the techniques in practical courses before continuing to other sports practical courses. Student success in practical courses will foster high self-confidence, while repeated failures of students in practical courses will make it a motivation to improve the student's self-confidence in order to succeed. Self-confidence is a factor that can influence an individual's ability to communicate in public, (Lisanius, Loekmono, & Windrawanto 2019), Students who are involved in the success of other students will be able to increase the self-confidence of students who have not succeeded in practical courses significantly, especially if students who fail and are less confident in their potential in practical courses than other students. Learning of students who have low self-confidence will hinder the development of their potential, tend to be pessimistic and hesitant in making decisions, (Tasdih, Japar, and Awalya. 2020). Students who have succeeded will try to support and collaborate to raise motivation and provide contributions that will then create a reaction if they can do it, I will definitely be able to do it too. Providing motivation to others is our way to change their self-confidence. Motivation is a driving force from within a person to do movement or something. Motivation is divided into two, namely intrinsic motivation (within oneself) and extrinsic motivation (outside oneself). Research by (Sin, 2017).

Self-confidence for students in taking practical courses has an important role in terms of motivational self-talk interventions that have a more positive effect on self-confidence than student instructional self-talk, namely, self-talk related to inspiring students to raise enthusiasm that starts with motivational words such as 'Come on, you can do it!' or 'I'm really excited for this one' rather than self-talk related to the main focus such as 'pay attention to this movement'. Instructional self-talk includes statements designed to enhance performance by stimulating correct movement through concentration and appropriate movement patterns. Instructional self-talk emphasizes the technical, tactical, and kinesthetic aspects of movement execution. Instructional self-talk is more effective than motivational self-talk when task demands are directed at mastering movement skills, precision, and accuracy. For example, saying "let's defend the lob shot behind the target," "let's move closer to the shuttlecock." Motivational self-talk is done by repeatedly saying positive, supportive words to oneself. Self-talk is done so that individuals do not easily give up in carrying out tasks, view failure as a lesson, and increase motivation in carrying out tasks (Hatzigeorgiadis, Zourbanos, & Theodorakis, 2008).

The passive lecture method is not effective enough to motivate students to take practical courses so that their abilities can continue to develop with every advancement of the times. Because today, many complex problems require not only theoretical skills but also the ability to practice what is written in theory and the skills that are mandatory in the 5.0 century. Learning methods are different ways to achieve different learning outcomes under different conditions. This means that the choice of learning method must be adapted to the learning conditions and the desired learning outcomes. (Sangidu 2004: 14). One such learning model is the project-based learning model. The project-based learning model is a learning model that involves focusing on meaningful questions and problems, problem solving, decision-making, the process of searching for various sources, providing opportunities for members to work collaboratively, and concluding with a presentation of a real product. The project-based learning model focuses on the core concepts and principles of a discipline, facilitating students to investigate, problem-solve, and other meaningful tasks, student-centered, and producing a real product. Project-based learning is a learning model that provides teachers with the opportunity to manage classroom learning by involving project

work. Advances in science and technology, the rapid flow of information, and discoveries in learning theories and methods indicate that the old paradigm of lecturer-centered learning is time to be abandoned and moved to a new paradigm that empowers students. Everything else, including lessons and lecturer guidance, is simply material to be processed and formulated by students themselves. Without students actively processing, studying, and digesting the content, they will not gain knowledge. Therefore, in this sense, education or teaching must support students in active, self-directed learning (Suparno et al., 2002).

The role of project-based learning (PBL) is the application of active learning. Simply put, project-based learning is defined as a teaching that attempts to link technology with everyday life problems that are familiar to students, or with projects in practical courses in the physical education, health, and recreation study program at Medan State University. The project method is a learning method in the form of presenting lesson materials to students starting from a problem which is then discussed from various relevant sides so that a comprehensive and meaningful solution is obtained. This method gives students the opportunity to analyze a problem from the student's perspective according to their interests and talents. (Sugihartono, et al. 2015: 84) The project-based learning model has enormous potential to create a more interesting and beneficial learning experience for students. The meaning of an educator is interpreted as an individual with strengths and abilities that are shared or taught to others through the teaching system. Educators play a role as a source in forming motivation, in addition, educators also interact directly with students in the teaching process equipped with learning resources as support in teaching. (Suprihatiningrum, 2013: 90). The PBL model facilitates students to create products to solve real-life problems. Product creation projects can be carried out individually or in groups. Project-based learning is a learning model that uses projects/activities as a learning tool to achieve competency in attitudes, knowledge, and skills. This learning is a substitute for teacher-centered learning. The emphasis of this learning lies in student activities which at the end of the learning can produce products that are meaningful and useful. (Fathurrohman, 2016: 119). Several empirical studies show that project-based learning plays a role in increasing students' self-confidence when taking practical courses, because so far they feel unable to do what has been taught by lecturers in practical courses in the Physical Education, Health, and Recreation study program at Medan State University. In the process of a learning, teachers must involve students to be actively involved. Active learning is learning that provides opportunities for students to play an active role in the learning process (searching for information, rejecting information, and concluding it then to apply/practice) by providing a learning environment that makes students feel stress-free and enjoys doing learning activities. (Gora and Sunarto, 2010: 12) A learning model that involves the active role of students to produce products or projects that are able to encourage students' ability to understand knowledge through systematic syntax. Some ways to activate student learning are by providing meaningful learning experiences that are beneficial to students' lives by providing task stimulation, challenges, solving problems, or developing habits so that they grow in awareness that learning is a necessity of their lives and therefore needs to be done throughout life. (Marno, 2014: 148). The role of valid and reliable project-based learning is effective in increasing students' self-confidence in following practical courses with an approach of educational psychology and sports psychology. Educational objectives are classified into three categories, namely thinking skills, behavior (behavior), and physical skills that represent three domains, namely cognitive, affective, and psychomotor. (Herman & Yustiana, 2014: 33). The role of project-based learning (PBL) is designed with the aim of fostering students' self-confidence and self-engagement in practical courses.

## Materials and Methods

### Study Participants.

The research was conducted at the State University of Medan, Faculty of Sport Science. In this study, the researcher used a descriptive research type. Descriptive research is a research that provides an overview of the project-based learning model that is able to increase the sense of self-confidence and self-engagement of students of physical education, health, and recreation study programs in practical courses. This study uses a qualitative approach and a quantitative approach. The qualitative approach is used to describe the self-confidence and self-engagement of students through the role of project-based learning. While the quantitative approach is used to calculate the percentage of numbers from the results of the questionnaire regarding the role of project-based learning (PBL) with the aim of fostering students' self-confidence and self-engagement in practical courses.

### Results

The research findings identified that project-based learning (PBL) involving team collaboration contributes to increased student engagement. Student learning motivation is a psychological condition that drives a person to learn. Student learning motivation will influence the learning process and outcomes during lectures. If student motivation in following practical courses is high, then students will be enthusiastic in the learning process during lectures, so that learning outcomes are optimal in accordance with the semester learning plan (RPS) which is prepared to help students achieve learning targets that have been set for one semester. When students work in groups to complete projects, they not only share responsibilities but also support each other, which increases their motivation and engagement. This experience strengthens student understanding and facilitates the development of important interpersonal skills, actively participating in the learning atmosphere during lectures in the form of active learning transactions/events. Students are guided to carry out learning activities with their friends, here there will be transactions between students in carrying out lecture activities in practical courses, such as helping each other, understanding each other, following each other, and most importantly, the formation of active cooperation in the lecture process. Active learning is a learning that invites students to learn actively. Active learning makes students actively use their brains to find the main ideas of the subject matter, solve problems, or apply what is learned and implement it into real-life problems. Active learning can also train students' physical and mental development, therefore teachers must be able to create a learning environment that allows students to be active in discovering, processing, and constructing the knowledge and skills they have. (Aswan, 2016: 44). However, not all students feel the same increase in self-confidence and involvement. The attitude aspect describes a process that begins with minimal, partial, or incomplete acceptance and grows through full integration based on the perspective of an individual's belief system (Kubiszyn & Borich, 2013). Based on the results of data obtained through the distribution of questionnaire instruments, the role of project-based learning in increasing student self-confidence and self-engagement in practical courses at the Faculty of Sport Science, State University of Medan. The level of self-confidence and self-engagement of students of physical education, health, and recreation study programs in practical courses consisting of 53 statement items, then the questionnaire was distributed to 160 students, these respondents came from 4 classes of odd semester students, the results of the data analysis obtained were 35% (n = 56) of students who had a high level of self-confidence, there were 55% (n = 88) of respondents who had a moderate level of self-confidence, and there were 10% (n = 16) of students who had a low level of self-confidence. Some students reported challenges in

adapting to project-based learning methods, especially in terms of time management and division of tasks in groups. This indicates the need for additional support and guidance for students to maximize the benefits of the project-based learning approach.

Project-based learning emphasizes contextual problems that may be experienced by students directly, so that project-based lessons make students think critically and are able to develop their creativity through development for real products in the form of goods or services. (Saefudin, 2014: 58). In terms of learning outcomes, data show that students involved in project-based learning performed better in practical assessments than students who followed monotonous learning methods under the direction of a command-based teaching style from a lecturer in a practical course. This indicates that the implementation of project-based learning can provide additional benefits in improving students' academic outcomes through practical application and direct experience. Learning is a relatively permanent change in behavior or behavioral potential that results from experience and cannot be attributed to temporary body states (temporary bodily states) such as those caused by illness, fatigue, or medication (Hergenhahn, 2017: 8). The results of this study are consistent with findings from previous research showing that project-based learning can increase student confidence and engagement. However, differences in results between students indicate the need for a more tailored approach to meet individual needs in the context of project-based learning.

## Discussion

Factors that influence the level of self-confidence and self-engagement of students in the study program of physical education, health, and recreation in the practical course of Medan State University, it can be concluded that optimal in achieving the attitude of student self-confidence grows well, namely internal and external factors. Internal factors are life experiences. Based on the analysis of the findings of research results in the field, it can be stated that most students in the practical course at the Faculty of Sport Science, Medan State University have a high level of self-confidence. This shows that students already have self-confidence, although not all students have reached that level. Several factors that influence the level of self-confidence and self-engagement of students in the study program of physical education, health, and recreation in the practical course are not optimal in achieving good attitudes and are influenced by several factors, namely internal and external factors. The first internal factor, namely life experiences. Self-confidence that is formed in each person is the result of his experiences throughout life. Usually people who have disappointing experiences will cause feelings of sadness in themselves. Moreover, if basically someone chooses insecurity, lack of affection, and lack of attention. The second internal factor is self-concept, which is an assessment of oneself. The formation of self-concept in a person begins with the development of self-concept obtained in socialization with the environment. In the process of achieving learning goals, it is influenced by several factors that can be classified into 2 categories, namely internal factors and external factors. Internal factors are factors that exist within the individual who is learning, while external factors are factors that exist outside the individual who is learning (Ula, 2013: 17-30). Someone who has low self-esteem usually has a negative self-concept, on the other hand, someone who has self-confidence will have a positive self-concept. External factors that influence the level of self-confidence and self-engagement of students in the physical education, health, and recreation study program in practical courses have not been optimally good, namely the environment here is the family and community environment.

Support received from the family environment, such as family members who interact well with each other will provide a sense of comfort and high self-confidence in a person. The need for security is very important to be fulfilled by individuals. The first sense of security is obtained by individuals from home and the people around them. Thus, if individuals have a sense of security at home, then individuals will step out with confidence (Purmono, 1990). Based on the analysis of the results and discussion above, it can be concluded that the level of self-confidence and self-engagement of students of the study program of physical education, health and recreation in practical courses has a high level of self-confidence, because there are students who have a high level of self-confidence, there are 55% (n = 88) students, they dare to practice learning movements in practical courses seriously without feeling embarrassed in front of other students with high self-confidence, and are able to socialize with other fellow students in the environment of the Faculty of Sport Science, State University of Medan. Therefore, it is hoped that there will be cooperation between lecturers who teach practical courses and lecturers of sports psychology, can develop the level of self-confidence and self-engagement of students of the study program of physical education, health and recreation in practical courses and provide guidance to students because there are still 10% (n = 16) students have a low level of self-confidence. Therefore, it is better for psychology lecturers to provide guidance through group guidance services or individual counseling that allows students in practical courses at the Faculty of Sport Science, State University of Medan to receive persuasive services. One of the contributing factors is that these students have difficulty developing their strengths because they feel less confident, then 10% (n = 16) of these students have difficulty socializing with people they don't know.

### Conclusions

Based on research conducted at the Faculty of Sport Science, State University of Medan. It was concluded that the project-based learning model is able to increase the sense of self-confidence and self-engagement of students of physical education, health, and recreation study programs in practical courses. The results of the role of this project-based learning, that respondents stated that the learning method applied to 160 students from 4 classes of odd semester students, obtained data stating that there were 35% (n = 56) students who had a high level of self-confidence, there were 55% (n = 88) respondents who had a moderate level of self-confidence, and there were 10% (n = 16) students had a low level of self-confidence. This research also greatly influenced the high level of self-confidence and self-engagement of students of physical education, health, and recreation study programs in practical courses. So that the ongoing learning process will not be monotonous and boring for students.

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