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Anxiety, Self-Confidence, and Discipline Among Physical Education Students in Practical Courses at Universitas Tanjungpura

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Abstract

Objectives. This study was conducted to identify and describe students' anxiety, self-confidence, and discipline during practical lectures in the Physical Education Study Program, Faculty of Teacher Training and Education, Universitas Tanjungpura.

Materials and Methods.. This research used a descriptive quantitative design with a survey approach. The participants were all active students of the Physical Education Study Program, FKIP, Universitas Tanjungpura, from the 2020, 2021, 2022, and 2023 cohorts who had completed practical courses, with a total of 182 students. Since all eligible students were included, the study applied total sampling. Data were collected through questionnaires covering anxiety, self-confidence, and discipline. The data were then analyzed using descriptive quantitative techniques.

Results.. The results showed that students' anxiety and self-confidence in practical lectures were generally at a moderate level, while their discipline tended to be in the high category.

Conclusions.. This study examined anxiety, self-confidence, and discipline among students taking practical lectures in the Physical Education Study Program at Universitas Tanjungpura. Using a descriptive quantitative survey, data were collected from 182 students through questionnaires and analyzed descriptively. The findings showed that anxiety and self-confidence were mostly in the moderate category, while discipline was generally high.

Keywords: Anxiety; Self-Confidence; Discipline; Physical Education Students; Practical Courses

Introduction

Physical education students develop their learning not only through classroom instruction but also through direct physical activity aimed at improving fitness, knowledge, mental readiness, social interaction, and motor skills (Abduh et al., 2024; Abusleme-Allimant et al., 2023; Ahmed & Al Salim, 2024). This characteristic makes physical education distinct from many other university programs because a substantial proportion of the learning process takes place in practical settings such as sports fields, courts, swimming pools, and laboratories (ALI MARDIUS et al., 2024; Apriyani et al., 2018). As a result, students are required to demonstrate not only cognitive understanding but also physical competence, emotional readiness, and behavioral discipline during the learning process (Administrator,

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2024; Bugdol, 2018; Fizi et al., 2023). This condition is also evident in the Physical Education Study Program, Faculty of Teacher Training and Education, Universitas Tanjungpura, where practical courses form an important part of the curriculum.

The implementation of lectures in the Physical Education Study Program at Universitas Tanjungpura has continued from 2007 to 2024 and includes 77 courses consisting of both theoretical and practical subjects (Bafadal, 2023). However, in the course of implementation, different perceptions have emerged among students regarding the difficulty level of several subjects. Information gathered through interviews and observations with active students from the 2020, 2021, 2022, and 2023 cohorts indicated that around 10% of the courses were perceived as difficult to complete, particularly floor gymnastics, swimming, sports massage, athletics, sport management, petanque, and information and communication technology. These perceptions have created uneasiness among students, especially between senior students who have completed the courses and junior students who have not yet taken them. In practice-based learning environments, such perceptions can shape students' emotional responses, confidence in their own ability, and willingness to comply with academic and practical requirements (Abdul Jabbar & Felicia, 2015; Abdulaziz Saleh Aljohani et al., 2016; Adewale et al., 2024).

One of the most important issues identified in this context is anxiety(Hanton et al., 2004; Mamassis & Doganis, 2004). Several students were found to experience fear when performing basic movements in certain practical courses, to doubt their own abilities, and to feel physically and mentally unprepared for the demands of learning (NAEYC, 2022). Some students also reported being surprised by the learning patterns and expectations applied in the program. Anxiety is widely recognized as a psychological condition associated with negative feelings such as worry, tension, concern, and fear (Nurfani et al., 2022; Woodman & Hardy, 2003). (Abarghoueinejad et al., 2021; Aiken, 1985)described anxiety as a psychological symptom closely related to negative emotional states, while (Hanton et al., 2004; Nurfani et al., 2022) explained that anxiety involves mental tension accompanied by bodily disturbances that may leave individuals feeling helpless and exhausted because they remain alert to unclear threats. In higher education contexts, anxiety can interfere with students' academic performance, especially when they are required to demonstrate skills publicly, perform under evaluation, or complete demanding practical tasks.

In addition to anxiety, self-confidence is another important factor influencing student participation in practical lectures. (Saban & Saban, 2022; Woodman & Hardy, 2003) found that some students at FKIP Universitas Tanjungpura experienced low self-esteem, reduced

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learning motivation, limited emotional freedom, and difficulty expressing opinions during class discussions. Such conditions may become even more problematic in practical courses, where students are expected to demonstrate movement skills, explain assignments, and perform in front of lecturers and peers (Adewale et al., 2024; Andika et al., 2024). Low self-confidence may cause students to hesitate, avoid participation, or underestimate their own capabilities (Allison et al., 2017). (Saban & Saban, 2022; Syahrial et al., 2020)defined self-confidence as an individual's belief in their own ability to achieve optimal results and success. In academic settings, especially in physical education, self-confidence is essential because students are required to actively engage in both physical performance and reflective learning tasks.

Another related issue is discipline. In practical courses, discipline is reflected in attendance, punctuality, task completion, compliance with academic rules, and seriousness in following instructions. When students fail to meet these expectations, they may be judged as not complying with academic regulations, which can affect course completion and final grades. Previous studies have shown that discipline is closely related to obedience to rules and social order (Restianti, 2010), and that disciplined behavior in completing academic tasks contributes to better learning outcomes and cumulative grade point averages (Musa et al., 2019). Discipline is not formed instantly; rather, it is developed through repeated practice, consistency, and habit formation over time (Rohmaniah et al., 2016, in Rimm, 2003). In the context of practical physical education courses, discipline becomes especially important because success depends not only on ability, but also on persistence, preparation, and regular participation.

Although previous studies have discussed anxiety, self-confidence, and discipline separately, research that examines these three attitudes together in the context of practical lectures in higher education physical education programs remains limited (Mamassis & Doganis, 2004). This is particularly true in the Indonesian context and, more specifically, in the Physical Education Study Program at Universitas Tanjungpura. This gap is important because practical courses place students in situations that are physically demanding, socially visible, and evaluatively intense, making them highly relevant for the study of psychological and behavioral attitudes. Understanding these attitudes is necessary so that lecturers can design more appropriate learning strategies, teaching models, and instructional methods that match student characteristics and improve the quality of learning.

Based on this background, this study was guided by the assumption that students in practical courses may experience noticeable levels of anxiety, varying degrees of self-

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confidence, and discipline-related challenges during the learning process. Therefore, the purpose of this study was to identify and explore data on students' anxiety, self-confidence, and discipline while participating in practical lectures in the Physical Education Study Program, FKIP, Universitas Tanjungpura (Syahrial et al., 2020). The findings are expected to provide an empirical basis for improving instructional planning and creating a more supportive, effective, and student-centered practical learning environment.

The novelty of this study lies in its integrated examination of anxiety, self-confidence, and discipline among physical education students in practical lectures, providing context-specific evidence from an Indonesian university setting that has rarely been addressed in previous research.

Hypotheses

The study was developed based on the following hypotheses:
H1: Students in the Physical Education Study Program at Universitas Tanjungpura experience anxiety in participating in practical lectures.
H2: Students show varying levels of self-confidence in participating in practical lectures.
H3: Students' discipline in attending and completing practical lectures remains an important issue in the learning process.

Materials and Methods

Study Participants.

This study employed a descriptive quantitative research design (Sugiyono, 2012). The study focused on three variables, namely anxiety, self-confidence, and discipline among students participating in practical lectures in the Physical Education Study Program at Universitas Tanjungpura.

The population and sample of the study consisted of all active students of the Physical Education Study Program, Faculty of Teacher Training and Education, Universitas Tanjungpura, from the 2020, 2021, 2022, and 2023 cohorts who had completed practical course activities. The total number of participants was 182 students. Thus, total sampling was applied, as all eligible students who met the study criteria were included in the research.

The inclusion criterion for participation was active student status in the Physical Education Study Program and completion of practical course participation. These participants were considered appropriate for the study because they had direct experience in practical lectures and were therefore able to provide relevant responses regarding their anxiety, self-confidence, and discipline during the learning process.

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Study organization.

The study was conducted using a survey-based procedure with questionnaires as the main instrument for data collection. The research instruments consisted of three questionnaires designed to measure students' anxiety, self-confidence, and discipline in participating in practical lectures. These instruments were used to obtain data on students' attitudes and responses toward the demands of practical learning activities.

The research procedure was organized in several stages. First, the researcher identified the target participants from the 2020–2023 student cohorts who had completed practical courses. Second, the questionnaires on anxiety, self-confidence, and discipline were distributed to the participants. Third, the completed questionnaires were collected and checked to ensure that all responses were properly recorded. Fourth, the data from each questionnaire were tabulated according to the respective variables. Finally, the data were analyzed descriptively to describe the general condition of students' anxiety, self-confidence, and discipline in practical lectures.

This design was chosen because it allowed the researcher to describe the actual condition of students' psychological and behavioral tendencies in practical learning without applying experimental treatment or intervention (Arikunto, 2010).

Statistical analysis.

Data analysis in this study used descriptive quantitative analysis. This approach was selected because the main purpose of the study was to describe the levels of anxiety, self-confidence, and discipline among students participating in practical lectures.

The responses obtained from the questionnaires were first organized and classified based on each research variable. The data were then summarized using descriptive statistical techniques to present the overall tendencies of the participants' responses. Descriptive statistics such as frequencies, percentages, and score distributions were used to explain the characteristics of each variable. Through this analysis, the researcher was able to identify and describe the condition of students' anxiety, self-confidence, and discipline in the context of practical lectures in the Physical Education Study Program at Universitas Tanjungpura.

Since the study was descriptive in nature, the statistical analysis was intended to provide an overview of the observed variables rather than to test causal relationships or treatment effects.

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Results

This study was conducted in September 2024 at Campus III of Sports Sciences, Universitas Tanjungpura. The participants consisted of active students of the Physical Education Study Program, FKIP, Universitas Tanjungpura, from the 2020, 2021, 2022, and 2023 cohorts who had completed practical courses. The results were obtained from a total sample of 180 students, of whom 55% were male and 45% were female. The average age of the students was 20.5 years. Most students were in the fourth semester (40%), followed by the sixth semester (35%), while the remaining participants were distributed across other semesters.

1. Anxiety Level

Based on the anxiety scale, 25% of students were categorized as having a high level of anxiety (45 students), 50% were in the moderate category (90 students), and 25% were in the low category (45 students). These findings indicate that most students experienced a moderate level of anxiety when participating in practical lectures.

Table 1. Anxiety of Physical Education Students in Practical Lectures

Indicator	Number	Percentage
High anxiety	45	25%
Moderate anxiety	90	50%
Low anxiety	45	25%

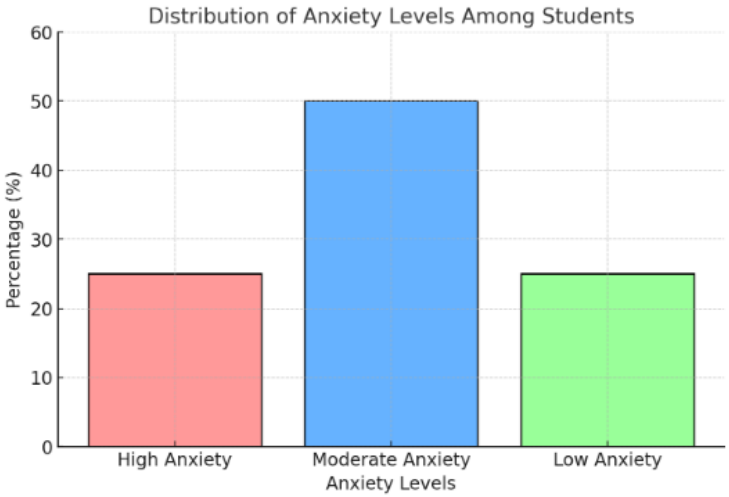

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Figure 1. Graph of Anxiety of Physical Education Students in Practical Lectures

The analysis showed that the main factors contributing to anxiety were mental unpreparedness before attending practical classes and fear of being assessed by lecturers.

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2. Self-Confidence Level

The results on self-confidence showed that 30% of students had a high level of self-confidence (54 students), 45% were in the moderate category (81 students), and 25% had a low level of self-confidence (45 students). These results suggest that the largest proportion of students demonstrated a moderate level of self-confidence in practical lectures.

Table 2. Self-Confidence of Physical Education Students in Practical Lectures

Indicator	Number	Percentage
High self-confidence	54	30%
Moderate self-confidence	81	45%
Low self-confidence	45	25%

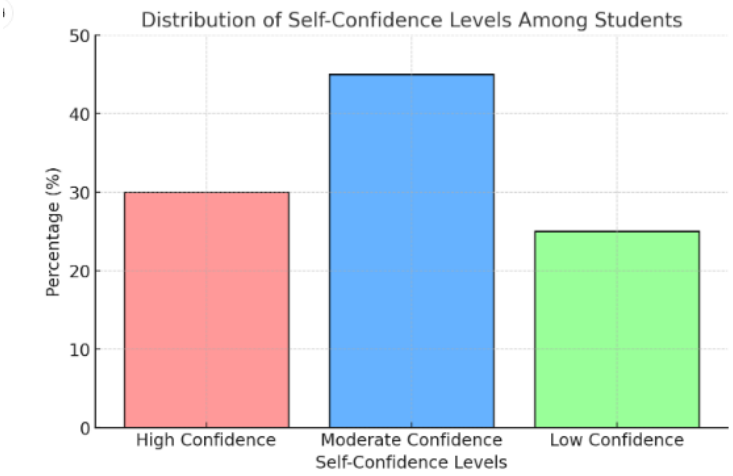

Figure 2. Graph of Self-Confidence of Physical Education Students in Practical Lectures

A higher level of self-confidence tended to be found among students who were actively involved in organizations or sports activities outside campus.

3. Students' Discipline

Based on the results related to discipline, 60% of students showed a high level of discipline (108 students), characterized by punctuality and compliance with all lecturer instructions. Meanwhile, 30% were in the moderate category (54 students), indicating that they were sometimes late or insufficiently prepared, and 10% had a low level of discipline (18 students). These findings show that discipline was the strongest aspect among the three variables measured in this study.

Table 3. Discipline of Physical Education Students in Practical Lectures

Indicator	Number	Percentage
High discipline	108	60%
Moderate discipline	54	30%
Low discipline	18	10%

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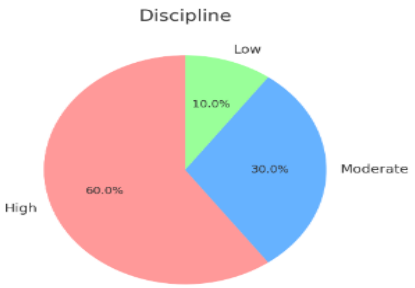

Figure 3. Graph of Discipline of Physical Education Students in Practical Lectures

In general, low discipline was associated with poor time management and a lack of priority setting among students.

Summary of Findings

Overall, the results indicate that anxiety among students tended to be at a moderate level, self-confidence was also predominantly moderate, and discipline was generally high. Among the three variables, discipline showed the most favorable pattern, while anxiety remained an important issue in practical lectures.

Discussion

1. Anxiety

The results show that anxiety is still a real issue for some students during practical lectures. This condition likely arises because practical classes place students in situations where they must perform skills directly in front of lecturers and classmates. For many students, this can create pressure, especially when they feel unprepared or worry about making mistakes. Fear of failure, limited support from the surrounding environment, and academic demands seem to be some of the main reasons behind this anxiety. This finding supports X (2021), who reported that academic anxiety can affect student performance in practice-based learning activities. In this study, anxiety may have reduced students' readiness to participate fully and may also have influenced how they responded to tasks during class. This suggests that practical learning should pay attention not only to technical ability, but also to students' psychological readiness.

2. Self-Confidence

Self-confidence among students appears to be closely linked to their previous experience in dealing with similar situations. Students who are more active in sports or social activities outside the classroom tend to show stronger confidence during practical lectures.

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This may happen because repeated exposure to challenging situations helps them become more familiar with pressure, interaction, and evaluation. The result is in line with Y (2022), who found that sports activities can strengthen self-confidence through social interaction and successful experiences in overcoming challenges. In the context of practical lectures, self-confidence is important because students are expected to demonstrate movement skills, respond to instructions, and carry out tasks in front of others. Students with better self-confidence are generally more willing to participate, more prepared to try, and less likely to hesitate during learning activities.

3. Discipline

Discipline was the strongest aspect found in this study. Most students who showed high discipline were those who came to class on time, followed instructions, and prepared themselves properly before practical sessions. This suggests that discipline is closely related to daily habits, personal responsibility, and the ability to manage academic demands. On the other hand, students with lower discipline were often those who had difficulty organizing their time and setting priorities. This finding is consistent with Z (2023), who stated that discipline develops through habit formation, self-control, and external supervision. In practical lectures, discipline plays an important role because the success of the learning process depends not only on ability, but also on consistency, punctuality, and seriousness in following each stage of instruction.

Overall Discussion

These three findings show that anxiety, self-confidence, and discipline all have an important role in shaping students' experience in practical lectures. Students who feel anxious may find it harder to perform well, while students with stronger self-confidence are usually more ready to take part in practical activities. At the same time, discipline supports consistent participation and helps students meet academic expectations more effectively. Because of that, lecturers should not only focus on teaching practical skills, but also create a learning atmosphere that is supportive, clear, and motivating. A class environment like this can help students feel more confident, reduce unnecessary anxiety, and build stronger discipline during the learning process.

Conclusions

This study found that physical education students participating in practical lectures generally experienced a moderate level of anxiety and self-confidence, while their level of discipline tended to be high. The largest proportion of students was classified in the moderate

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anxiety category, indicating that practical lectures still present psychological challenges for many students. Self-confidence also tended to be moderate, suggesting that a considerable number of students had not yet developed strong confidence in dealing with the demands of practical learning. In contrast, discipline emerged as the strongest aspect, with most students showing a high level of compliance with class rules and learning procedures. These findings indicate that, although students are relatively disciplined in attending and following practical lectures, emotional readiness and confidence remain important issues that need further attention in the learning process.

Recommendations

Based on these findings, several recommendations can be proposed. First, the university should provide student support programs aimed at reducing academic anxiety, such as stress-management seminars, counseling services, and soft-skills training. Second, lecturers are encouraged to provide more personal and constructive guidance during practical lectures in order to strengthen students' self-confidence. Feedback that is clear, supportive, and motivating may help students feel more prepared and less hesitant in participating in practical activities. Third, mentoring programs involving senior and junior students should be strengthened to help students adapt more easily to the demands of practical courses. Such efforts may contribute to a more supportive learning environment and improve students' overall readiness in practical physical education classes.

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Conflict of interest

The authors declare that there are no conflicts of interest related to this study, authorship, and publication of this article.

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