No 12 The Effect of Social Support on Self Administration of Early Adult Football Player's

by Anizar Rahayu

Research Article

THE EFFECT OF SOCIAL SUPPORT ON SELF-ADMINISTRATION OF EARLY ADULT FOOTBALL PLAYERS EXTENDING THE GAME

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ABSTRACT

Nowadays soccer sports are popular in Indonesian society. Many potential football teams fail because of non-technical factors, such as the player's self-esteem factor that influences the appearance of the individual and the team as a whole. This study aims to determine the extent to which social support influences the self-esteem of adult soccer players ahead of the match. This research was conducted with quantitative methods using a Likert model scale, as a research instrument that is the scale of social support and self-esteem scale. The research subjects involved 100 soccer players aged 19-30 who were participating in the tournament and would compete in the Greater Jakarta area. Sampling in this study uses non probability sampling with incidental sampling technique. The initial suspicion put forward in this study is that there is an influence of social support on the self-esteem of adult soccer players early in the lead up to the match. The data analysis method uses bivariate correlation with SPSS version 16 for windows. Analysis technique using Shapiro-wilk. The results of the study indicate that there is an influence of social support on self-esteem on adult soccer players early in the lead up to the match.

INTRODUCTION

Preliminary

Physical activity in this case is seen by the general public as the most important factor in life, where exercise can make a positive contribution to the achievement of physical health and psychological well-being (Bouchard, Shephard, Stephens, 1994). Sports have various benefits, including contributing to health and social interaction, or in other words, exercise functions for human well-being. Exercise affects the habits of everyday life and has a positive impact on one's health and personality, for example preventing heart disease and stroke, lowering blood pressure, overcoming stress, fostering self-confidence (Alodokter.com, 2016). In addition, exercise can also provide an opportunity for someone to express aggression in a way that is socially acceptable and in an institutionalized form, so as to prevent the expression of uncontrolled aggression (Bakker, Whiting, & Van der Brug, 1990). There are various types of sports that are in demand by many people, one of which is a football sport.

Football is a ball game played by two teams, each of which has 11 core players and several reserve players. Football started from the 2nd and 3rd centuries BC in China in the Han Dynasty. Football began to come to Indonesia in 1930 with the establishment of the All Indonesia Football Association (PSSI) in Yogyakarta. In its development PSSI has expanded domestic soccer competitions, including the implementation of the Indonesian Super League, Main Division, Division One, and Second division for non-amateur players, as well as the third division for amateur players. Besides that PSSI is also actively developing women's soccer competitions and competitions in certain age groups (U-15, U-17, U-19, U-21, and U-23).

Basically, a soccer player is expected to have a healthy and strong physical and spiritual. This expectation will be achieved if the sports club can implement sufficient physical training both in terms of quantity and quality, besides that the psychological factors must also maintain stability because these factors also greatly contribute to the appearance of players in the field. If the psychic aspect is disrupted, physical function is disturbed which will then interfere with motor skills.

Psychic factors are often underestimated by athletes in a match. This was demonstrated through interviews with several soccer players who told them that they were often anxious and unsure when competing. According to the trainers, this psychological factor is precisely the key determinant of the success of a team. People who have self-esteem and self-confidence are high

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generally more successful in relationships, academic, business, sports, and other activities (Selleck George, 2009).

The player must have a stable psychic. The level of achievement of the peak achievements is very much determined by the valuable feelings possessed by the players. Gilmore in Akhmad Sudrajad (2010) argues, that sense of worth (self-respect) is an individual assessment of his honor, which is expressed through the attitude towards him. This valuable feeling (self-esteem) is very necessary for sports players, especially in overcoming various difficulties during competition. A sense of inability to meet expectations and sharp criticism is something that can reduce self-esteem (Potter & Perry, 2010). Many athletes who are not successful in achieving the optimal capability for feelings of anxiety and fear of failure that triggered excessive feelings of low self-esteem.

Coppersmith (1967) argued that self-esteem is an evaluation made by an individual and an individual's habit of looking at him expressing an accepting or rejecting attitude also indicates the amount of individual trust in his abilities, his significance, success and worth. Therefore, players are required to have high self-esteem so that they can achieve their best performance. This is because the level of self-esteem affects the athlete's performance whether it is in line with his expectations or not. Santrock (2003) states that self-esteem is a global or overall evaluative dimension of self. Recognition of self identity results in a feeling that someone is competent and valuable which then increases the level of self-esteem (Cast & Burke, 2002). When the concept that a person has is the same as the concept possessed by his group identity, that person will experience an increase in self-esteem. Confirmation of personal concepts with group concepts makes one feel agreed and accepted. These feelings make players feel themselves valuable, so they are able to face difficulties and challenges in the match.

Football sports are real (visible), competitive and there are rewards for great success, therefore this sport can cause stress (Cratty, King, Stanley & Burrows, in Jones & Hardy, 1990). Stress is an unexpected reaction that arises due to the high demands of the environment on someone. Through the social support of the closest people, it is expected that the physical and psychological conditions of the individual will not be disturbed and will be stable. According to Cobb & Wills (in Sarafino, 1998) social support leads to a sense of comfort, attention, appreciation or assistance received by individuals from other individuals or groups. Knowing that others love, appreciate, and want to do something for themselves is at the core of social support. In this case people who get social support, are emotionally relieved because they feel cared for, appreciated, loved, got suggestions and pleasant impressions from others.

Often social support is associated with self esteem by previous researchers. Self-esteem is defined as a measure of how much value a person gives to himself (Baumeister, Campbell, Krueger, and Vohs, 2003). People who have a high level of self-esteem will give positive judgments about themselves. Conversely, the low self-esteem that a person has can cause the person to tend to judge himself negatively which has an impact on one's performance and make it not optimal and not focus on something. Emotional support, appreciation, information, and instrumental are needed especially by sports players ahead of

the match. This support can bring a sense of calm and happiness so that it can encourage players to show their best performance.

But in fact many soccer players who lack support from the closest person, even during difficult times during the match many spectators scoff or even denounce the players in the field, even though the support of others, especially the closest person is needed in the situation.

LITERATURE REVIEW

Self-Esteem

Self-esteem is a self-assessment carried out by a person towards him based on his relationship with others (Ghufron & Rini, 2010). Coppersmith (1967) expressed self-esteem as an evaluation made by an individual and the individual's habits of looking at him expressing the attitude of accepting or rejecting, also indicated the amount of individual trust in his abilities, significance, success and worth.

It means that self-esteem is an individual's assessment of self-respect, through an attitude towards himself that is implicit and not verbalized and describes the extent to which the individual values himself as a person who has ability, significance, value and competence.

Low self-esteem makes individuals become individuals who reject themselves as something that is valuable and irresponsible for their own lives. Often low self-esteem, for example due to loss of love and respect for others causes individuals to experience failure in their lives. Self-esteem is obtained from yourself and from others.

Low self-esteem disorders are described as negative feelings towards oneself, including loss of self-confidence, feeling unable, self-criticism so that often results in a feeling of inferiority, decreased productivity, destructive directed at others, or social withdrawal.

According to Bradshaw (in Ghufron 2010) the process of forming self-esteem has begun since the baby. Since the baby feels the first pat received from the person at birth. With the formation process, self-esteem has two characteristics, namely high and low self-esteem characteristics. Characteristics of children who have high self-esteem according to Clemes and Bean (2001), among others are proud of their work, act independently, easily accept responsibility, overcome performance well, respond to new challenges with enthusiasm, feel able to influence others, and show reach broad feelings and emotions. While the characteristics of children with low self-esteem according to Clemes and Bean (2001), including avoiding situations that can trigger anxiety, lower their talents, feel that no one appreciates them, blames others for their own weaknesses, is easily influenced by others, defensive and easily frustrated, feeling helpless, and showing a narrow range of feelings and emotions.

According to Coopersmith (1967), there are 4 dimensions found in a person, namely:

General self-esteem

Is an individual's assessment of his abilities in general, including self-worth and self-acceptance. Self-esteem occurs

from the middle of childhood and continues to develop until late adolescence.

Academic self-esteem

It is a confidence in the ability in learning and individual compliance in an academic environment.

Social self-esteem

Is an individual's ability to connect with others. This social relationship plays an important role in the individual, because the feeling of ability and worth arises from the assessment of oneself and others. Individuals tend to compare themselves with others, support from the surrounding environment influences individual self-esteem.

Family pride

Is an individual's assessment of his relationship with family. This measures how close the child is to the parent, the support of parents for the child, and the acceptance of parents towards the child.

Factors that can affect self-esteem according to Coopersmith (1967) there are several factors that affect self-esteem, namely:

1. Award and acceptance from significant people. A person's self-esteem is influenced by people who are considered important in the life of the individual concerned. Parents and families are examples of significant people.
2. Social class and success. The position of the social class can be seen from work, income and place of residence. Individuals in the high social class believe that they are more valuable than others.
3. Individual values and inspiration in interpreting the experiences of success received by individuals do not affect self-esteem directly but are filtered first through the goals and values held by individuals.
4. The way individuals deal with devaluation. Individuals can minimize threats in the form of negative evaluations that come from outside themselves. They can reject the rights of others who give a negative assessment of themselves.

Social Support

Social support is defined as information from others that individuals are loved, cared for, valued, respected, and regarded as part of a group (Taylor, 2009). Santrock (2003) states that social support can increase individual self-confidence. Individuals who feel valuable, competent, and able to do something well in their social environment, it can be said that the individual has gained social support. According to Jacobson (in Orford, 1992) social support is a form of behavior that fosters a feeling of comfort and makes the individual believe that he is respected, valued, loved and that others are willing to give attention and security. From some of the definitions above it can be concluded that social support has an understanding as a form of one's behavior that can foster a sense of comfort and make the individual believe that he is respected, valued, loved, and that other individuals, groups and the wider community are willing to pay attention and security to the individual concerned.

Sources of social support are grouped by Safarino (1994) who suggests that social support can come from:

1. People around individuals who belong to non-professionals, such as family, close friends or colleagues. This relationship with non-professionals is a relationship that occupies the largest part of an individual's life and becomes a potential source of social support.
2. Professionals, such as psychologists or doctors, are useful for analyzing clinically and psychologically.
3. Social support groups.

Of the many types of social support that have been explained, it turns out that support comes from families that can have a very large effect on a person's psychological function (Taylor, 2003). Furthermore Lieberman (1992) argues that theoretically social support can reduce the tendency of occurrence of events that can cause stress. If the incident arises, interaction with other people can modify or change the individual's perception of the event and therefore will reduce the potential for the emergence of stress.

House (in Quick & Quick, 1984) divides social support functions into 3 parts, namely:

1. Social support can affect work stress directly by changing demands or changing responses to demands.
2. Social support can also affect an individual's physical state by improving physical and psychological health.
3. Social support can block or withstand the negative effects of work stress on individual health.

Sheridan and Radmacher (1992), Sarafino (1998) and Taylor (1999) divided social support into five types, namely:

1. Instrumental support
2. Informational support
3. Emotional support
4. Support for self-esteem
5. Support from social groups

Early Adult Ball Players

Early adults according to Hurlock (1990) began at the age of 18 years to approximately the age of 40 years. According to Santrock (1999), early adults included the transition period, both physical transitions (physical trantition), intellectual transition (cognitive trantition), and social role trantition. Early social development of adulthood is the culmination of adult social development. Referring to the description above, it can be said that early adult soccer players were soccer players aged 18-40 years who played football on a soccer field with the aim of putting the ball into the opponent's goal.

Framework

In early adult social development, self-esteem is an important aspect in achieving quality individuals. One factor that has an influence on self-esteem is social support. In early adulthood, individuals need social support from the surrounding environment to make themselves feel recognized and valued. With the support of people in their environment, will affect the performance and self-esteem of individuals in their lives. Sports, especially soccer is a sport that requires self-esteem as a supporting performance for players to perform optimally. The

problem before the match is that football players are often faced with the pressure and demands that must be achieved. Demands must win and fear of losing pressure creates a high sense of anxiety and stress. Support from trainers in the form of physical building exercises and corrections and awards is expected to bring comfort through motivation and support from supporters who continue to give positive encouragement to the player's self-esteem and a feeling of being accepted in order to increase the player's self-esteem especially ahead of the match. Based on the theoretical framework for the hypothesis addressed in this study is "There is a significant influence between social support and the self-esteem of early adult football players ahead of the match."

Research Methods

In this research, there are two types of variables, namely the dependent variable (Dependent Variable) is self-esteem, and the independent variable (Independent Variable) is social support. The population in the study involved early adult soccer players in the JABODETABEK region who would compete. This study uses a sample, which is based on characteristics, namely men / women aged 20-30 years, active in football activities as a player, participating in a soccer competition, in the JABODETABEK area in the period of one tournament. The sample in this study included 100 football players.

The sampling technique is done by non-probability sampling, where the sampling technique does not provide equal opportunities for each element (member) of the population to be chosen as a sample member (Sugiyono, 2010). The type of sampling technique used was purposive sampling, which is the sampling technique of data sources with certain considerations. The data collection method used is the Likert model scale method. There are two scales namely self-esteem scale and social support scale, with each item provided five alternative answers, namely: Very Suitable (SS), Appropriate (S), Neutral (N), Not Compliant (TS) and Very Not Suitable (STS).

Data retrieval is done at 2 hours before the match. The data collection process is carried out by researchers by visiting soccer competition places. Meanwhile, the statistical test used linear regression analysis with the Statistical Package for Social Science (SPSS) program for Windows Release version 16.00. Regression analysis is used to test the hypothesis of the effect of one independent variable on one dependent variable. Furthermore, to find out whether the independent variable has a significant effect on the dependent variable, a simple regression coefficient is tested and ANOVA test using the SPSS 16 program.

RESULTS AND DISCUSSION

The research was carried out in the areas of Jakarta, Bogor, Depok, Tangerang, Bekasi (JABODETABEK). Researchers come directly to the ball match venue to meet with samples that are in accordance with the research. Analysis of the data to determine the effect of social support on self-esteem on adult soccer players early before the match. Is this done to find out early adult soccer players with high social support, then self-esteem will be high too? and vice versa does the early adult soccer player have low social support so self-esteem will be low too? In accordance with the results of the regression analysis carried out, obtained an F value of 9.537 with a p

value of 0.03. The variable value of the social support variable is 38,850 and the variable coefficient is 0.08. Then the regression equation is found which means that if social support (X) experiences a unit increase, then self-esteem (Y) increases by 0.080 X.

Analysis of the correlation between social support for self-esteem obtained by Pearson Product Moment correlation coefficient r = 0.298 with p value = 0.001 and p value smaller than the value of α = 0.05. This means that there is a significant correlation between the variables of social support and self-esteem.

Based on the results of hypothesis testing using regression analysis shows that there is a significant positive influence between social support for self-esteem on adult soccer players early in the game. The positive influence in question is that if the soccer player has an increase in social support, the player's self-esteem will also increase. The results of the regression analysis of this study obtained Rsquare values of 0.079 (7.9%). This means that the social support variable has an effect of 7.9% on self-esteem.

Based on the results of the research that has been done, the factors that influence self-esteem are not just social support. This is evidenced by the coefficient of determination of 0.079 which means that social support affects self-esteem by 7.9% while the rest is influenced by other factors not examined in this study. The results showed that there was a significant positive influence between social support for self-esteem on adult soccer players early before the match. This field finding is in accordance with the researchers' estimates described in the previous discussion, namely self-esteem and social support have a positive influence. This finding is in line with the results of previous studies (Kessler, Price, & Wortman, 1985) where one factor that has an influence on self-esteem is social support. Individuals have various needs that must be met. In this early adulthood, individuals needed social support from the surrounding environment to make themselves feel recognized and valued. With the support of people around the individual, will affect the performance and self-esteem of individuals in their lives.

CONCLUSION

Based on the results of the research conducted, it can be concluded that there is a significant influence with the positive direction of social support for self-esteem on adult soccer players early in the lead up to the match. Of course, with a positive correlation direction, the higher the social support of an early adult soccer player, the higher the self-esteem of the futsal player. Likewise, if the social support is low, then the self-esteem of the soccer players ahead of the match will be lower.

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