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The Influence of Motivation, Self-Confidence, and Maximum Oxygen Consumption on Skills Basic Soccer Game

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Abstract

This study aims to determine the effect of motivation, self-confidence, and maximum oxygen consumption on the basic skills of playing soccer. This research includes path analysis research (path analysis). Exogenous variables are motivation (x1), confidence (x2), and maximum oxygen consumption (x3), while endogenous variables are the basic skills of playing soccer. The sample of this research was 100 male students of class XI MAN 2 Bone. Data were analyzed by inferential statistical analysis, namely the regression test. The findings showed that motivation (MTV), self-confidence (PD), and maximum oxygen ability (VO₂ max) affected the basic skills of playing soccer (KSB) ($p < 0.05$). This study only involved a small sample, so the findings of this study can still be developed for further research using more methods or samples.

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INTRODUCTION

To achieve physical education learning outcomes or skills in sports, motor and non-motor factors must be supported (Syahrudin et al., 2019). According to Nala (2015) in (Prasetya, 2017), bio motor compounds include strength, endurance, explosive power, speed, flexibility, agility, accuracy, reaction,

balance, and coordination, while non-motor is motivation and confidence.

Biomotor factors are identical to physical conditions. Physical condition plays an important role in sports. (Rohmah, 2018) mastery of motor components such as endurance, strength, speed, and flexibility are needed. Internal motor actors are speed, strength, balance, and flexibility, while non-

motor factors include motivation, confidence, self-concept, intelligence, emotions, and others. According to (Irwanto & Romas, 2019), psychological factors influence the improvement of learning achievement and sports achievement. Psychological factors, such as personality, motivation, and self-confidence (The Confidence), are important factors that need to be considered by physical education coaches and teachers (Wismanadi, 2017).

In line with the above, the physical education teacher transfers the material to students to improve the learning outcomes of sports skills in cognitive, affective, and psycho-motor aspects. In addition, it seeks to deal with affective (psychological) actors who are positive and negative. Psychological and behavioral factors include; achievement motives, intelligence, self-actualization, independence, aggressiveness, emotions, self-confidence, motivation, enthusiasm, sense of responsibility, social sense, desire to win, and so on (Effendi, 2016)

Psychological symptoms that often appear in students are a lack of motivation and self-confidence. These two symptoms are interrelated in motion appearance in physical education learning. Students with high motivation will show great interest, pay full attention to learning or practice, focus physically and psychologically, and not know boredom or giving up / losing, let alone despair, in line with what was stated (Nugraha, 2020) that the increase in learning interest results when using Google Classroom learning

media is higher than Zoom Meeting. This means that increasing student interest in learning and beneficial learning motivation can be done through online learning with the benefit of media.

Unlike the case with students who have low motivation, show reluctance, get bored quickly, and try to avoid learning activities or exercises. Students without learning motivation do not pay enough attention to subjects (Brunei et al., 2011). In addition to the motivational aspect, which can influence students in learning, is self-confidence. Students own Aspect because it relates to "I can." Efforts to increase student confidence can be done by applying various approaches tailored to student personalities and schedules. As is the case according to Habibie et al. (2019), there are psychological factors that influence, namely, Motivation, confidence, concentration, and anxiety, cooperation (Dahlan et al., 2020).

Related to the above, only psychological factors affect students' skills in teaching furniture, but the other factor is maximum oxygen consumption (VO₂max). This component is important in determining students' success in following physical learning or exercise because the body can inspire the maximum oxygen capacity needed without multiplying fatigue. With VO₂ max, students can acquire good achievements or skills. Reality shows that good VO₂ max is closely related to achievement. A higher increase in VO₂ max capacity can reduce physical fatigue (Hinkel-Lipsker et al., 2022).

VO₂ max is reflected in cardiorespiratory fitness levels. Cardiorespiratory fitness, related to a person's functional capacity and performance, and shown to be a strong predictor of stressing age-related physiological adaptation and regular exercise practice to the major organs (lungs, heart, skeletal muscles) involved in oxygen distribution and utilization as well as sports practice (Strasser & Burtscher, 2018).

Students also need VO₂ max because it is always related to the length of work (duration) and the intensity of work that can be done in following the suit learning material. A high level of VO₂ max can reduce fatigue during learning, so students can have high thinking, creativity, and concentration power. So that VO₂ max support will channel energy when physical education can be directly carried out properly and optimally. In line with the description above, with high motivation and confidence and high VO₂ max support, students are predicted to carry out activities to suit basic football skills material.

The ball game is a sport that interests MAN 2, Bone students. The results of the researchers' field observations and interviews with Penjas teachers identified that in the learning process, students focus on playing but have not mastered basic skills such as dribbling, heading, ball control, and shooting toward the goal. Even though you can play football properly and correctly, students must master these basic skills. Sports experts argue that to maintain good basic game techniques, it

needs to be supported by a prima physical condition, whether it is endurance, strength, agility, speed, and coordination (Dahlan et al., 2020)

In the middle of the study, some students feel embarrassed, do not dare to appear in front of friends, and lack motivation and fear being wrong in carrying out the basic skills of the game of football that they can master. Another identification is the need for physical readiness in the physical learning process. This can be seen during warm-up; students are less excited and lackluster, and some take breaks even though the movements are in the low-impact stage, and the warm-up variation still needs to be bigger.

Related to the above, the author is interested in researching aspects of motivation and confidence, aspects of maximum oxygen ability (VO₂ max), and basic skills of soccer games. So that the background of the research is to conduct research with the title of the effect of motivation, confidence, and maximum oxygen consumption on the basic skills of the football game of MAN 2 students of Bone Regency.

METHODS

The type of research is path analysis (Gumanti et al., 2016). Exogenous variables are motivation (MTV), confidence (PD), and maximal oxygen consumption (VO₂ max), while endogenous variables are basic soccer game skills (KDS).

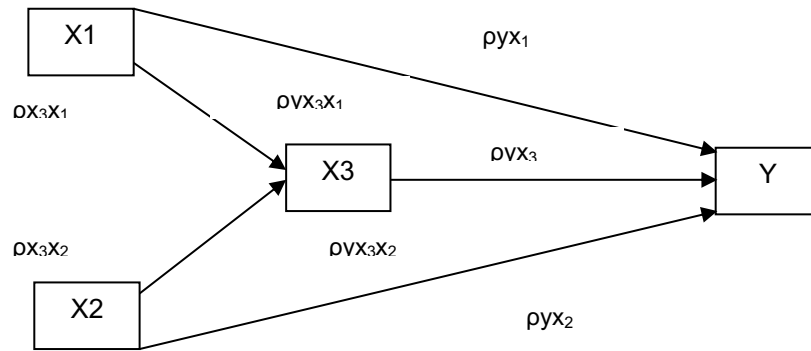


Figure 1: Theoretical Model

The population of this study was a male student of MAN 2 Bone. The sample used was a male student of 100 people with a sampling technique of purposive random sampling.

The research instrument is a test of motivation and confidence through a questionnaire made by the researcher. Based on the test results, the motivation instrument (MTV) has a reliability value 0.738. In contrast, the confidence instrument (PD) has a reliability value of 0.691, while maximum oxygen consumption (VO₂ max) using MFT (Multistage Fitness Test) (Mackenzie, 2016). Basic football game skills (KDS) with tests of heading, passing and ball control, dribbling and shooting validity levels of 0.65 and

reliability of 0.77 (Misbahuddin & Winarno, 2022) (Dahlan et al., 2020)

The data collected in this study include motivation tests, confidence tests, cardiovascular endurance tests, and tests of the ability of basic soccer game techniques. The collected data is analyzed descriptively and inferentially through the help of the SPSS program version 21.

FINDINGS AND DISCUSSION

Findings

The results obtained can be seen in the coefficient table of the model 1 structure equation as follows:

Table 1. Results of descriptive analysis of MTV, PD, VO₂max, and KSB data

	N	Range	Min	Max	Mean	Std. Dev	Variance
MTV	100	12.00	123.00	135.00	127.9600	3.02822	9.170
PD	100	12.00	113.00	125.00	119.6100	2.97768	8.867
VO ₂ max	100	14.00	26.80	40.80	33.0190	3.40225	11.575
KSB	100	109.76	210.26	320.02	260.0437	21.94519	481.591
Valid N (listwise)	100						

Equation Table 2 is worth using because the value $\rho < 0.05$. From Table 2, coefficient model sub struktur 1 obtained the value of the

coefficient of the equation structural for MTV=0.283. While the significant value of MTV=0.001. Because the value of $0.001 < 0.05$

can be taken, the decision H₀ is rejected. This means that MTV has a significant direct influence on VO₂ max.

Table 2. Results of Multivariate Regression Analysis Structure 1

Variable	β	ρ	α
MTV	0,283	0,001	0,05
PD	0,464	0,000	0,05

Coefficient of structural equation PD = 0.464. While the significant value obtained for the variable PD = is 0.000. Because the significant value of icons $0.000 < 0.05$, the decision H₀ can be rejected. This means that

PD has a significant direct effect on VO₂ max. The second model proposed in hypothesis testing in equation research, namely model sub-structure 2. Gmodel scan in Figure 2.

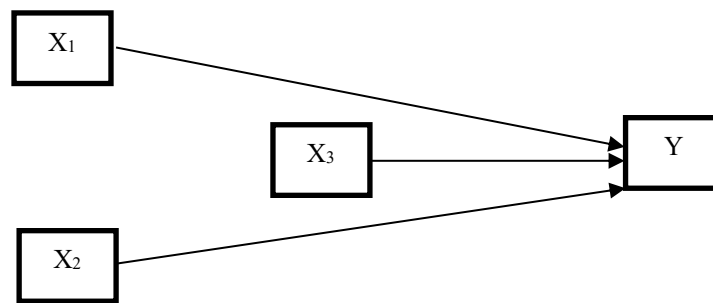


Figure 2 Substructure II Hypothesis Testing Model Based on the hypothesis, the results of structure II analysis can be seen in Table 3

Table 3 shows the value of the structural equation coefficient MTV = 0.159. At the same time, the significant value is $0.009 < 0.05$. It can be disconnected, and H₀ rejected. This means that there is a significant direct influence of MTV on KSB.

The coefficient of the structural equation for the variable PD = 0.154. While the significant value obtained for the variable PD = 0.006. Because the significant value is $0.019 < 0.05$, it can be disconnected, and H₀ is

rejected. This means that there is a significant direct influence of PD on KSB.

While the acquisition of the VO coefficient value of $2max = 0.672$ with a significant value of 0.000. Because of the significant value of $0.000 < 0.05$, it can be decided that H₀ is rejected. This means there is a significant direct effect of VO₂ max on KSB.

To find out whether there is an indirect influence of MTV on KSB through VO₂ max, the value of the beta coefficient and the

degree of significance of the direct influence of MTV on VO 2 maks = 0.283 and the value of the beta coefficient of direct influence of VO2maks on KSB=0.672. The beta coefficient of MTV's indirect effect on KSB through VO 2 maks in MAN 2 Bone students is (0.283 x

0.672 = 0.190). This result shows a beta coefficient value of 0.190>beta coefficient value of the direct influence of MTV on KSB = 0.159 (0.190>0.159). Alternatively, it is concluded that MTV indirectly affects KSB through VO2maks.

Table 3. Results of Multivariate Regression Analysis of Structure II

Variable	B	ρ	α
MTV	0,159	0,009	0,05
PD	0,154	0,019	0,05
VO ₂ max	0,672	0,000	0,05

To find out whether there is an indirect influence of PD on KSB through VO 2 max of MAN 2 Bone students, the beta coefficient value of the direct influence of PC on VO 2 max = 0.464, and the beta coefficient value of the direct influence of VO2max on KSB = 0.672. The beta coefficient of indirect influence of PD through VO2max on KSB (0.464x0.672 = 0.312). This result shows a

beta coefficient value of 0.312>beta coefficient value of the direct influence of PD on KSB of 0.1 84 (0.312> 0.184). Alternatively, it is concluded that PD indirectly affects KSB through VO2maks.

Based on the test results of Structure 1 and Structure 2, the results of the overall path diagram are reflected in Figure 3.

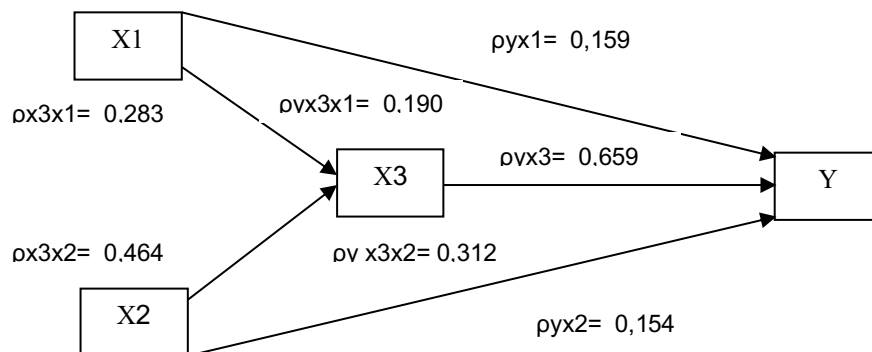


Figure 3. Test Results Model of Sub Structure 1 and Sub Structure 2

Based on the hypothesis test results, there is a significant effect (0.001<0.05), or H0 is rejected, and H1 is accepted. This study is on the research results (Soraya, 2017) that

Discussion

achievement motivation and gymnastics are both important variables in efforts to increase the results of cardiovascular endurance or respiration. Meanwhile, according to (Payung & Purba, 2019), exercising increases endurance by considering exercise motivation.

In determining the goals to be achieved, we must do this; doing this is called motive. Motive as a mover or impetus. With strong motivational support in a person, it will cause enormous interest. (Schiphof-Godart et al., 2018) Suggests that motivation increases athletes' drive in endurance sports training. This means that a high VO₂ max will support the MTV of students in learning. Therefore, in developing VO₂max needs to be followed by a high MTV. Everyone needs a high VO₂ max to carry out his work effectively and efficiently.

According to (Fajriansa et al., 2019), lung capacity indicates the body's maximum oxygen capacity (VO₂ max). The more oxygen absorbed by the body indicates the better the performance of the muscles in working, so a higher VO₂ max indicates a person has excellent functional capacity.

In conclusion, VO₂max is strongly supported by MTV. Thus MTV has a significant contribution to VO₂max.

Based on the hypothesis test results, there is a significant effect ($0.000 < 0.05$), or H₀ is rejected, and H₁ is accepted. Self-confidence is important in sports (Pamungkas & Fakhurrozi, 2010).

The higher a person's PD level, the better peak performance will be achieved.

However, comparing results between high, medium, and low PD and peak performance shows that the higher the PD, the higher the peak performance. Without PD, a student cannot demonstrate psycho-motor skills while in the field. According to (Hotimah & Ukhwatun, 2015), confidence is the initial capital to actualize children's self-abilities

The PD level of students varies from one another, so this needs attention from the physical education teacher. For lower grades, students need to be given more opportunities to improve PD by multiplying the reps of basic football skills. Likewise, it will impact VO₂max due to more reps being done, and ultimately, efficiently will not cause excessive fatigue. Therefore, students who do not have PD will affect a decrease in VO₂ max. Conversely, students with high PD significantly contribute to VO₂ max. Psychological factors are very important in the development of a student. This is in line with research (Akbari & Sahibzada, 2020) that students' self-confidence affects their learning in the areas of student participation, seeking goals, developing interest in lessons, reducing student anxiety, they feel comfortable with their teachers and classmates, and also in sharing their opinions related to lessons in class. Self-confidence as an affective aspect is the main factor that supports the development of generalization ability (Aisyah, 2016)

Based on the hypothesis test results, there is a significant effect ($0.009 < 0.05$), or H₀ is rejected, and H₁ is accepted. The study's results (Arsani et al., 2020) (Friskawati &

Sobarna, 2019) showed that motivation is a factor in the success of the learning process of physical education, health, and sports.

Motivation is a person's willingness to choose, direct and reinforce behavior to achieve goals. Students who have to progress, like to compete, have high enthusiasm, believe in their abilities, do not like to waste time, and learn are seen as towards goals (Syahrudin et al., 2019). Siswa, who has a high MTV, will show a positive attitude and assume that his success so far is the result of his hard work, not because there is a factor of luck alone. Conversely, students with low MTV will passively wait for instructions or direction from the trainer or teacher because he feels less PD on their abilities, so there is no desire to try or work harder when the quality of their skills decreases. Research by Firmansyah (2009) concluded a positive relationship between achievement motivation and physical and educational learning outcomes. Or the higher the achievement motivation, the higher the physical and educational learning outcomes (Syahrudin & Latuheru, 2019).

In physical education and sports, motivation is the desire to get pride in what has been achieved, which is called high achievement (the need for achievement). Motivation is a psychological element that pushes a person to perform certain actions. One of the motives is learning outcomes as influencing conditions that can be successfully influenced. Therefore, educators must know people and environments that can affect

student motivation (Syahrudin & Latuheru, 2019)

Every individual must have motivation in learning the process because motivation determines whether or not a person is right or not a skill he has (Syahrudin et al., 2020). Thus, MTV has made a significant contribution to KSB.

Based on the results of the hypothesis test conducted, there is a significant effect ($0.019 < 0.05$), or H_0 is rejected, and H_1 is accepted. PD is key to optimism, positive behavior change, and goal achievement. When students feel high PD, students will have enthusiasm in dealing with any situation. Meanwhile, students with low PD will easily give up in unpleasant situations. In other words, when a student faces a very difficult challenge, he needs the confidence to overcome it. Therefore, having a high PD will produce something expected: high achievement. The study's results (Pratama, 2019) showed that self-confidence affects the achievements of football athletes; this is evidenced by a significance value of 0.000. The study's results (Harahap et al., 2020) found an interaction between teaching style and confidence in the results of shooting learning in football games.

Factors of physical and physiological activity, and mental factors, namely motivation, and self-confidence, also play a large role in students' motor abilities. With high motivation and confidence, students are directly involved in various physical activities and sports, both formal scope at school,

extracurricular activities, and informal activities at home, even with minimal facilities and infrastructure. High motivation will provide satisfaction to students, and students can be independent and confident to support students who are comfortable carrying out physical activities at school, in the field, or even on the road (Syahrudin, 2021).

From the explanation above, the PD of students in learning will also be supported by good KSB. Siswa not having a good PD will affect the development of KSB. Therefore, PD is needed in the development of KSB. Thus PD has a significant contribution to KSB.

Based on the results of the hypothesis test conducted, there is a significant effect ($0.000 < 0.05$), or H_0 is rejected, and H_1 is accepted.

VO₂max is used as an indicator to determine aerobic ability, where aerobic ability will be closely related to the cardio and respiratory systems to provide oxygen and the ability to use oxygen in the body (Permata & Zein, 2021). Furthermore, it was stated (Permana & Suharjana, 2013) that the increase in cardiorespiratory ability is also caused by the load or dose of exercise carried out by the right dose of exercise

Programmed exercise improves the function and capacity of the respiratory and cardiovascular systems and blood volume, but the most important changes occur in the muscle fibers used in the exercise.

Football is a sport that takes a relatively long time. To support a good game in addition to excellent physical condition, soccer players

must have an ideal body mass index as well as cardiovascular endurance and good agility in order to accept and carry out training programs that the coach has determined and be able to complete the targets given as well as possible and get optimal results in every match they face (Prihatini & Widodo, 2019).

The game of soccer is a game that requires high VO₂ max and requires oxygen, especially during matches. Thus, the quality of one's game is very dependent on VO₂ max because having a high VO₂ max allows students to follow the psycho-motor learning of PE well and produce their best KSB without experiencing significant fatigue. Endurance (VO₂ max) is a motor component needed in physical activity and one of the most important components of physical freshness (Sepriani et al., 2018). Thus, VO₂ max is a contribution to KSB.

Based on the hypothesis test results, there is a significant influence (beta coefficient value of 0.190). This means that there is a significant indirect influence of MTV through VO₂ max on KSB.

Motivation is the driving force that causes a person to start an activity, move, or try to achieve a goal (Syahrudin et al., 2020). MTV is an important factor in students' success in participating in PE learning. Students with a high MTV will show a positive attitude and assume that the success achieved in learning PE results from hard work, not because of luck. The study's results (Sukirman, 2011) have a close relationship between learning motivation and achievement.

In determining the goals to be achieved, we must do where doing this is a motive. Motive as a mover or impetus. The strong ideals and support of MTV in a person will cause a huge interest.

The ball each game is a game that has dynamic movements and good physical conditions such as strength, speed, agility, endurance, flexibility, accuracy, power, reaction, and coordination, where a player is required to be able to perform fast movements such as: jumping, running, stepping front back, running with fast dribbling to passing opponents, and many more basic football skills (KSB) that are required to be able to use excellent physical condition.

The game of soccer also requires strengthening the condition of the locomotor to get VO₂ max. Physical exercise done regularly can increase VO₂ max. VO₂ max is used as a degree of physical fitness parameters that are physical conditions that can support the achievement of one's achievements while playing. Therefore, keeping the player always in the prime VO₂ max is necessary.

Improving sports skills can be done through quality learning methods without ruling out motivation. Because MTV owned by students is not an absolute requirement to obtain KSB. (Syahrudin et al., 2020) Suggests that motivation does not stand alone to provide dribbling skills but must synergize with the educator's learning model process.

Based on the results of the hypothesis test, the beta coefficient value obtained is 0.312. This means there is a significant

indirect influence of PD through VO₂MAKS on KSB.

To excel in sports requiring cardiovascular endurance, VO₂ max is an important factor, even in determining activities that last a long time and require endurance. The large VO₂ max is a combination of the heredity factor and exercise factor. (Syahrudin, 2020) suggests that correct and regular, programmed and directed actions can increase the amount of VO₂max

Student KSB can be determined by several factors, including physical fitness, including the cardiovascular-respiratory system, endurance, strength, speed, power, coordination, flexibility and agility, and so on. Skill factors include; coordination of motion, the beauty of motion, reaction time, etc. Physical innate factors such as; Anthropometrics include height and weight, arm length, legs, shoulder width, ability to move, and so on. Psychological factors include; Achievement motives, intelligence, self-actualization, independence, aggressiveness, emotions, self-confidence, motivation, passion, sense of responsibility, social sense, desire to win, and so on. From this view, it can be concluded that to perform KSB; psychological factors must be increased, namely PD and VO₂ max. (Syahrudin, 2021) suggests that the intrinsic motivation possessed by students will provide confidence when carrying out physical activities even though, in other fields, there is a disability (compensation), especially in other school tasks. The physical component is a factor that

must be included in the agenda of the training program and strive to maintain athletes' training motivation (Dahlan et al., 2020).

CONCLUSION

1. MTV has a significant effect on VO2 max ($p < 0.05$).
2. PD has a significant effect on VO2 max ($p < 0.05$).
3. There is a significant effect of VO2 max on KSB ($p < 0.05$).
4. MTV has a significant influence on KSB ($p < 0.05$).
5. PD has a significant influence on KSB ($p < 0.05$).
6. There is an indirect influence of MTV on KSB through VO2 max ($p < 0.05$).
7. There is an indirect influence of PD on KSB through VO2 max ($p < 0.05$).

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