

THE EFFECTS OF SPORTS ACTIVITIES ON ADOLESCENTS' SOCIOEMOTIONAL DEVELOPMENT

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ABSTRACT

During adolescence, whose experiencing identity crisis, they do a lot of exploration in various activities, including sports. This study aims to determine the effect of sports activities on socioemotional development. The subjects of this study were adolescents aged 12-22 years using sampling technique purposive sampling. The method used in this research is descriptive qualitative. The analyze data technique in this research is qualitative approach technique using google form questionnaire survey. The results of this study are 1) identity crisis characterized by seeking standards for exercise; 2) there are 13 participants who found career goals in the field of sports, which means that they have passed a period of identity crisis; 3) there are 155 participants exercise because they influenced by group, not their parents or self-awareness; 4) the self-standardization period proven by setting standards in sports; 5) among 212 participants, 134 of them have not found self-standardization when target has been achieved; 6) among 212 participants, 193 of them stated that they have more stable emotions after exercising. Exercising is one of the explorations that teenagers can do to get through the identity crisis. Some participants were able to get through the identity crisis by exercising and some had to do further exploration.

Keywords: *Adolescents; Socioemotional Development; Sports Activities*

INTRODUCTION

Adolescence is a period of transition from childhood to adulthood. This stage can be divided into three, namely, early (12-15 years), middle (15-18 years), and late (19-22 years). At this stage humans experience puberty. The psychological condition of adolescents at puberty can be said to be unstable. This is caused by the pituitary gland that secretes growth hormone and gonadotropic hormones that stimulate the gonads to increase activity (Jahja, 2015). Adolescence are said to be unstable because they are easy to change in many ways, ranging from opinions, moods, ideals, hobbies, and idols, as well as emotions (Fitri & Indriana, 2020).

There are many theories of socioemotional development that discuss adolescents, one of which is the theory of Erik Erikson. Erikson in Krismawati (2018) and Riendravi (2013) stated that the age of adolescence (12-20 years) is a period of self-standardization or it can also be called a search for self-identity. This is because at this time adolescents interact more with the outside world such as friends from school, extracurricular, organizations, communities, etc. (Jahja, 2015), so that the role of peers or their group dominates in the formation of behavior and decisions compared to the role of their parents (Riendravi, 2013). Furthermore, Riendravi

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(2013) stated that, it is a period of self-standardization or it can also be called a search for self-identity. During adolescence there is a contradiction because physically they look mature but are still often considered immature. This is related to the identity crisis. Before standardizing themselves, adolescents often experience an identity crisis.

The identity crisis in adolescence according to Anindyajati (2013) can disappear as adolescents explore problem solving or about themselves and their environment to make important decisions such as goals in life or career fields. So that the identity crisis can be said to disappear when adolescents find life goals and/or commitment goals in the career field. One of the adolescence explorations that we will use as variables in this study is sports activities. Sport itself according to the Indonesian Dictionary has the meaning of moving the body activity that aims to strengthen and nourish the body (Sugono, 2008). According to American College of Sports Medicine, sport activities are required for at least 30 minutes every day (Childs & de Wit, 2014). Sport activity itself has benefits such as; improve cognitive abilities as a result of smooth blood circulation during exercise, delay the aging process, reduce mood disorders and stress, increase endurance, and improve self-confidence (Wahyudi et al., 2017., Lesmana, 2014). In addition, sports activities also have benefits in maintaining heart health, and reducing the risk of developing hypertension, back pain, fatigue, diabetes, etc. which of course is carried out with good and correct procedures, by looking at the health conditions, age, and balanced with a healthy lifestyle (Prativi, G. O , Soegiyanto, 2013).

Furthermore, sport activities according to Budiman & Ruslan Rusmana (2021) can improve socioemotional skills such as; focus, persistence, goal setting, emotion regulation, sportsmanship, honesty, teamwork and respect. Social skills in the research of Budiman & Ruslan Rusmana (2021) are more visible in adolescents who receive special training and supervision than adolescents who are only supervised during the research. Meanwhile, in other studies, no one has conducted research on the impact of sports activities on aspects of adolescent socioemotional development based on Erikson's theory. As far as we have found, there only been studies on cognitive aspects, learning motivation, psychological maturity, and body mass index (Septiadi et al., 2018. Asnaldi et al., 2018. Iyakrus, 2014. Muslim et al., 2020). Therefore, this study focuses to describe the socioemotional development of sports in adolescents.

THEORITICAL REVIEW

Erik Erikson's theory of social emotional development states that adolescence is a time of identity crisis. This identity crisis is characterized by adolescents seeking self-standardization (Krismawati, 2018., Riendravi, 2013). This self-standardization occurs because teenagers interact more with the outside world such as school friends, extracurriculars, organizations, communities and the like (Jahja, 2015), so that the role of peers or their group dominates in the formation of behavior and decisions compared to the role of their parents (Riendravi, 2013).

The socioemotional development of adolescents is an important phase. Because at this stage, adolescents are looking for self-identity by means of exploration that will determine commitment, and future orientation in the field of work or career. The decision of the commitment will also determine the interests and future plans of adolescents. (Sari et al., 2016). With the ability of adolescents to determine future commitments, it means that adolescents have been able to solve their own problems well independently. This of course happens when teenagers determine a good self-identity as well. Meanwhile, if the problem of determining commitment cannot be passed by adolescents properly, it will lead to an attitude of dependence on adolescents to others (Sejati, 2019). So that the determination of self-identity that is not good or not at all, can lead to deviant behavior and juvenile delinquency such as drug abuse, joining motorcycle gangs, free sex, prostitution, liquor, gambling and etc. (Pertiwi et al., 2020)

METHOD

This study uses a quantitative descriptive method. Quantitative descriptive research method is a method that is carried out without making an initial hypothesis and does not make a comparison by continuing to group facts from results based on a certain point of view (Abdullah, 2018., Yusuf, 2017). Then the data analysis technique in this study used a survey method in the form of a questionnaire whose contents were based on Erikson's socioemotional development aspects. The criteria of the participants in this study were adolescents aged 12-22 years. Meanwhile, the data collection technique used in this study was filling out a questionnaire through the Google Form media, which consisted of 19 questions. The questions consisted of: 1 question of willingness to be a participant, 9 questions about self-identity, and 9 more questions about sports activities and aspects of adolescent social-emotional development. The distribution of the Google Forms questionnaire in this study was carried out through social media such as Whatsapp, Instagram, and Twitter, which was held on 11-19 May 2022. The distribution of the questionnaire received 212 participants.

Tabel 1.
Sample table of questions in a Google Forms questionnaire:

No	Question
1.	I prefer to exercise by:
2.	I exercise because:
3.	After exercising my emotions:
4.	After exercising made up my mind:
5.	After exercising I became committed to a career in sports (eg athlete, coach)
6.	If number 5 answered "yes" then what is the reason for continuing a career in sports (if you answered "no" then there is no need to answer)
7.	By doing sports activities, I find the ideal standard of my body (eg: losing weight, so that the body becomes more ideal, increasing muscle mass, etc.)
8.	If number 7 answered "yes" then what is the target set in exercising (if you answered "no" then there is no need to answer)
9.	If the target in exercising has been met, then I will:

RESULT

The data from this study were obtained from answers to questionnaires that had previously been distributed to adolescents who were the research targets. From these answers, the researchers interpreted the answers into several groups: 1) adolescent motivation in exercising was more influenced by groups, parents, or self-awareness; 2) adolescent self-standardization in setting targets and standards in sports; 3) the effect of exercise on adolescents career goals in sports which is a manifestation of the passing of the identity crisis; 4) the emotional condition of adolescents after exercising while doing daily activities that describe emotional maturity; 5) adolescent's long-term self-standardization in setting targets and exercise standards after the previous target has been achieved.

Tabel 2.
Examples of items in the "I exercise because" questionnaire

Group	155 participants
Parents	11 participants
Individual	46 participants
Quantity	212 participants

In the results of a study involving 212 participants, it showed that as many as 155 participants chose to exercise because they were influenced by the group, 11 participants chose to exercise because their parents told them to, and the remaining 46 participants chose to exercise because of self-awareness (individual).

Tabel 3.

Table of the effects of exercise on the socio-emotional development of adolescents

Sport activity and Erikson's components of socioemotional development	Description	Examples of items in a questionnaire	Participants
Self-standard	Self-standardization is evidenced by the targets and standards set by teenagers in sports	<i>By doing sports activities, I find the ideal standard of my body (eg, losing weight, so that the body becomes more ideal, increasing muscle mass, etc.)</i>	150/ 212
Career exploration and goals	Career goals in sports such as: Athlete, nutritionist, trainer, etc.	<i>After exercising I become committed to a career in sports (eg become an athlete, coach or sports trainer)</i>	13/ 212
Emotion	Feeling more stable emotionally to carry out daily activities after exercising	<i>After exercising my emotions:</i>	193/ 212
Long-term self-standard	Standardization in determining sports targets and standards when the previous target has been achieved	<i>If the target in exercising has been met, then I will:</i>	84/ 212

DISCUSSION

The interpretation of these data explains the effect of sports activities on aspects of socioemotional development according to Erikson: 1) adolescent motivation in exercising is more influenced by groups, parents, or self-awareness; 2) identity crisis in adolescents is characterized by adolescents who set standards for themselves; 3) adolescent self-standardization in setting targets and standards in sports as a step through the identity crisis period; 4) the effect of exercise on adolescents career goals in sports which is a manifestation of the passing of the identity crisis; 5) the emotional condition of adolescents after carrying out sports in carrying out daily activities that describe emotional maturity; 6) adolescent's long-term self-standardization in setting sports targets and standards after the previous targets have been achieved. This aspect divided into: According to Erikson in Riendravi (2013) adolescents are more often influenced by groups such as school friends, organizations, etc. in making decisions than are influenced by their parents. This is evidenced by the answers to the

questionnaire which showed 155 of 212 participants were more influenced by the group in exercising than influenced by their parents (11 participants) or because of self-awareness (46 participants). Participants' answers stated that doing sports activities because; invitations from friends, the influence of social media, environmental influences or being asked by parents, self-awareness, etc. In this phase, adolescents generally experience a period of identity crisis marked by seeking self-standardization (Krismawati, 2018). However, the participants of this study showed that they experienced an identity crisis, and was marked by setting standards in exercise.

One aspect of Erikson's theory in this study is self-standardization. The existence of self-standardization that occurs in adolescents, according to Erikson in Krismawati (2018), and Riendravi (2013), can be interpreted as a phase of identity crisis that is being experienced. Thus, if adolescents set standards for themselves or more specifically sports activities in this study, then these adolescents are experiencing an identity crisis phase. Then the teenagers who participated in this study showed that there was a standard setting in sports. Of the 212 participants, there were 150 participants who set standards in exercising. These standards include: wanting to be an athlete, wanting to have an ideal body such as losing weight, increasing muscle mass, wanting to have a body like the idol, and so on. This self-standardization means that teenagers are trying to overcome their identity crisis problems as stated by Erikson (Anindyajati 2013., Riendravi 2013). Meanwhile, according Anindyajati (2013) this identity crisis can be said to have passed when teenagers found goals or commitment in the career field. In sports activities, adolescent participants show that there is a standard setting in sport activities. Among 212 participants, there were 150 participants who set the standard in sport activities. These standards are: wanting to be an athlete, wanting to have an ideal body such as losing weight, increasing muscle mass, wanting to have a body like their idol, etc. This self-standardization means that adolescents are trying to overcome the problem of their identity crisis as stated by Erikson (Anindyajati, 2013., Riendravi, 2013). Meanwhile, according to Anindyajati (2013) the identity crisis can be said to have passed when adolescents find a purpose or commitment in the career field.

In the results of this study, there were only 13 out of 212 participants who had goals or commitments in the career field when doing sports activities. Generally, they have commitments such as being athletes, nutritionists, influencers, coaches or trainers, etc. This is because the adolescents have a background in the world of sports. For example, there are adolescents who have joined a badminton club since childhood and aspire to become a badminton athlete. So, the 13 adolescents can be said to have passed a period of identity crisis as evidenced by the discovery of career goals or commitments. However, adolescents who do not have a commitment to a career in the world of sports cannot be said to be unable to get through a period of identity crisis. Those who do not have commitments in the field of sports may already have commitments in other fields. They make sports only as entertainment or a lifestyle, as shown in the participants' answers to the standardization section or goals in sport activities. The answers are like: just to maintain health, want to be healthy, as a routine, improve mood, etc. Standardization and goal setting in sports set by adolescents is a representation of their success through the identity crisis (Anindyajati, 2013). At this point the researcher discusses the issue of standardization and goal setting for sport activities in the longer term. The long term here is defined as the new goals and standards that will be set by the adolescents after the targets they previously set have been achieved. Among 212 participants, only 84 stated that they had long-term standards and goals in exercising when the previously set standards and goals had been achieved. So, the researchers concluded that the period of adolescent self-standardization did not end only when adolescents set standards and goals in sport activities at the beginning of their exercise period. Therefore, teenagers still need to explore again in order to get through the identity crisis.

Teenagers also generally experience contradictions (Riendravi, 2013). The contradiction is seen from the emotional aspect. The researchers found 193 of 212 participants claimed to have emotions that tend to be more stable in carrying out daily activities after doing sports activities.

CONCLUSION

Sports activities during adolescence can be represented as an alternative exploration activity that helps adolescents to get through a period of identity crisis. This is evidenced by the number of adolescents who show a positive effect of sport activities on socioemotional development, which is more precisely in the aspect of identity crisis. But adolescents who exercise are not necessarily able to get through a period of identity crisis. The results of the study showed that there were participants who did not show commitment in the career field and long-term self-standardization.

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