



**Correlation of Award Giving to Athletes' Achievements in The Academic Field at
Junior High School 1 Baleendah**

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Abstract

The purpose of this study was to determine the correlation between the awarding of academic achievement awards to student athletes and their academic performance. The researcher used a quantitative approach with a questionnaire survey that was correlated with the student athletes' report card grades. The sample in this study consisted of 146 student athletes at Junior High School 1 Baleendah. The results of the study indicate that there is a positive and significant correlation between the awarding of scholarships and academic performance. Scholarships, pocket money, and medals awarded by the organizers of competitions can improve the quality of student athletes' learning at school, enabling their academic performance to compete with that of regular students, even though competitions do not hinder their learning. This study indicates that being both a student and an athlete does not hinder students from achieving academic success but rather serves as motivation for student athletes to strive harder for academic achievements. The implications of this study are that the athlete class program should be implemented more widely, especially in Bandung Regency, to encourage student athletes to be more active in academic pursuits so they can achieve both academic and sports achievements, and for schools to provide adequate facilities for student athletes.

How to Cite

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INTRODUCTION

Robbins and Judge (2017) define rewards as any form of recognition, whether monetary or non-monetary, that a person receives for their achievements or efforts. In sports psychology, rewards are an important tactic that can create a competitive atmosphere and help improve player performance (Suhartini & Rivaldo, 2022). Athletes who receive rewards often feel valued for their achievements, which increases their internal motivation, competitive spirit, and consistency in training. "Scholarships are a form of appreciation given to individuals to continue their education to a higher level," said Murniasih (Magdalena, 2009). There are several types of scholarships, including athletic scholarships, financial aid scholarships, and merit-based scholarships. These scholarships are typically awarded to students who excel academically, such as those with above-average grades and high rankings. Next, there are need-based scholarships, often referred to as Bidikmisi scholarships, which are provided to fund students facing economic hardships but who demonstrate academic achievement. Sports scholarships, on the other hand, are awards given to athletes who excel in competitions (Dwi Saputro & Zahro, 2024).

Ma'mun pointed out that one of the main problems in the development of national sports politics is the weak structure of the award system in Indonesia (Nuryadi et al., 2022). According to the daily newspaper Tempo, "The Indonesian government has a program to appoint civil servants through the athlete pathway, but it is very limited." In 2018, 138 athletes were appointed as civil servants by the Ministry of Youth and Sports and the Ministry of State Apparatus Empowerment and Bureaucratic Reform (Nuryadi et al., 2022). However, it is regrettable that the athletes who receive government awards are only the selected few with the highest achievements (Nuryadi et al., 2022).

According to Law No. 20/2003 on the National Education System, the government offers subsidized financial assistance to students in the form of scholarships. Scholarships are awarded to students who are or will become Indonesian citizens (Dwi Saputro & Zahro, 2024). According to Presidential Regulation No. 95 of 2017 on Enhancing National Sports Performance, it also provides awards to outstanding athletes who have won medals at the Asian Games, Asian Para Games, SEA Games, and the Olympics. (Baihaqi et al., 2021) however, it is unfortunate that despite the large bonuses, athletes are still haunted by several risks that can hinder their careers, such as

short careers and injuries (Baihaqi et al., 2021).

When athletes experience symptoms of training stress and academic stress, they often feel pressure and tend to overthink (Ilham, 2021). Overthinking can lead to decreased performance, as athletes may become overly focused on their perceived failures instead of their strengths. It is crucial for them to develop coping strategies that help manage stress and maintain a balanced mindset. Experts in sports psychology theory agree that an athlete's level of motivation will have a significant impact on their performance (Syaukani et al., 2020). Academic achievement motivation, according to Ames, "refers to behavior related to learning and progress in school" (Nila Wisudawati et al., 2017). According to Jannah and Liona, "Being a student and an athlete is one of the challenges faced, as balancing two professions is clearly not an easy process" (Prasetyo & Yunarta, 2023). Putri states that

"There are many challenges to overcome, such as becoming a standout athlete without intellectual support from peers" (Prasetyo & Yunarta, 2023). Therefore, various issues arise for teenage athletes aged U13-U15, and these become serious challenges if the athletes cannot manage them. There are several challenges faced by both regular students and athletes that impact their academic performance, including full-day school, accumulated assignments, and training schedules that conflict with school hours. According to Desmita, "Academic stress is tension arising from the learning process and everything related to learning" (Piskila & Savira, 2019). Cognitively, this can have negative effects such as forgetfulness, drowsiness, and difficulty focusing (Piskila & Savira, 2019). With these effects, students may become easily bored and unmotivated in classroom activities. Therefore, educators need to be able to manage and balance academic achievements with sports achievements if the school has students with sports achievements ((Dewantara Anugraha Gading & Jatmika Herka Maya, 2019).

Basically, student achievement is not only in the academic field but also in extracurricular activities at school. Therefore, athletes can fall behind academically due to a lack of study time (Dewantara Anugraha Gading & Jatmika Herka Maya, 2019). This award serves as a reference in the psychology of athletes, who must be able to balance their time between school and competitions. Sports psychology is "the application of psychology to athletes and athletic situations," according to Singer, R.N. (Handayani, 2019). "Sports psychology is the science that applies psychological principles in the context of

sports,” according to R.H. Cox. In essence, sports psychology is psychology applied in the context of sports, encompassing external and internal factors that may impact an athlete’s performance (Ilham, 2021). Balancing the roles of student and athlete presents a unique challenge that student-athletes must overcome to maintain equilibrium between training hours and study hours, which can affect academic performance.

The purpose of this study is to examine the relationship between the awarding of academic achievement to student athletes at Junior High School 1 Baleendah. This study is expected to provide knowledge and benefits to the local National Sports Committee of Indonesia schools, and student athletes so that they can evaluate sports classes in schools. This evaluation will help identify areas for improvement and enhance the overall quality of sports programs. The novelty of this study lies in its focus on the research sample, which consists of student athletes in sports classes, using a quantitative approach based on a questionnaire that has been validated and reliability-tested. Previous studies have examined various correlations between athletic performance and academic achievement, such as that conducted by (Karina & Jannah, 2021) on the relationship between achievement motivation and academic stress among student athletes at East Java Sports Senior High School. Another study conducted by (Jauhari et al., 2022) examined the relationship between sports activities and academic stress. Another study by (Montecalbo-Ignacio et al., 2017) examined the relationship between sports participation and academic achievement among college athletes in the Philippines. The study by (Dewantara Anugraha Gading & Jatmika Herka Maya, 2019) examined the level of achievement in sports and academic achievement. However, research specifically targeting junior high school athletes remains limited, particularly in Bandung Regency. Additionally, it aims to foster a greater appreciation for the balance between academic and athletic achievements among students. The implications of this study can provide input for National Sports Committee of Indonesia Bandung Regency and schools so that they can effectively manage the awarding of athletic achievements in the academic field. The results of this study can be used as a reference for the government, schools, other regions, and future researchers.

METHODS

This study uses a quantitative approach

with a questionnaire survey design to examine the awarding of academic achievement to student athletes. The study was conducted at Junior High School 1 Baleendah over a period of one week with a sample of 146 respondents. The sampling technique used in this study was purposive sampling, selecting three sports classes. The research instrument was a closed-ended questionnaire, meaning the questionnaire was provided by the researcher (Laksana, 2019), and its validity was tested on another sample with the same criteria as the sample in this study. Each item was measured using a Likert scale, with responses ranging from strongly disagree (score 1) to strongly agree (score 5) (Sumartini et al., 2020). The instrument was tested on 34 students, yielding an R table value of 0.339. There were 50 questions in total, of which 33 were valid and 17 were invalid.

The reliability test results are presented in Table 1 as **Table 1**.

Table 1. Reliability Test

N of items	Reference Value	Cronbach's Alpha	Conclusion
50	0,70	0,744	RELIABEL

The data obtained was then analyzed and distributed to the research sample after providing instructions via Google Forms and explaining that the questionnaire should be completed individually.

The collected data was then analyzed. The data analysis techniques included normality tests, linearity tests, and correlation tests.

Normality test aims to determine whether the distribution of data in a set of variables or data is distributed regularly or not (Fahmeyzan et al., 2018). Researchers used SPSS V20 for this normality test.

Linearity tests are commonly used as a prerequisite in correlation or linear regression analysis. The test was conducted in SPSS using the Test for Linearity at a significance level of

0.05. According to Widana (Iyan Nurdyyan Haris, 2018), the purpose of this test is to determine whether there is a linear relationship between the independent and dependent variables in the study. In this study, the researcher used SPSS V20.

Correlation test According to Duwi Priyatno, the measure of how closely two variables with normal data distribution are linearly related is called Pearson’s correlation analysis, sometimes referred to as Product Moment correlation (Maros & Juniar, 2016).

RESULTS AND DISCUSSION

Measurements in this study used questionnaires and student athlete reports. The results of this descriptive study include data covering the highest score, lowest score, average score for grades 7, 8, and 9, and standard deviation.

Considering that the highest questionnaire score in this study was 186, while the lowest score was 148, with a standard deviation of 8.34969 from a sample size of 146.

The report card results show that the average report card score is 85, with the highest score being 91 and the lowest score being 79, with a total sample size of 146 students.

A normality test was conducted to determine whether the data was normally distributed or not. This study used the Kolmogorov-Smirnov test because it was based on samples from grades 7, 8, and 9, with each class having more than 40 students, using the SPSS V20 application program. The results showed that the data for the Grade Report Card Score variable for Grade 7 had a value of $0.934 > 0.05$, Grade 8 had a value of $0.077 > 0.05$, and Grade 9 had a value of $0.934 > 0.05$, indicating that all the grade groups included in the Grade Report Card Score variable are normally distributed.

The data for the questionnaire scores for grade 7 was $0.622 > 0.05$, for grade 8 was $0.056 > 0.05$, and for grade 9 was $0.622 > 0.05$, which means that all variables had normally distributed data.

Data linearity testing is conducted to determine the relationship between independent and dependent variables. This test is typically used as a prerequisite in correlation or linear regression analysis. The test was conducted in SPSS using the Test for Linearity at a significance level of 0.05. If the Sig. deviation from linearity value is > 0.05 , there is a linear relationship between the independent and dependent variables. Conversely, if the Sig. deviation from linearity value is < 0.05 , there is no linear relationship between the independent and dependent variables. The researcher used SPSS V20 to show the deviation from linearity value of 0.908, which is greater than 0.05 or can be written as $0.908 > 0.05$. Therefore, it can be concluded that there is a linear relationship between the independent and dependent variables.

This correlation test is used to determine whether there is a relationship between the two variables. The researcher used Pearson's product moment correlation test because after conducting normality and linearity tests, the results showed that the data were normally distributed and lin-

ear. According to Duwi Priyatno, the measure of how closely two variables with normal data distribution are linearly related is called Pearson's correlation analysis, sometimes referred to as product moment correlation (Maros & Juniar, 2016). The results of the correlation test using the SPSS program show that the relationship between the independent and dependent variables has a Sig value of 0.000, where $\text{Sig } 0.000 < 0.05$, from which we can conclude that if the significance value is less than 0.05, then we can know that there is a relationship between the two variables. To assess the strength of the relationship between the two variables, we can examine the Pearson correlation value, which is 0.639. This value is greater than the R table value ($Df = N - 2$) of 0.162. The value of 0.639 is positive, meaning that the better the rewards given to athletes, the better their academic performance. This value of 0.639 falls within the interval of 0.6–0.799, indicating a strong relationship between the two variables.

Based on the research findings, academic success at Junior High School 1 Baleendah and the awarding of honors are significantly correlated. This conclusion is supported by the analysis of research data, including questionnaires, normality tests, linearity tests, and correlation tests. According to Jannah and Liona, "Being a student and an athlete is one of the challenges faced, as balancing two professions is clearly not an easy process." (Prasetyo & Yunarta, 2023) Through the questionnaire distributed to the students, it can be concluded that 8.3% (12 students) find it difficult to understand the lesson material explained by their teachers, 10.3% (15 students) find it challenging to answer the teacher's questions about general lessons, and 28% (40 students) state that they struggle to manage their training and study time.

Through this questionnaire, researchers can also determine and measure how motivated student athletes are toward their academic performance, as previously stated by Syarifuddin: "To achieve optimal learning activities and outcomes, individuals who lack motivation to learn must cultivate a high level of motivation." (Nila Wisudawati et al., 2017), it was found that 91% (137 students) believe that being an athlete will lead to success, and 95% (139 students) feel proud when being a student athlete, not to mention the support from parents, with 95% (139 students) stating that they are always fully supported by their parents in any competition. Not only parents but also the surrounding environment, such as peers, also provide support, which can be quantified at

92% (138 students).

Based on their report card averages, with the lowest score being 79.3, they scored above the minimum passing grade of 75 at Junior High School 1 Baleendah, which means they are able to compete with regular students academically despite their status as student athletes.

The correlation test in this study showed a significant value of $0.00 < 0.05$, which means that H_0 is rejected and there is a relationship between the awarding of prizes for academic achievement at Junior High School 1 Baleendah. The Pearson correlation value is 0.639, which is in the correlation coefficient interval table of 0.6-0.799, indicating a strong relationship between the two variables. This value of 0.639 is positive, meaning that as the awarding of incentives increases, academic performance also increases.

CONCLUSION

Based on research conducted at Junior high School 1 Baleendah, it can be concluded that data analysis shows a Pearson correlation value of 0.639, indicating a strong and positive relationship between the awarding of prizes and academic achievement. This means that the better the prizes awarded to athletes, the better their academic grades, and there is a significant relationship between the awarding of prizes and the academic achievement of student athletes. This study shows that student athletes who receive rewards in the form of scholarships or financial support tend to have higher motivation to study and achieve academic success. Rewards, such as scholarships and medals, serve as positive internal motivators for athletes. These rewards not only increase competitive spirit but also encourage athletes to excel in both sports and academics. The study also notes that student athletes face challenges in balancing time between training and studying. Academic stress arising from the pressure to excel in both areas can affect their academic performance. However, with the right rewards, this stress can be minimized, keeping athletes motivated to study.

These findings have important implications for the management of reward programs in schools and sports organizations. A more systematic approach to awarding recognition is needed to ensure that all student athletes can benefit, not just high-performing athletes. The results of this study open opportunities for further research on the impact of different types of recognition on motivation and academic performance. Further research is needed to explore other factors that

may influence this relationship, such as social support from family and the surrounding environment.

Overall, this study confirms that rewards are very important for improving the motivation and academic achievement of student athletes. In addition, this study shows that student athletes face challenges in managing time and stress in both academic and sports fields.

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