

# Mental Readiness of Physical Education Students for Odd Semester Lectures in 2023

*By* Yahya Eko Nopiyanto



## Mental Readiness of Physical Education Students for Odd Semester Lectures in 2023

Yahya Eko Nopiyanto<sup>1\*</sup>, Septian Raibowo<sup>2</sup>, Andika Prabowo<sup>3</sup>, Ipa Sari Kardi<sup>4</sup>,  
Ibrahim<sup>5</sup>

<sup>1,2,3</sup>Department Of Physical Education, Universitas Bengkulu, Indonesia

<sup>4,5</sup>Faculty of Sport Science, Universitas Cenderawasih, Indonesia

\*Corresponding Author: Yahya Eko Nopiyanto, e-mail: yahyaekonopiyanto@unib.ac.id

Received: 17 August 2023, Approved: 09 September 2023, Published: 30 September 2023

### Abstract

**Studi purpose.** Mental preparation affects a person's performance in achieving and realizing their hopes, especially in the fields of education and sports. This study aimed to reveal the level of mental readiness of physical education students attending lectures in the odd semester of 2023. This research sought to reveal the level of mental readiness of physical education students to attend lectures in the odd semester of 2023.

**Materials and methods.** This research was quantitative. The population in the study was 250 students. The research sample was chosen randomly so that there were 112 students. Research data was collected using an instrument in the form of a questionnaire. Analysis of research data using simple statistics with standard deviation formulas and ideal mean values so that five categories were formed.

**Results.** The results of the analysis illustrate that 34 students had very high mental readiness, 62 students had high mental readiness, 12 students had moderate mental readiness, 3 students had low mental readiness, and 1 student had very low mental readiness.

**Conclusions.** It is concluded that students had high mental readiness to attend lectures in the odd semester of 2023.

**Keywords:** mental, readiness, physical education.

DOI: <https://doi.org/10.52188/ijpess.v3i1>  
©2023 Authors by Universitas Nahdlatul Ulama Cirebon



### Introduction

Student success in taking each lecture that is followed is one of the main factors of the quality of learning presented by lecturers in the classroom (Jhonson et al., 2014). As a lecturer must deliver lecture material in an effective, interesting, easy-to-understand, fun, and awareness-raising way for students to learn for life (Danumihardja, 2018). The success of the learning process can be achieved if only the lecturer can prepare learning tools, use appropriate learning methods, and can coordinate classes properly (Hanafiah et al., 2022).

Even though the lecturer has a major role in the learning process, factors from within the student to participate in learning greatly influence the learning outcomes that will be obtained by students (Nugraha, 2015). For example, parents' economic problems are unstable, learning facilities are not met, and parents are too demanding for their children to succeed in every class they attend (Fazariyah & Dewi, 2022). These problems can trigger psychological disturbances in students in facing failure so that students experience suffering and even lead to negative actions such as suicide (Nopiyanto et al., 2022a). If these problems do not get proper treatment, it will have an impact on the occurrence of student mental disorders.

Mental disorders are behaviors related to stress or mental disorders that are not considered part of normal human development (Auerbach et al., 2016). Therefore, it takes students' mental readiness to face the lectures they follow. Mental readiness refers to the condition of students to respond to all forms related to psychology in learning activities. Students who have good mental readiness can be seen from several indicators such as having the ability to think logically, being able to work together, having a value of responsibility, being able to adapt, having the will to be better, and being able to control emotions (McDonald & Paganelli, 2021).

In particular, research examining the adaptability of physical education students has not been carried out by many researchers. Moreover, research on physical education students was conducted at Bengkulu University. The level of adaptability of students was measured using an instrument in the form of a Student Adaptation to Higher Education questionnaire. In general, this instrument contained 68 statements and 4 main indicators, namely: academic, social, personal-emotional, and institutional problems. Previous research results revealed that there was mental stress experienced by students in dealing with learning (Kusumawardhani, 2021). Mental preparation is a mental state that comes from the ability of the soul such as reason, will, and emotions to be ready to carry out a task or activity (Ita et al., 2022). Mental readiness is as important as other preparations that support students in the learning process, especially in physical education which involves physical, technical, tactical, and mental (Kardi, 2019).

Referring to these various research results, this study would describe the category of mental readiness of students, so that appropriate interventions were provided to help students undergo the learning process optimally. Therefore a question was formulated, namely what is the level of physical education students' ability to adapt to lectures in 2023? The purpose of this study was to reveal the ability of students to adapt to lectures in 2023. The results of this study provided an overview of the needs of students in the learning process, especially the need to adapt. In addition, the results of this study were used as a basis for consideration for physical education lecturers in implementing learning models that were easily adapted by students.

## **Materials and Methods**

### **Study participants.**

The participants in this study were physical education students at Bengkulu University in semesters 1, 3, 5, and 7. The total number of participants was 250 students. The research sample was taken using random sampling so that a sample of 112 students was obtained using the lottery technique (Retnawati, 2017).

### **Study organization.**

This research was using quantitative methods. Quantitative research is research that reveals facts without giving treatment to research samples (Sugiyono, 2019). The data in this study were obtained using a questionnaire adapted from (Nirwan et al., 2017). The questionnaire consisted of 17 statement items. The questionnaire had a validity value of 0.726-0.754 and a reliability value of 0.819. Questionnaires were distributed to research samples via

the Google form link, samples were given 4 days to complete filling out the questionnaire.

**Table 1.** Questionnaire Grid

No	Indicator	Positive statement	Negative statement
1	Logical considerations	2	0
2	Cooperation	2	2
3	Responsibility	1	1
4	Adaptation	2	2
5	Progress	1	1
6	Emotional control	2	1

**Statistical analysis.**

Research data were analyzed using simple statistics, namely using the ideal standard deviation formula and ideal mean (Wagiran, 2015). The formula is shown in Table 2.

**Table 2.** Category Determination Formula

No	Interval	Category
1	$> (Mi + 1.8 SD) - (Mi + 3 SD)$	Very High
2	$> (Mi + 0.6 SD) - (Mi + 1.8 SD)$	High
3	$> (Mi - 0.6SD) - (Mi + 0.6 SD)$	Moderate
4	$> (Mi - 1.8 SD) - (Mi - 0.6SD)$	Low
5	$(Mi - 3SD) - (Mi - 1.8 SD)$	Very Low

$$Mi = \frac{ST+SR}{2}$$

$$SD = \frac{ST-SR}{6}$$

Information:

Mi = Mean Ideal; ST = Maximum Score; SR = Minimum Score; SD = Standard Deviation

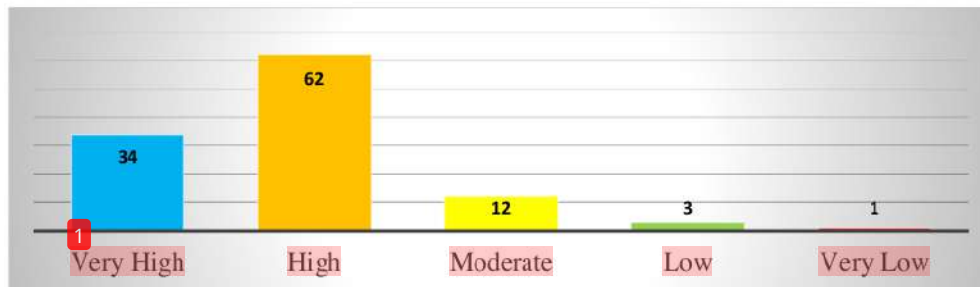
**Results**

The results of data analysis from the level of mental readiness of physical education students in participating lectures in the odd semester of 2023 are presented in Table 3 below.

**Table 3.** The Research Results

No	Interval	Category	Frequency
1	>74-88	Very High	34
2	>59-74	High	62
3	>45-59	Moderate	12
4	>30-45	Low	3
5	16-30	Very Low	1

From the research results shown in Table 3, it is known that the mental readiness of Physical Education students to attend lectures in the odd semester of 2023 was distributed into 5 categories. The most dominant number of frequencies was in the high category with a frequency of 62 students, the second largest frequency was in the very high category, namely 34 students. Then followed sequentially in the category of moderate, less, and even very less. Visually the results of the research can also be seen in Figure 1.



**Figure 1.** Frequency of Research Results for Each Category

## Discussion

Good learning readiness will help students absorb lecture material (Mulyani, 2013). The mental readiness of physical education students to attend lectures in the odd semester of 2023 was in the high category. This means that mental of physical education students was ready to navigate the entire learning process in the odd semester of 2023. Students who can get optimal results from the learning they participate in are mentally prepared (Sholihah & Pudjijuniarto, 2021).

Students' mental readiness to take part in learning is influenced by interest factors and the learning environment (Sholihah & Pudjijuniarto, 2021). Interest is the acceptance of the relationship between oneself and something outside oneself, the greater the relationship, the greater the attractiveness (Sholihah & Pudjijuniarto, 2021). Students who have a high interest in learning can be seen from the behavior they show such as paying close attention, preparing themselves before entering class or learning, and trying to find as much information as possible about the subjects they will take. Students who are not interested in a learning process not only do not follow the learning properly but can also experience failure in achieving optimal learning outcomes. Thus, it can be assumed that students had a high interest in learning in the odd semester of 2023.

A conducive learning environment contributes to students' mental readiness to learn (Sholihah & Pudjijuniarto, 2021). A conducive learning environment can be reflected in the cleanliness of the classroom, the harmonious relationship between lecturers and students, the shared commitment between students and lecturers to create a good academic atmosphere, and the fulfillment of student learning needs. The better the learning environment, the better learning readiness will be followed. So, it can be concluded that the condition of the learning environment at the physical education campus of the Universitas Negeri Bengkulu had met the learning needs of students.

Students who have learning readiness can be seen from their ability to give logical considerations. Students can make decisions logically, are not in a hurry to conclude, and have a strong stance in every action they take. The results of the study show that students who could think logically had better learning achievements (Sholihah & Pudjijuniarto, 2021).

Students who are ready to learn have the ability to cooperate in the learning process. The collaboration is aimed at achieving goals and learning. Students who can collaborate are known to find it easier to get success in learning (Sholihah & Pudjijuniarto, 2021). This is because students will complement each other and cover deficiencies in group members so that a balance is created in the group.

The value of responsibility is one of the indicators in measuring student learning readiness (Sholihah & Pudjijuniarto, 2021). Students who are ready to learn tend to be responsible for all assignments given in the learning process. Students' ability to show the value of responsibility can be seen from the accuracy in completing lecture assignments, and recognizing if there are weaknesses or deficiencies in participating in learning. students can get

optimal learning outcomes if they are responsible for themselves.

Dynamic learning environment conditions continue to guide students to be able to adapt to all possibilities that occur. Students who are mentally ready to take part in learning will continue to make efforts to adapt to every learning condition. The ability to adapt to the learning process is an important factor in following the lecture process, adjusting to various teaching methods or styles presented by lecturers, as well as socializing with peers. Students who can adapt tend to have good learning outcomes (Sholihah & Pudjijuniarto, 2021).

Students who have the mental readiness to learn continue to upgrade themselves to be better from time to time. The progress to be achieved is something that can be measured, achieved, and by his abilities. Students who want to always be better tend to have positive habits such as having self-confidence, being able to motivate themselves to continue learning, and not being satisfied with the achievements that have been achieved at this time. The high demand in the academic world requires students to be able to control their emotions. Emotional ability is a skill possessed by a person to control his emotions so that he does not act negatively which harms himself and the environment (Sholihah & Pudjijuniarto, 2021). The learning environment is carefully controlled to encourage the growth and development of each student in all areas, including physical, psychomotor, cognitive, and affective development (Kuswoyo & Hiskya, 2022).

### Conclusions

Mental readiness in following lectures is all forms of psychological or mental responses given by students to overcome various learning problems. The Readiness to learn mentally shown by students of the Physical Education Program was in the high category. Nonetheless, it still existed for students who were not mentally ready to attend lectures in the odd semesters of 2023. Factors that cause students to have mental readiness in the medium category, less, and very less had not been analyzed in depth in this study. So that this is a limitation of the research. The results of this study can only be generalized to students of the physical education study program at the Universitas Negeri Bengkulu in 2023. Referring to the results of this study, it is recommended that further researchers examine the internal and external factors that affect the mental readiness of physical education students at Universitas Bengkulu.

### Acknowledgment

This research can be carried out well because of the cooperation of students Penjas who are willing to voluntarily provide honest answers.

4

### Conflict of interest

The author discloses that there is no conflict of interest in this research.

### References

- Amanullah, A. S. R. (2022). Mekanisme Pengendalian Emosi dalam Bimbingan dan Konseling. *Conseils: Jurnal Bimbingan dan Konseling Islam*, 2(1), 1-13. <https://doi.org/10.55352/bki.v2i1.112>
- Auerbach, R. P., Alonso, J., Axinn, W. G., Cuijpers, P., Ebert, D. D., Green, J. G., ... & Bruffaerts, R. (2016). Mental disorders among college students in the World Health Organization world mental health surveys. *Psychological medicine*, 46(14), 2955-2970. <https://doi.org/10.1017/S0033291716001665>
- Belawati, T., Daryono, D., Sugilar, S., & Kusmawan, U. (2023). Development of an instrument to assess independent online learning readiness of high school students in

- Indonesia. *Asian Association of Open Universities Journal*, 18(1), 34-45. <https://doi.org/10.1108/AAOUJ-09-2022-0139>
- Danumihardja, M. (2018). Menggagas Pola Pembelajaran Pada Mahasiswa Pgsd Unswagati Melalui Delapan Kebiasaan. *Caruban: Jurnal Ilmiah Ilmu Pendidikan Dasar*, 1(1), 11-22. <http://dx.doi.org/10.33603/cjiipd.v1i1.1175>
- Fazariyah, A., & Dewi, P. S. (2022). Studi Pendahuluan: Kontribusi Fasilitas Belajar Dan Tingkat Sosial Ekonomi Orang Tua Terhadap Hasil Belajar Matematika Pada Pembelajaran Dalam Jaringan. *Jurnal Ilmiah Matematika Realistik*, 3(1), 36-41. <https://doi.org/10.33365/ji-mr.v3i1.1833>
- Hanafiah, H., Sauri, R. S., Rahayu, Y. N., & Arifudin, O. (2022). Upaya Meningkatkan Kompetensi Profesional Guru melalui Supervisi Klinis Kepala Sekolah. *JIP-Jurnal Ilmiah Ilmu Pendidikan*, 5(10), 4524-4529. <https://doi.org/10.54371/jiip.v5i10.1049>
- Harmini, T. (2017). Pengaruh kesiapan Belajar terhadap prestasi belajar Mahasiswa pada pembelajaran kalkulus. *Mathline: Jurnal Matematika dan Pendidikan Matematika*, 2(2), 145-158. <https://doi.org/10.31943/mathline.v2i2.42>
- Ita et al. (2022). Level of motivation, self-confidence, anxiety control, mental preparation, team cohesiveness and concentration of elite and non-elite athletes. *Journal of Physical Education and Sport @ (JPES)*, Vol. 22 (issue 12) DOI:10.7752/jpes.2022.12403. Accessed from <https://www.efsupit.ro/index.php/archive?id=144>.
- Johnson, D. W., Johnson, R. T., & Smith, K. A. (2014). Cooperative learning: Improving university instruction by basing practice on validated theory. *Journal on Excellence in University Teaching*, 25(4), 1-26.
- Kardi, I. S. (2019). Psychological Skills Characteristics of Athletics, Weightlifting, Cycling, Swimming, and Waterskiing Athletes based on the Medal Achievements in the 2017 SEA Games. *Jurnal Pendidikan Jasmani Dan Olahraga*, 4(1), 55-61 DOI : 10.17509/jpjo.v4i1.12452.
- Kusumawardanhi et al. (2021). Aktivitas Fisik Dan Kesehatan Mental Siswa Sma Pada Adaptasi Kehidupan Baru. *Jurnal Sporta Saintika*. Accessed from <http://sportasaintika.ppj.unp.ac.id/index.php/sporta/article/view/167/95>.
- Kuswoyo, D., & Hiskya, H. J. (2022). Kepuasan Siswa SMA Se-Kota Merauke Terhadap Pembelajaran Pendidikan Jasmani. *Indonesian Journal of Physical Education and Sport Science*, 2(2), 113-118. Accessed from <https://doi.org/10.52188/ijpess.v2i2.273>.
- Laksono, B. A. (2020). Pengaruh Kesiapan Mental Terhadap Hasil Ujian Program Kesetaraan. *Jurnal Pendidikan Modern*, 5(3), 139-144. Accessed from <https://doi.org/10.37471/jpm.v5i3.106>
- Margunayasa, I. G., Dantes, N., Marhaeni, A. A. I. N., & Suastra, I. W. (2019). The Effect of Guided Inquiry Learning and Cognitive Style on Science Learning Achievement. *International Journal of Instruction*, 12(1), 737-750.
- McDonald, J. M., & Paganelli, C. (2021). Exploration of mental readiness for enhancing dentistry in an inter-professional climate. *International Journal of Environmental Research and Public Health*, 18(13), 7038. <https://doi.org/10.3390/ijerph18137038>
- Mulyani, D. (2013). Hubungan kesiapan belajar siswa dengan prestasi belajar. *Konselor*, 2(1). <https://doi.org/10.24036/0201321729-0-00>
- Nopiyanto, Y. E., Pujiyanto, D., Raibowo, S., Prabowo, A., Ibrahim, I., & Alimuddin, A. (2022b). Kesiapan Belajar Mahasiswa Penjas pada Perkuliahan Tatap Muka Semester Genap 2021/2022. *Jurnal Patriot*, 4(3), 217-224. <https://doi.org/10.24036/patriot.v4i3.862>
- Nopiyanto, Y. E., Raibowo, S., Prabowo, A., & Ibrahim, I. (2022a). Psychological well-being: A study of physical education students. *Altius: Jurnal Ilmu Olahraga dan Kesehatan*, 11(2), 160-166. <https://doi.org/10.36706/altius.v11i2.18910>

- Nugraha, U. (2015). Hubungan Persepsi, Sikap Dan Motivasi Belajar Terhadap Hasil Belajar Pada Mahasiswa Pendidikan Olahraga Dan Kesehatan Universitas Jambi. *Cerdas Sifa Pendidikan*, 4(1). <https://doi.org/10.22437/csp.v4i1.2640>
- Retnawati, H. (2017). Teknik Pengambilan Sampel. *UNY*. Accessed from <https://staffnew.uny.ac.id/upload/132255129/pengabdian/15Teknik%20Penyampelan%20alhamdulillah.pdf>.
- Rizaldi, D. R., Doyan, A., Makhrus, M., Fatimah, Z., & Nurhayati, E. (2021). Adaptation to new normal conditions: Students physics learning outcomes using the blended learning model. *International Journal of Asian Education*, 2(3), 369-376. <https://doi.org/10.46966/ijae.v2i3.171>
- Rotgans, J. I., & Schmidt, H. G. (2014). Situational interest and learning: Thirst for knowledge. *Learning and Instruction*, 32, 37-50. <https://doi.org/10.1016/j.learninstruc.2014.01.002>
- Sari, Y. I., & Trisnawati, N. (2021). Analisis Pengaruh E-Learning dan Kesiapan Belajar Terhadap Minat Belajar Melalui Motivasi Belajar Sebagai Variabel Intervening Mahasiswa Program Beasiswa FLATS di Surabaya pada Masa Pandemi Covid-19. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 7(2), 346-360. <https://doi.org/10.33394/jk.v7i2.3736>
- Setiawan, A., Sawitri, D., & Suswati, E. (2019). Pengaruh Minat dan Lingkungan Belajar terhadap Kesiapan Belajar Dimediasi oleh Motivasi Belajar. *Jurnal Psikologi: Jurnal Ilmiah Fakultas Psikologi Universitas Yudharta Pasuruan*, 6(2), 94-113. Retrieved from <https://jurnal.yudharta.ac.id/v2/index.php/ILMU-PSIKOLOGI/article/view/1830>
- Shaari, M. F., & Ahmad, S. S. (2016). Physical learning environment: Impact on children school readiness in Malaysian preschools. *Procedia-Social and Behavioral Sciences*, 222, 9-18. <https://doi.org/10.1016/j.sbspro.2016.05.164>
- Takdir, N., Loho, A., & Logo, A. (2021). Kesiapan belajar mahasiswa program studi agronomi menghadapi digitalisasi pendidikan. *Jurnal Holan*, 1(1), 20-25. <http://holan.unaim-wamena.ac.id/index.php/holan/article/view/4>
- Vogler, J. S., Thompson, P., Davis, D. W., Mayfield, B. E., Finley, P. M., & Yasseri, D. (2018). The hard work of soft skills: augmenting the project-based learning experience with interdisciplinary teamwork. *Instructional Science*, 46, 457-488. <https://doi.org/10.1007/s11251-017-9438-9>

---

**Information about the authors:**

**Yahya Eko Nopiyanto, S.Pd., M.Pd** : yahyaekonopiyanto@unib.ac.id, <https://orcid.org/0000-0003-2920-0594> , Department Of Physical Education, Universitas Bengkulu, Indonesia

**Septian Raibowo, S.Pd., M.Pd** : septianraibowo@unib.ac.id, <https://orcid.org/0000-0001-9588-2752> Department Of Physical Education, Universitas Bengkulu, Indonesia.

**Andika Prabowo, M.Pd** : andikaprabowo@unib.ac.id, <https://orcid.org/0000-0002-1077-1138> Department Of Physical Education, Universitas Bengkulu, Indonesia.

**Ipa Sari Kardi, S.Or., M.Or**: ipasari@fik.uncen.ac.id, <https://orcid.org/0000-0002-7402-2179>, faculty of Sports Science, Universitas Cenderawasih, Indonesia

**Ibrahim, M.Or**: ibrahimibe616@gmail.com, Faculty of Sport Science, Universitas Cenderawasih, Indonesia.

---

**Cite this article as:** Eko Nopiyanto, Y., Raibowo, S. ., Prabowo, A. ., Sari Kardi, I. ., & Ibrahim. (2023). Mental Readiness of Physical Education Students for Odd Semester Lectures in 2023. *Indonesian Journal of Physical Education and Sport Science*, 3(2). <https://doi.org/10.52188/ijpess.v3i2.461>



# Mental Readiness of Physical Education Students for Odd Semester Lectures in 2023

ORIGINALITY REPORT

# 12%

SIMILARITY INDEX

## PRIMARY SOURCES

1	<a href="http://www.researchgate.net">www.researchgate.net</a> Internet	49 words — 2%
2	<a href="http://patriot.ppj.unp.ac.id">patriot.ppj.unp.ac.id</a> Internet	46 words — 2%
3	<a href="http://www.scilit.net">www.scilit.net</a> Internet	42 words — 2%
4	<a href="http://journal.uir.ac.id">journal.uir.ac.id</a> Internet	33 words — 1%
5	<a href="http://journal.unucirebon.ac.id">journal.unucirebon.ac.id</a> Internet	28 words — 1%
6	<a href="http://journal.staihubbulwathan.id">journal.staihubbulwathan.id</a> Internet	24 words — 1%
7	Yahya Eko Nopiyanto, Arwin Arwin, Ari Sutisyana, Yarmani Yarmani, Ipa Sari Kardi. "Stress Level of Physical Education Students in Writing Thesis", <i>Kinestetik : Jurnal Ilmiah Pendidikan Jasmani</i> , 2022 Crossref	20 words — 1%
8	Yarmani Yarmani, Yahya Eko Nopiyanto, Septian Raibowo, Dian Pujianto, Denny Pradana Saputro, M Fadli Dongoran. "Academic Stress Levels of Physical Education	19 words — 1%

Students in Attending Odd Semester Classes 2021/2022",  
Kinestetik : Jurnal Ilmiah Pendidikan Jasmani, 2022

Crossref

9 Arwin Arwin, Annisa Pramadanita, Yahya Eko  
Nopiyanto, Andika Prabowo, Septian Raibowo, Ipa  
Sari Kardi, Ibrahim Ibrahim. "ANALISIS TINGKAT KECEMASAN  
PESERTA EKSTRAKURIKULER BOLA VOLI DI SMA NEGERI 3  
SELUMA", Jambura Health and Sport Journal, 2023

18 words — 1%

Crossref

EXCLUDE QUOTES ON

EXCLUDE BIBLIOGRAPHY ON

EXCLUDE SOURCES < 1%

EXCLUDE MATCHES OFF