

## Contribution of Sports Training to the Discipline of Indonesian Athletes with Special Needs

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### ABSTRACT

Sports provide physical benefits and help people with special needs to be disciplined in managing their time and being wise. This research aims to analyze the contribution of sports training in building the discipline of athletes with special needs in Indonesia. This research uses quantitative descriptive methods. A total of 47 athletes were the research samples, taken using purposive sampling techniques. The research instruments are a questionnaire sheet and Google Forms for the implementation of sports training and a questionnaire for the discipline of athletes with special needs, which have been tested for validity and reliability. Data analysis used quantitative descriptive analysis, linear regression analysis, and determination tests. The contribution of sports training in building the disciplined character of athletes with special needs is 45.6% in the moderate category; factors/variables outside the research cause other influences. Sports training contributes to building the disciplined character of athletes with special needs in Indonesia, with the amount of contribution being in the moderate category. Knowing the impact of sports training on the character of athletes with special needs in Indonesia shows that sport contributes to building discipline. This conclusion is helpful as it provides information and data for the progress of sports and is a basis for diagnosing the development of athlete character and personality, specifically regarding the disciplinary character of athletes with special needs in Indonesia.

**Keywords:** Contribution; Sport Training; Discipline; Athletes; Special Needs

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## INTRODUCTION

Discipline is an essential foundation for every person's life to achieve success in work, relationships, and daily routines. For an athlete, discipline greatly influences achievement (Horn & Smith, 2018; Fitri, 2022; Weinberg & Gould, 2023), influencing performance (Arga & Baskoro, 2023; Zakiah & Dwiridotjahjono, 2021; Arisanti et al., 2019), and with a high level of self-discipline, transfer this attitude in carrying out their daily life routines (Yustina et al., 2021). In the world of education, discipline supports educational success and learning achievement (Wuryandani et al., 2014; Haryanto, 2019), can support children's quality of values and norms adopted by society (Rohmah et al., 2021), is directly related to every activity science (Dezaneru & Kurniawan, 2021), is closely related to the cumulative achievement index (Musa et al., 2019), reduced



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levels of violations (Supiana et al., 2019), and can provide disciplinary solid behavior provisions for the future (Ubaidillah & Efendi, 2022).

Exemplary athlete discipline will make them aware of the importance of practicing independently, perfecting skills, maintaining physical abilities, and physical fitness (Sin, 2017). Discipline is also considered a process in education, where students can apply it during the learning process (Ayni et al., 2022). The formation of a disciplined character in athletes is essential so that they carry out their duties with full responsibility (Gould et al., 2002), contributing to the development of individual responsibility because athletes must learn to make responsible decisions related to training and competition preparation (Weinberg & Gould, 2015),

Factors that influence building discipline are family, school environment, peers, and society (Sugiarto et al., 2019; Fitri, 2022), religious values (Huda et al., 2021), parenting patterns, school environment and role coaching (Gampu, 2022; Lesmana, 2021; Munaamah et al., 2021), self-concept factors, encouragement of learning and family environment (Saumadhani & Surjanti, 2021), service delivery, mastery of material, individual counseling, and modeling (Rosyid, 2020). *Sports training* is an activity that contributes to the formation of discipline because training requires a long, routine, systematic, and repetitive process. This is in line with Harsono's (2015) explanation that sports training is a structured and orderly process of activities or work, with repeated implementation and increasing the amount of load every day in the training or work carried out.

Building disciplined character can be done with physical activity and sports training using precise methods and efforts to improve the quality of life (Bredemeier & Shield in Joseph, 2006). According to Siedentop, the sports education model aims to enable every child to learn and develop physical skills and various personal and social values (Barrot et al., 2021). The United Nations (2003) details the positive values that can be studied and obtained by sports training, namely cooperation, communication, respect for rules, problem-solving, understanding, relationships with other people, leadership, respect for others, the value of business, how to win, how to lose, how to manage competition, fair play, sharing, self-esteem, trust, honesty, self-esteem, tolerance, resilience, teamwork, discipline, self-confidence.

Sports training not only has benefits in improving dynamic health, but sports also instills character values. Developing an upbeat personality and ethical behavior in athletes is a training philosophy (Thompson, 1949). Law No. 11 of 2022 explains that sports function to develop physical, spiritual, and social abilities and shape the character and personality of a dignified nation. Maksum (2005) further stated that sports training contains various meanings and values, such as discipline, responsibility, fair play, ethics/morals, cooperation, respect for others, and friendship. "Sport builds character" is one of the famous sentences from time to time that sports historians believe. The character built is discipline, which teaches fundamental principles such as mutual respect, tolerance, and cooperation (Freeman, 2001; Mechikoff & Estes, 2006).

Sports training is essential in forming self-discipline because it requires a commitment to training routines, competition strategies, and sports game rules and etiquette standards (Bailey, 2006). Youth sports training programs can encourage positive development and build character (Hansen et al., 2003, pp. 22-55). Gripping research by Tamminen et al. (2012) shows that athletes who have a good training routine tend to have a higher level of discipline. If done consistently, sports training can help develop a robust and disciplined character in athletes.

Efforts to build discipline require collaboration from various related parties (Salamor, 2022), application of culture or habits (Sobri et al., 2019), consistency, and commitment (Macleod et al., 2012; Irbi, 2014; Laura, 2015), and supervision to refrain from inappropriate or detrimental actions to oneself and others (Tangney et al., 2004). Park and Kim (2021) mention four factors for building discipline: 1) efforts to strengthen training, 2) interpersonal efforts, 3) efforts to manage nutrition, and 4) efforts to strengthen cognitive psychology.

Athletes with special needs face unique challenges that require a higher level of self-discipline to overcome physical and psychological obstacles. Haziz (2023), being an athlete with a disability, apart from the physical benefits of exercising, makes people with disabilities disciplined about their time and able to respond to things wisely. Karel (2015) explains that athletes with disabilities who have intrinsic motivation will train to improve their abilities or skills not because of artificial situations (external encouragement) but because of their inner satisfaction. For these athletes, self-satisfaction is obtained through high achievements. In general, these athletes have discipline. Shapiro and Martin (2010) explain that disability sports offer a structured and organized environment where athletes can hone time management and problem-solving skills, two critical aspects of self-discipline. Fitri (2022) explains that someone involved in sports imitates excellent or bad behavior in the environment the athlete is in/comes from. Gummesson (2003) highlights the importance of ethics in sports as a foundation for developing self-discipline, which influences athletes' attitudes and behavior outside the sporting arena. According to Bailey (2006), sports are vital in forming self-discipline because they require a commitment to training routines, competition strategies, and adherence to sports' game rules and etiquette standards.

The explanation above explains that sports training plays a vital role in supporting the development of self-discipline in athletes with disabilities by offering a structure that helps them manage time, set and achieve goals, and adhere to ethics and values. Through regular training and competition, athletes with disabilities improve their physical abilities and hone self-discipline, which is the key to success in sports and personal life.

## LITERATURE REVIEW

In this component, researchers take two theories or concepts that are relevant to the research topic, namely Neo-Freud's Social Environmental Theory and Bandura's Social Learning Theory, which are explained in the following description.

### ***Bandura's Social Learning Theory***

Bandura (1986) developed social learning theory, which deals with interacting factors that influence each other, including the reciprocal effects of behavior, cognition, and other personal components, as well as influences from the environment (Abdullah, 2019). The assumption that was one of the earliest assumptions that formed the basis of Bandura's social learning theory was that humans have very flexible abilities and can learn to behave and behave well. People often learn a lot from their own direct experience, but it turns out that they learn more from observing and observing the behavior of other people (Feist, 2009). Bandura's social learning theory has several points of view: (1) The learning process essentially occurs by imitation (imitative behavior) or modeling (exemplary behavior). (2) In imitation or example, a person is interpreted as a party who actively plays a role in determining the pattern of behavior

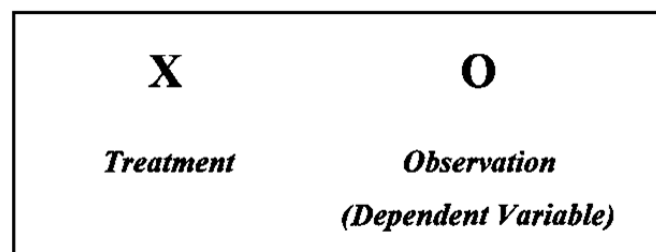
that will be imitated and the frequency and intensity of imitation that will be carried out. (3) Imitation or example can be done without the person having direct experience; this makes teaching certain behaviors a process. (4) Imitation or modeling uses indirect reinforcement to facilitate and produce certain behaviors in an equally effective manner. Reinforcement does not require specific cognitive contributions, such as the ability to remember and repeat, to carry out the imitation process. (5) Internal mediation is very important in learning because when there is sensory input that forms the basis of learning and the resulting behavior, then there are internal operations that influence the final result (Neil, 2004).

### ***Neo-Freud's Theory***

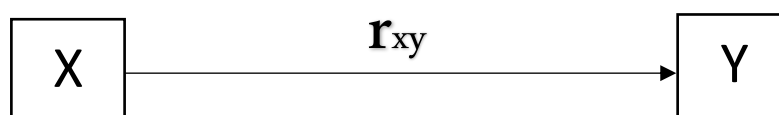
Neo-Freud's theory explains that 1) The social environment influences the process of forming each person's personality but does not include their instincts. 2) Behavioral encouragement is aimed at ensuring that human needs can be met. This theory is a combination of psychological theory and social theory, which emphasizes that people try to meet society's needs and that society helps people meet their wants and needs. Social relationships, according to Neo-Freud's theory, are the main component in the formation and development of human personality.

## **METHOD**

The method of research, the quantitative descriptive approach, is chosen with a correlational design. Descriptive research aims to provide an overview and explanation of a matter, for example, a situation, condition, event, or others. Meanwhile, quantitative methods are methods that aim to test predetermined hypotheses that are based on positivism and are used in researching samples or populations; the data collection process uses research tools/instruments, and data analysis is quantitative statistics (Fraenkel et al., 2012). Regarding design, this research uses a correlational design.



**Figure1.** The One-Shot Case Study Design  
 Source: Fraenkel, et al., (2012)



**Figure2.** Correlational Research Design  
 Source: Fraenkel, et al., (2012)

This research began in January 2024 until March 2024. Starting with testing the validity of the instrument in January, then distributing questionnaires in February, and then continuing with calculations and data analysis in March 2024. The participating samples were Indonesian disabled athletes who excelled at national and international levels. The technique for determining participants was obtained through a purposive sampling technique, namely based on previously obtained information regarding a description of population characteristics that met the criteria in order to produce the required data (Fraenkel et al., 2012). Participants are athletes with special needs who have excelled at national and international levels.

The research instruments used to carry out tests and measurements are based on the variables studied, namely: 1) the Sports Training Implementation Questionnaire and 2) The Discipline Questionnaire, which has been tested for validity and reliability. The data that has been obtained is then processed and analyzed using the normality test, correlation test, linear regression test, and determination test.

## RESULTS

To answer the research question: "Is there a contribution of sports training in building the discipline of athletes with special needs in Indonesia?" researchers conducted correlational tests, simple linear regression tests, and determinant tests. The results are presented in descriptions and tables.

### ***Correlation Test Sports Training and Discipline***

The correlation test means that if two variables have a relationship between variables X and Y, then the Pearson Product Moment correlation coefficient (r) is stated as the type of relationship between variables. The assessment criteria: a) if the significance value is  $<0.05$ , there is a correlation; b) if the significance value is  $> 0.05$ , there is no correlation.

**Table 1.** Correlation Test Sports Training and Discipline

Correlations		Sports_Training	Discipline
Sports_Training	Pearson Correlation	1	.675**
	Sig. (2-tailed)		.000
	N	47	47
Discipline	Pearson Correlation	.675**	1
	Sig. (2-tailed)	.000	
	N	47	47

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Table 2.** Guidelines for Interpreting Correlation Coefficients

Coefficient Interval	Relationship Level
0,800 – 1,000	Very Strong
0,600 – 0,799	Strong
0,400 – 0,599	Medium
0,200 – 0,399	Low
0,000 – 0,199	Very Low

**Source:** Sugiyono (2019, p. 248)

Based on Table 1, the significance value (2-tailed) is  $0.000 < 0.05$ , so it can be decided that there is a correlation between variable X (sports training) and variable Y



(discipline) for athletes with special needs in Indonesia. The Pearson Product Moment (PPM) test obtained a Pearson correlation coefficient of 0.675, which means that the level of relationship between variable X and variable Y is categorized as "strong" (Criteria in Table 2). This means that there is a strong correlation between sports training and the disciplinary character of Indonesian elite athletes with special needs.

#### Linear Regression Analysis

- Ho : There is no contribution from sports training in building the disciplined character of elite athletes with special needs in Indonesia.  
 H1 : There is a contribution of sports training in building the disciplined character of elite athletes with special needs in Indonesia.

**Table 3.** Linear Regression Test for the Contribution of Sports Training to Discipline

		Coefficients <sup>a</sup>				
Model		Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.
		B	Std. Error			
1	(Constant)	27.372	9.627		2.843	.007
	Sports_Training	.678	.110	.675	6.142	.000

a. Dependent Variable: Discipline

**Source:** Author/Personal Data

The criteria for determining the decision are if the significance value is  $<0.05$  then there is a contribution from sports training in building the disciplined character of athletes with special needs in Indonesia, conversely if the significance value is  $>0.05$  it means there is no contribution from sports training in building the discipline of athletes with special needs in Indonesia. Because the significance (Sig.)  $0.000 < 0.05$ , rejecting H0 and accepting H1 means that there is a contribution of sports training in building the disciplined character of Indonesian athletes with special needs.

Looking at Table 3, it is known that the constant value (a) is 27.372, while the character (b = regression coefficient) is 0.678, so the regression equation is:

$$\hat{Y} = a + bX$$

$$\hat{Y} = 27.372 + 0.678X$$

The equation above can be translated into a constant value of 27.372, indicating that statistically without the presence of X, the amount of Y (Responsibility) is 27.372. The X regression value of 0.678 states that statistically for every increase in Discipline, the value of Sports Training is 0.678.

#### Determination Test

The function of the test ( $R^2$ ) is to measure the extent to which the independent variable is able to explain the dependent variable. The test criteria are if the value ( $R^2$ ) is close to 0, it shows the influence is getting smaller; if the value ( $R^2$ ) is close to 1, it shows the influence is getting bigger. According to Chin (1998), the R-Square value is categorized as strong if  $> 0.67$ , moderate if  $0.33 < R < 0.67$ , and weak if  $0.19 < R < 0.33$ .

**Table 4.** Linear Regression Test for the Contribution of Sports Training to Discipline

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.675 <sup>a</sup>	.456	.444	7.183

a. Dependent Variable: Discipline

b. Predictors: (Constant), Sports\_Training

Source: Author/Personal Data

Based on the table above, a determinant coefficient (R Square) of 0.456 is obtained, which means that the independent variable training (Sports Training) on the dependent variable (Discipline Character) is 45.6% (moderate category). At the same time, the other influence is due to other variables/factors in outside research.

## DISCUSSION

Based on data analysis and processing, it was found that the contribution of sports training in building the disciplined character of athletes with special needs was 45.6% in the moderate category; factors/variables outside the research caused other influences. The meaning of moderate, according to Eliani (2023) in "Structural Equation Modelling Analysis of Partial Least Square Prediction Oriented Segmentation (Sem Pls-Pos)" is moderate or sufficient.

The disciplinary character variable for athletes with special needs includes several dimensions that are subject to data processing and analysis. According to Hurlock (1978), these dimensions include the regulation dimension, punishment dimension, reward dimension, and athlete consistency dimension. According to Bailey (2006), sport is an important exercise in forming self-discipline because it requires commitment to training routines, competition strategies, and adherence to the rules of the game and standards of etiquette in sports.

Shapiro and Martin (2010), in the book "Olympic Dreams: The Impact of Mega-Events on Local Politics," explain that disability sports offer a structured and organized environment where athletes can hone time management and problem-solving skills, two key aspects of self-discipline. Dewey (1938), in "Experience and Education," emphasized that the educational process—and in this case, education through sports—must enable individuals to make connections between actions and outcomes. This is particularly relevant for athletes with special needs, as learning self-discipline through sport contributes to the understanding and application of the concepts of cause and effect in a wider context. Gummesson (2017), in "Total Relationship Marketing," highlights the importance of ethics in sports as a foundation for developing self-discipline, which in turn influences athletes' attitudes and behavior outside the sports arena.

Sport plays an important role in supporting the development of self-discipline, an essential component for athletes with special needs in achieving personal achievement and well-being. Through sport, athletes with special needs are trained to manage time, set priorities, and commit to predetermined goals. The following discussion will outline details regarding sports training in improving self-discipline in athletes with special needs, citing relevant reference sources. Self-discipline in the context of sports can be seen as an individual's ability to limit their actions, focus attention, and control emotions, all of which are essential to achieving achievement-oriented goals. According to Bailey (2006) in "Physical Education and Sport in Schools: A Review of Benefits and

Outcomes," sport is an important exercise in forming self-discipline because it demands commitment to training routines, competition strategies, and adherence to game rules and etiquette standards in sports.

Disabled athletes, in particular, face unique challenges that require greater levels of self-discipline to overcome physical and psychological obstacles. Shapiro and Martin (2010), in the book "Olympic Dreams: The Impact of Mega-Events on Local Politics," explain that disability sports offer a structured and organized environment where athletes can hone time management and problem-solving skills, two key aspects of the discipline. Additionally, training and competition in sports encourage athletes with special needs to set realistic goals and work hard to achieve them. This is particularly relevant for athletes with special needs, as learning self-discipline through sport contributes to the understanding and application of the concepts of cause and effect in a wider context. Self-discipline training can also be seen in the adjustment of athletes with special needs to the code of ethics and values in the sport they participate in.

Sports practice is important in supporting the development of self-discipline in athletes with special needs by offering a structure that helps them manage time, set and achieve goals, and adhere to ethics and values. Through regular training and competition, athletes with special needs not only improve their physical abilities but also hone self-discipline, which is the key to success in sports and personal life.

## **CONCLUSION**

The research conclusion refers to the results of data processing and analysis showing that there is a contribution of sports training in building the disciplined character of elite athletes with special needs in Indonesia. The contribution of sports training to the discipline of elite athletes with special needs in Indonesia is 45.6% in the moderate category. In contrast, other factors or variables outside this research influence the others. Therefore, this research recommends that the government create a policy regarding the development of athletes with special needs and pay attention to the quality of implementation of sports training, especially in developing discipline for athletes with special needs.

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## **CONFLICT OF INTEREST**

All authors declare that this manuscript has no conflict of interest with any party.

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