



Social economic and education of national athletes

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ABSTRACT

The success of becoming a national athlete cannot be separated from various aspects which influence it, they are internal aspects, coaching and training, social environment, family, education, sociocultural, and other factors. The purpose of this research is to identify the national athlete profiles from their socio-economic and educational aspects. This research was categorized into descriptive qualitative research involving eight participants from national athletes in Palangka Raya, Central Kalimantan. The results of the study showed that the social attitude of the athlete's achievements was due to their disciplines, high willpower, determination to win, self-confidence, fighting, hard work, perseverance, patience, and prayer. In addition, based on the economic aspects, the athletes have the opportunity to become civil servants; get some money, land lots, and a house; be more convenient to choose a school; and have the opportunity to go Hajj and travel abroad. The research also showed that most of them are high school graduates, some are still in college and some of them are college graduates. As national athletes, they must be able to manage the time between training and studying, especially when they are taking part in training camps and matches.

Keywords: discipline, motivation, multiple role, rewards, and study

Article history

Received:
26 August 2022

Revised:
19 November 2022

Accepted:
20 January 2023

Published:
4 February 2023

Citation (APA Style): Mikdar, U.J., Ulfa, Z.D., & Sugiyanto, R. (2023). Social economic and education of national athletes. *Cakrawala Pendidikan: Jurnal Ilmiah Pendidikan*, 42 (1), 254-263. DOI: <https://doi.org/10.21831/cp.v42i1.52225>

INTRODUCTION

Central Kalimantan is one of the provinces in Indonesia that has a relatively large contribution to development in Indonesia, especially in the field of sports development, both in the scope of development and development of achievement sports, educational sports, and recreational sports. The Indonesian National Sports Committee (KONI) of Central Kalimantan Province, in relation to the three spheres of sport, acts as a non-governmental sports institution given a role to organize coaching in the sphere of achievement sports as a medium to elevate the nation's prestige through sport.

KONI Central Kalimantan in its duties, fostering as many as 36 sports achievements that are members of KONI Central Kalimantan, there are rowing, archery, boxing, athletics, Sepak Takraw, table tennis, weightlifting, wrestling, sport dance, motorized, drum band, soft ball, badminton, tae kwon do, martial arts rock climbing, fencing, swimming, roller skating, karate, football, basketball, volleyball, chess, billiards, judo, tennis, kempo, golf, bridge, gymnastics, cycling, shooting, aero sports, fighter and korbball.

KONI not only develops and fosters achievement sports, but also participates in and facilitates participating in national and international sporting events. From these sports, there have been many Central Kalimantan athletes who have contributed to being part of the Indonesian

national team in various international events, such as rowing, archery, athletics, boxing, motorcycle racing, karate, Sepaktakraw, korbball, and others.

By following and representing Indonesia, it is an honor for athletes, not only can raise the dignity of the nation, but they can also become the pride of their families, regions of origin and even other social values. Athletes who get international achievements will receive awards from the government and other communities, both financially and in other forms. The success of becoming a national athlete certainly cannot be separated from the various aspects that influence it, both aspects of personality, achievement motivation from the athletes themselves, also willingness, sincerity, enthusiasm, health, and social environmental factors such as residence, family, education, and other factors. social culture and others.

Achievement is influenced by several factors including internal factors, namely physiology, psychology, physical and psychological maturity and external factors, namely social, cultural and environmental factors. Family is an external factor which is the main environment in the learning process. Family circumstances have a great influence on learning achievement, for example the way parents educate, family member relations, home atmosphere, family economy, understanding of parents (Syafi'i et al., 2018).

A similar study on achievement was conducted at SMPK 2 Harapan, Untal-Untal, Dalung, North Kuta, Badung where the research results explained that student learning outcomes were influenced by internal and external factors. Internal factors often affect learning outcomes with an average of 3.6 and external factors which also often affect learning outcomes with an average of 3.6, while the approach to learning factors with an average of 3.5 sometimes affect student learning outcomes (Litem et al., 2022).

Research on boxing athletes PERTINA (Persatuan Tinju Amatir Indonesia or Indonesian Amateur Boxing Federation) Padang Pariaman Regency shows similar things, namely socioeconomic status, educational status, physical condition ability and technical ability can affect athlete achievement. Parents of working athletes indicate that the athlete comes from an affluent family, which means that the athlete's needs to support sports achievement can be met from their own families (Marisa & Umar, 2020).

In addition to the family environment, the wider environment also has an influence. The social, economic, and political environment is very influential on the implementation of policies which the goal is to increase outstanding athletes. The success of the economic level is high with many large shopping centers, as well as a lot of sports raised by various communities that have had an impact (Sirait & Noer, 2021).

The results of the KONI survey for Central Kalimantan Province, which was conducted at the end of 2021, show that athletes generally come from "remote" areas, have relatively less economic capacity, limited work, they are shifting cultivation to farmers, fishermen, and gardeners. Central Kalimantan has a relatively flat plains surface topography, but is filled with forests and limited transportation facilities, some of them must be reached using water transportation modes, making some areas remote due to limited access.

With these reasons, this study examines the factors that influence the success of athletes in the social, economic, and educational conditions. This research is a development of previous research that rowing athletes from Central Kalimantan who have achievements at the National, Southeast Asian, Asian, International levels become athletes because they live in a river environment and culture, attend school in sports institutions and ultimately have an impact on socio-economic values. The results of the KONI survey for Central Kalimantan Province, which was conducted at the end of 2021, show that athletes generally come from "remote" areas, have relatively less economic capacity, limited work, they are shifting cultivation farmers, fishermen, and gardeners. Central Kalimantan has a relatively flat plains surface topography, but is filled with forests and limited transportation facilities, some of them must be reached using water transportation modes, making some areas remote due to limited access.

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environment and culture, attend school in sports institutions and ultimately have an impact on socio-economic values (Mikdar & Sugiyanto, 2020).

METHOD

This research is categorized into descriptive qualitative research to describe the behavior, thoughts, or feelings of a group or individual. The informants of this study were Indonesian national athletes from Central Kalimantan, totaling 8 people, namely rowing (2 people), athletics (3 people consisting of discus throwing, shot put, running), karate, archery, and boxing.

Determination of data sources is done purposely with certain considerations and goals. The criteria used are athletes who come from Central Kalimantan and have participated in championships at national and international levels. Data collection techniques through interviews. Interviews were conducted by the research team and involved field staff (4 people) who had briefings before. The interview used an interview guide in the form of open questions and the interview activities were recorded using a recorder. Observations are carried out as a support, namely observations are made at the training ground (stadium, field, or studio) to study social interactions, they are interactions between fellow athletes and interactions with coaches. Observations were made 1 time by field workers, a series of interviews.

The data analysis technique in this study was carried out after the data was obtained through in-depth interview techniques, then it was confirmed with informants continuously by means of triangulation to compare the results of data collection. Data analysis uses (data reduction, data presentation) to draw conclusions (Miles et al., 2013). Data collection was obtained from the results of interviews and observations in the form of descriptive notes. They are the reasons for being an athlete, the athlete's social attitudes and economic values obtained and educational background. After the data is collected, data reduction is then carried out, to select relevant and meaningful data, focusing on data that leads to socio-economic and athlete education. Presentation of data in narrative form to present socio-economic and educational data from various backgrounds so that the existing data is then combined into information units for drawing conclusions.

FINDING AND DISCUSSION

The findings were obtained based on field studies on Indonesian national athletes from Central Kalimantan, from rowing, athletics, karate, archery, and boxing. The data extracted consisted of 2 (two) aspects, namely socio-economic and educational. The socio-economic aspect is viewed from the reasons for becoming an athlete and the athlete's social attitudes and the economic values obtained. Education examines educational status when starting as an athlete, recent educational background and educational situation undertaken.

Finding

Some of the findings from research related to the social, economic, and educational profiles of Indonesian national athletes from Central Kalimantan are as follows:

Socioeconomic

The focus of this research is to reveal the reasons for becoming a national athlete, among the several reasons for becoming an athlete are because, (1) since childhood, they have been accustomed to living in an environment close to a river which influences social behavior and movement in sports; (2) familiar with the behavior and culture of sports movements such as rowing and swimming; (3) attended a sports institution, when he was a student at SMOA (High School of Sports); (4) have been used to exercising since childhood; (5) accustomed to joining in practicing sports; (5) inspired by national athletes who often go abroad, also often see figures of world-class athletes such as badminton athlete Rudi Hartono; (6) interested and in accordance with the characteristics; (7) solicitation or encouragement from other parties and (8) accidental or joining factors.

"... when I was in elementary school, the school was opening extracurricular activities and a lot of my friends were naughty, so I went along and continued to make it a hobby..." (Karate athlete)

"...there was advice from parents, and I see in the paddle the future is good because of the great opportunity..." (Rowing Athletes)

"My father was a coach, (I) used to rarely and had no desire to eat, even though I didn't participate in the training, I went to the field, so I joined the training, so I felt hungry and wanted to eat..." (Athletic Athletes)

This research analyzes the attitudes of national athletes in training, outside of training time, attitudes with training partners, with coaches and their environment. The results showed that athletes have social attitudes and attitudes that can be categorized into intrinsic and extrinsic. Intrinsic attitudes are attitudes which come from oneself, while extrinsic attitudes are social attitudes that come from outside oneself.

The results showed that national athletes from Central Kalimantan, in terms of (1) attitudes and social behavior that are intrinsic, have attitudes such as discipline, high will and determination to win, self-confidence, obedience to coaches and leaders, fighting, hard work, perseverance, be patient, and pray; whereas (2) extrinsic social attitudes and behaviors are the support of families and trainers who have a firm, disciplined, open, appreciative, and respectful attitude.

"Everyone's self-confidence is different, if I myself am mentally trained when competing. The more you compete, the more you win, the more you lose, seeing people can strengthen your mentality." (Boxing Athlete)

"...Keep practicing, keep improving quality, technique and so on, until you can't shoot anymore..." (Archery Athlete)

"... for athletes to reflect personality, (there are) seniors underestimate those who have just joined training. It can be a boomerang when you think others are weak..."

"...Athletes are trained to respect their elders, especially their parents, so they must act and speak politely..."

"..keep worshipping, even if you can't go to church, you can worship at home" (Athletic Athlete)

"I am a Muslim, praying 5 times a day is still obligatory. The sunnah prayer is tahajjud before competing. (Athletic Athletes)

All informants should maintain good manners so that they have a good relationship, often practice together in one field, feeling the relationship like a family. Courtesy is carried out by respecting each other both to the younger and older, including those who have just joined the sport, greeting, supporting, reminding and not demeaning each other. Courtesy also applies to administrators and coaches, because they have trained and taken care of them, helping a lot so they are considered as family, especially coaches are considered like teachers. The same thing is also done to the management, but the intensity of meeting the management is relatively rare. Courtesy is carried out by respecting each other, not discriminating, maintaining speech, maintaining manners of acting, greeting older people as well as new coaches, providing directions for implementation, providing assistance if needed.

Among these attitudes and behaviors there are also expressions from a former Indonesian national athlete from Central Kalimantan which are of interest to researchers, and are the findings of this study, these expressions are as follows :

(if there are 100 champions then I must be among 100 champions, if there are 10 champions then I must be among 10 champions, if there are 10 champions then I must be 1st place out of 10 champions)

Discipline is important for athletes. The discipline consisted of time discipline and self-discipline, in regular exercise, eating, sleeping/resting. When getting an exercise program, it must

be done correctly, following the instructions of the trainer to improve self-quality. This discipline showed in the training attendance, always being on time, always on schedule, doing exercises with the appropriate quantity and technique. Discipline is also on the attitude of athletes in the association and also respects the coach because discipline is not only seen by the coach but also oneself to assess and apply discipline at home.

This discipline comes from self-motivation who always tries to improve self-discipline, even though there are certain conditions that disrupt discipline. The forms of undisciplined activities include being undisciplined when skipping exercise or the frequency of exercise is reduced because they are tired, schoolwork is also due to boredom, not on time in training, too much using smartphone, sleeping late to find entertainment, chatting or hanging out with friends.

The economic values studied in this study are something which acquired while being an athlete in the form of economic values, including (1) becoming a State Civil Apparatus (ASN); (2) get bonus money; (3) obtaining lots of land; (4) get a house; (5) facilities and ease of entering schools; (6) can pilgrimage; and (7) can travel abroad. Some of them even become government officials, including officials at Provincial BUMDs. Meanwhile, several institutions that provide rewards are (1) the President; (2) Governor (Provincial Government); (3) Regent/Mayor (District/City Government); (4) Minister of Youth and Sports; (5) Ministry of Education and Culture; (6) Central KONI; (7) Central Management (PP) Sports Branch; (8) Provincial Sports Branch Manager (PENGPROV); and (9) community.

The use of rewards received by athletes varies, according to their conditions and needs. Reward utilization in this study is used for primary needs (education, family, training equipment and others), consumptive needs (secondary and tertiary) and spent on business (entrepreneurship).

"..to buy land (plantations), parents manage it, so you don't work for other people, poor thing, it's better to take care of your own land as well as for investment." (Athletic Athlete)

Education

The educational background of the informants in this study are diverse. Some of them are still studying in college (Physical, Health and Recreation Study Program) and some of them are focusing on pursuing their sports field, both have graduated from college (bachelor's degree) but most of them graduate from high school. There were also informants who chose to share their knowledge and experience as trainers and set up training institutions.

Informants had various conditions when they started training and decided to become athletes. The educational status of starting as an athlete in this study was (1) starting at the age of 10-11 years, still studying in elementary school, (2) still studying in junior high school, (3) after graduating from junior high school (did not study in high school), (4) still studying in high school and (5) after studying in college.

Some of the achievements had achieved by the Indonesian national athlete from Central Kalimantan, besides achieving at the national level, also achieving at the international level, even participating in various events and competitions, and achieving in several Asian, Australian, and European countries, also winning the Sea Games level, Asia, and other international events. As national athletes, they must manage their time to study or work and time with family or friends and have training camps and matches abroad.

The environment of their education influences the interest and seriousness of becoming an athlete, including starting to practice certain sports (karate) when disturbed by school friends so that they take part in extracurricular activities at school. But on the other hand, school activities are also an obstacle and a challenge for athletes to practice. School assignments and activities force athletes to choose whether to do the task and not practice or it becomes an opportunity to postpone school work or not take part in school activities because they have to practice or take part in competitions.

"..in the past there was an extracurricular at school, my teacher suggested that I join, so I joined it and kept going.." (Karate Athlete)

"... the school often permits it when there is a competition... you get a dispensation from the school" (Road Athlete)

"... once did not practice because there were too many school assignments, but as much as possible keep practicing" (Archery Athlete)

When athletes have training and competition while they are still in school or college, they will be given the time to study. Informants said that they were allowed to study when the training was held while they had the National Examination, or they could also study together with other athletes who would take the same examination. The important thing from this condition is how athletes can manage their time to study, practice and rest.

Discussion

Socioeconomic

The environment is one of some factors that influence the formation and development of individual behavior, both the physical environment and the socio-psychological environment, including sports learning and training. This environment is the reason for becoming an athlete because of the place where they live everyday influences it, for example being a rowing athlete because (1) they are used to living in an environment close to a river (2) they go to school at a sports institution so that it affects their strength and sports spirit; including those who (3) have been used to exercising since childhood and have joined in practicing sports.

In this study, apart from uncovering the reasons for becoming an athlete, it also describes the attitudes of national athletes in training, outside of training time, attitudes with training partners, with coaches and their environment. The results showed that Indonesian athletes from Central Kalimantan had social attitudes and attitudes that could be categorized as both intrinsic and extrinsic.

The theory that strengthens the findings of this research is the theory of McClelland's Achievement Motivation Theory, in which the success of becoming a national athlete cannot be separated from the social attitudes of the athletes themselves, both intrinsic and extrinsic, such as discipline, high will, determination to win, confident, fighting, hard work, diligent, patient, and praying, as well as attitude and support from family. Individuals have potential energy reserves, how this energy is released and developed depends on the strength or motivation of the individual and the situation and opportunities available.

A study was to develop and validate a broad and unique achievement motivation measure assessing this concept in multiple settings (School, Work, Family, and Community). That achievement motivation concept plays an important role, including family, school, and the community. Concepts such as goal setting, success feelings, fear of failure, taking personal responsibility for task completion, and desiring feedback, are not relevant in family, community, or school environments. Implications at a macro-level, draws attention to the importance of work, and one's performance within family, school, and community settings. Micro-level implications include the utilization of an achievement motivation measure focusing on multiple settings. By exploring achievement motivation in multiple settings, the implications for broadening the scope of research are promising (Smith & Karaman, 2019).

Discipline for all informants is important. Discipline of training and self-discipline influence self-readiness in the match that is lived. These results are in accordance with research in Ogan Ilir showing that motivation and training discipline simultaneously have a significant effect on the achievement of Taekwondo athletes in Ogan Ilir Regency with a significant value of 0.000. Another study in Ogan Ilir showed that training and discipline had a positive and significant effect of 64.3% on the achievement of athletes in martial arts in Ogan Ilir Regency (Hermawan et al., 2021).

Worship is carried out according to their respective religions between training schedules. Athletes' friends and coaches provide opportunities for worship. Another spiritual value is praying before and after doing the main activities before the game. This is in accordance with the character of deepening activities related to spirituality at PPLP North Sumatra. The study explains that

students who are in a student athlete school environment who run a character-building program have good character (Karo et al., 2019).

The difficulty of worshipping was conveyed by one of the informants. This condition is also reviewed in an article related to the social interaction of volleyball athletes at the Ananta Club, Semarang Regency, where problems occur when athletes have difficulty deciding when to worship during practice, which creates a conflict between athletes and other parties. The problem was ended through a community meeting and the result was that the exercise was continued and was welcome for those who carried out worship. Deliberation as a social process in resolving conflicts, competition, and problems. All forms of social interaction can run well because of the awareness of everyone to carry out and accept it well (Ratimiasih, 2018).

The theory that supports the findings in this study is the theory and views of George Caspar Homans about social exchange theory, (Homans & Caspar, 1967) introduces a set of fundamental propositions, they are: success, stimulus, value, deprivation-boredom, and approval aggression. Participating in various world events and representing Indonesia in world events such as matches in several Asian countries, Australia, and Europe, also winning the Sea Games, Asian, other international levels, gives evidence that there are stimulation and stimulus, even as an award, dignity for himself, parents, community, and the environment financially.

While the value proposition states that "the higher the value of the result of a person's actions for himself, the more likely he is to take that action", means that the more often he is trusted to represent Indonesia at world events and others, the national athlete from Central Kalimantan feels respected for himself, moreover they are motivated to be active in his sport he plays. Based on these reasons, it can be said that social exchange according to Homans is an exchange of gifts or costs between two or more people.

This situation is strengthened by the theory of basic human needs from Abraham Maslow, including the need for "rewards" such as social status, achievement, respect from others, good name, reputation, fame, attention, and others. The achievement of this "award" for athletes can encourage them to reach a higher level of self-actualization needs, so that they are increasingly motivated to do and practice sports, both at the national and even international levels. Abraham Maslow saw it that the need for actualization is a desire that arises continuously, and this impulse eventually turns into a very powerful potential for the national athlete (Maslow, 1954).

Meanwhile Muazaroh & Subaidi (2019) compared Maslow's theory with Al Gazali where both emphasized attention to human needs. Maslow views humans as a unified whole including body and soul, while Al-Ghazali, humans are perfect beings who have several dimensional structures. great value. The similarities between the two studies are the focus points on a complex object of discussion as well as being a benchmark for a problem or human well-being.

The economic welfare of athletes also needs attention. The Government of the Republic of Indonesia provides social security protection through the National Social Security System to athletes as a manifestation of the welfare state and shows an affirmation that athletes are a work profession with the enactment of Law 11/2022. Athletes also need education about entrepreneurship and financial intelligence and assistance so they can avoid economic difficulties when they retire (Wicaksono, 2022).

The financial rewards that athletes receive are related to the athlete's commitment to achieving and obtaining the targeted achievement title. Research conducted at the Indonesian National Sports Committee (KONI) of North Sumatra found that giving bonuses had a positive effect of 0.505 on athlete performance, and intensive had a positive effect of 0.604 on athlete performance. Simultaneous analysis of bonuses and incentives has a significant effect on athlete performance (Asnawi & Simanjuntak, 2019).

Similar research was carried out by the Center for Student Training Education (PPLP) for the Special Region of Yogyakarta during the Covid pandemic. The results of the study can be concluded that service quality and incentives have a significant effect on athlete satisfaction and motivation, and athlete satisfaction mediates the effect of service quality on athlete motivation, but athlete satisfaction does not mediate the effect of incentives on athlete motivation (Hendrawati, 2022).

The results of other studies show that there is a relationship between perceptions of financial rewards and organizational commitment, by showing the results of a significance value in the analysis results of $0.000 < 0.05$ with a coefficient value of 0.540 which means the higher the perception of financial rewards the higher the organizational commitment of athletes. Organizational commitment includes being given in the form of bonus budgets, coaching money, provision of facilities and infrastructure and athlete training (Jibrel, 2019).

Rewards for athletes who win in the championships they participate in can be obtained from various parties, including the local district government. A study of the policies of the Southeast Maluku Regency Government in fostering athlete achievement shows that there is a budget allocation for preparation and rewards for athletes although it is still not consistent. The results of the research show that the coaching money needs to be accompanied by consistent assistance so that the athlete's achievements are maintained (Rahanra & Sarkol, 2022).

KONI also gives awards for athletes. Research in Garut Regency shows that KONI identifies athlete talents, provides directions, rewards for outstanding athletes, records match results and publishes in the mass media. The influence of KONI coaching on athlete performance is 22.9%, while the rest is influenced by epsilon or other variables not examined, including management, KONI human resources, trainer competence, athlete's internal factors, government support, and so on (Hasyim et al., 2020).

Entrepreneurship-related coaching has been carried out for outstanding athletes from KONI East Java by Ciputra University through the UC Sportpreneur Academy. The results of the activity were an increase in entrepreneurship interest, business knowledge and its development, because in these activities investment simulations, business simulations and other simulations such as branding and marketing strategies including digital marketplaces were carried out so that business ideas could be developed. These activities are expected to increase the entrepreneurial competence of outstanding athletes who are approaching retirement and can become a source of income later when they have retired from sports (Utami et al., 2022).

Education

Athlete achievements do not have to match the background and level of education. Athletes start training in certain sports, just as in this study there were those who started from interests and characteristics, hobbies or even accidental factors. Athletes are even still in school, studying in college, working or are not even currently studying (graduating junior high/high school but not continuing to a higher level of education). Athletes train abilities and skills through education and training, which are organized by the government or certain institutions.

The results of this study indicate that most of the athletes have the last high school education, some of them are currently and have graduated from college. This condition is similar to research at the Dojo Wadokai Pemko Langsa where the level of education is good because they have athletes not only from elementary school but also to tertiary institutions. An important finding is that the achievement motivation of karate athletes in the dojo with indicators of educational level is in the high category (Ningsih et al., 2021).

The dual role of athletes as students or students requires them to carry out their academic achievements at school or campus as well as their sports achievements. A competition that requires them to undergo training several months before the competition starts so they have to leave activities at school or campus and look for information/literacy to catch up. Research on student athletes at the Faculty of Sports Science, Semarang State University, they determine the type of information needed and can evaluate the information obtained by comparing information from several sources. They use the information based on their needs related to college and sports according to the dual roles they play (Hidayati & Krismayani, 2019).

Meanwhile, athletes who attend Special Schools for Athletes (SKO) also have their own challenges. Learning at SKO is different from schools in general. Students study in the classroom for their non-sport academic activities; and study outdoors for their sports academic activities according to the sport they participate (physical activity, training, or competition), so that the risk of stress is high. Research at SKO East Java shows that the higher the emotional intelligence of

student athletes, the higher the grit. Emotional intelligence and grit can be learned, which means individuals can be educated to help them improve their academic and non-academic performance (Utanto & Satiningsih, 2022).

Education is an external factor that influences the athlete's level of confidence in the competition. The research was conducted on Pencak Silat Athletes of the True Satria College, with indicators related to education being (1) I feel confident in participating in competitions classified by level of education, (2) I feel that the level of education affects the results of the competition, (3) I feel I have more abilities by my educational status, and (4) even though my education is only high school but I am still confident about participating in competitions. The results of the study show that the level of confidence when competing is more influenced by the components contained in external factors, namely education, profession, and the environment (Aguss & Fahrizqi, 2020).

Other research has also written something similar where the level of education is also related to athlete's confidence as an external factor. Research on volleyball athletes at the Tugu Muda Semarang club showed that the educational aspect was in the high category, most of them were still studying (SMA). The level of self-confidence is mostly in the high category (79%) with the former in external factors (education, profession, and environment) which are mostly in the high category (86%) (Murni et al., 2020).

CONCLUSION

The conclusions of this study are (1) the social attitude of athlete achievement is due to discipline, high will, determination to win, self-confidence, fighting, hard work, perseverance, patience, and prayer, as well as family support, firm coach support, discipline, open, appreciate, and respect, and obey the coaches and leaders. (2) the economic aspects obtained as an athlete are (a) become civil servants; (b) money; (c) land lots; (d) a house; (e) convenience to choose a school; (f) opportunity to go Hajj; and (g) opportunity to travel abroad and (3) the most athletes are high school educated, some are students of high school and university, and the rest are university graduated. As national athletes, sometimes time to study in school or college is disrupted when he has to do training camps and matches.

ACKNOWLEDGMENTS

We would like to thank the Indonesian National Sports Committee (KONI) of Central Kalimantan Province for the permission and recommendations for this research. Thanks are also extended to all informants, athletes and coaches in Central Kalimantan as well as all technical teams in the field who cannot be mentioned one by one.

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