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Exploring the Risk-Taking Behavior of Student Athletes While Attending Education on Campus

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ABSTRACT
Every student who attends lectures on campus is expected to have achievements as an academic member. This also applies to student-athletes excelling in sports and balancing it with academic achievement. Achievement is related to athletes' physical abilities and skills in performing techniques. The high level of physical activity that is carried out requires athletes' involvement in taking risks both during training and competitions. This study aims to determine the profile of risk-taking behavior in Surabaya State University students. A total of 230 student-athletes became the subject of the study, with an age range of 19-24 years, with 35 people in the categories of accuracy sports, 57 people in Pencak silat, 96 people in games, and 42 people in the competition. The instrument used is risk-taking behavior—data analysis techniques using descriptive statistics. The data analysis tool used the Jeffreys' Amazing Statistics Program (JASP) application version 0.14.1.0. The data analysis results showed that most subjects' risk-taking behavior was at a good level of 157 people or 86.3 percent. The dominant risk-taking behavior is at a high level of 73 people or 31.73 percent at a moderate level. The implications of this research are the data for campuses to promote sports activities so that students have good risk-taking behavior. Through good decision-making behavior, it is hoped that it will encourage the achievement of student-athlete's academic and sports achievements.

INTRODUCTION

Students are one of the academic communities that relies on the Tridharma of Higher Education, namely education, research, and community service. Students are required not only to be active in lectures but in other activities, such as organizational activities and research in the form of scientific works as a means of self-development and student potential. A student's potential is wider than academics and other fields, such as sports. Not a few college students choose to become athletes in addition to their duties as students. In this study, the emphasis is on sports actors who act as student-athletes. Student-athletes are individuals currently studying at a university, and at the same time, the individual has a profession as an athlete (Hidayati & Krismayani, 2017; Wijaya & Jannah, 2021).

Student-athletes have the task of undergoing a process in the academic field and undergoing the process of training and competition (Nisa & Jannah, 2021; Syah & Jannah, 2021). Students who are also athletes certainly have more pressure and problems, such as being constrained in participating in the lecture process due to training for the sports branch championships they are participating in (Yukhymenko-Lescroart, 2021). Students who work as athletes are often involved in various physical activities according to their fields. Physical activity forStudent-athletes have many benefits, one of which is increasing achievement. Optimal sports achievement can be

achieved using physical, technical, and mental training approaches (Nopiyanto et al., 2021; Trianingrum & Jatmiko, 2022). On the other hand, physical activity is inseparable from various risks (Afanasieva et al., 2021; Zinn, 2019). The risk-taking problem is essential for student-athletes because mistakes in the risk-taking process will significantly impact their next life (Zastrow et al., 2019; Zhong et al., 2020).

Student-athletes are categorized in the age range of 18-25 years which is the stage of entering early adulthood (Navarro et al., 2019). People at this stage have responsibilities in their development period, including having responsibility for their life (Nesiati & Hamdan, 2019). The demands faced by student-athletes sometimes determine choices that contain risks for themselves. Student-athletes at this stage are closely associated with a time when they are more likely to engage in risky behavior (Morawetz et al., 2020).

Risk-taking behavior is a form of behavior that is carried out by individuals deliberately based on consideration and is carried out consciously that the behavior carried out has a risk (Luciana et al., 2018). Another opinion states that risk-taking behavior is a person's tendency to make decisions that are risky to him (Zinn, 2019). Risk-taking behavior is not always negative, depending on the impact of the risk on the individual. There is a positive risk-taking behavior because the impact is suitable for the individual (Bluth & Eisenlohr-Moul, 2017). For example, student-athletes must behave in a positive risk-taking manner between the risks of leaving lectures to practice preparing for competitions. Student-athletes in fighting sports must have high risk-taking behavior to start attacking before their opponents. The risk-taking behavior aspects consist of (a) risk perception, namely, all information possessed by individuals are used as a reference to understand and search for various possibilities for the actions to be taken. (b) perceived benefits, namely, the individual evaluates the action to be taken regarding the benefits to be obtained and whether it is in accordance with his goals and expectations or not. (c) Consequences, namely the courage of an individual in accepting the consequences or risks for each action to be taken (Trimpop, 1994; Yates, 1994).

Other aspects of risk-taking behavior, according to Woodman et al. (2013), namely (1) deliberate risk-taking is a risk-taking behavior carried out by individuals intentionally, where individuals remain engaged in challenging activities despite knowing the potential dangers that will be experienced. (2) precautionary behaviors, which are precautionary behaviors performed by individuals when performing challenging activities, and individual attachment to preventive behavior before engaging in risky activities. When an individual makes a decision to take a risk, they create a thought process related to the possible outcomes of the behavior (Green et al., 2020). Adolescents and adults also use the same way in the decision-making process, but they have significant differences in risk-taking behavior depending on factors such as experience, prejudice, judgment, and social pressure (Agilonu et al., 2017).

In the risk-taking process, not everything is negative or ineffective (Zastrow et al., 2019). The ability to take risks is very important for individuals, especially with regard to rapidly changing situations and conditions. This change in situations and conditions is caused by an individual's erratic mood (Berk, 2022). Emotion regulation is an important part used by student-athletes in risk-taking behavior. In the process of taking risks, not everything is negative or ineffective. The ability to take risks is very important for individuals, especially with regard to changing situations and conditions that occur quickly. Changes in these situations and conditions are due to the individual's erratic

mood. Emotion regulation is an important part used by student-athletes in risk-taking behavior related to mood. Good regulatory management can result in high risk-taking behavior. Athletes who are able to overcome various disturbances, demands, and various kinds of difficulties will certainly have better achievement and courage in taking risks than those who are not able to overcome them.

Based on the explanation above, it can be seen that the ability to take risks is very important for student-athletes, especially with regard to rapidly changing situations and conditions. Every student-athlete has different conditions, so the way to take risks will also be different. Risk-taking does not always have a negative connotation or is ineffective, depending on how the individual responds to changing situations and conditions that occur. Therefore, increasing risk-taking behavior is important as research so that it can be used as a source of information for student-athletes in understanding changes in situations and conditions felt by students. The novelty of this study is the exploration of risk-taking behavior in student-athletes while attending university education. This research can also be used as an understanding by students of the importance of the ability to take risks, complemented by the ability to adapt to changing conditions and situations. This is related to the ability of student-athletes to process emotions, as well as maintain a balance of responsibilities as students and athletes in lectures. So the objective of this study is to explore the risk-taking behavior of student-athletes while attending education on campus.

RESEARCH METHOD

General Background

The type of research used by the researcher is a type of quantitative research using descriptive quantitative methods. Quantitative research is research that uses measurement aspects in an objective way with social phenomena (Jannah, 2018). Furthermore, the research flowchart is described in Figure 1.

Figure 1. Research flowchart.

Before conducting the research, the researcher carried out the preparatory stage, including conducting a preliminary study to identify problems based on the researcher's track record, checking in the field, and searching the literature. Then, compile research proposals and schedules, compile research instruments, and the final test of the instrument. Based on the instruments that have been made, data collection is carried out. The next process is conducting data analysis, interpreting data, and making conclusions.

Sample

The subjects in this study were 230 student-athletes (male = 156 and female = 74), with an age range of 19-24 years, with 35 people in the category of sports with accuracy, 57 in martial arts, 96 in games, and 42 in competitions type of sport.

Instrument

The instrument used in this study is the taking behavior scale for sports in the form of a scale compiled by the researcher based on the theory of risk-taking behavior for sports which was compiled based on Woodman et al. (2013) which consists of two aspects, namely deliberate risk-taking and precautionary behaviors with seven items.

Data Analysis

The data analysis technique used descriptive statistics to analyze the data by describing the state of the data collected (Jannah, 2018). The data analysis tool is carried out with the application of Jeffreys's Amazing Statistics Program (JASP) 0.14.1.0 version.

RESULTS AND DISCUSSION

A total of 230 student-athletes were involved in this study. The descriptions of the research subjects as shown in Table 1.

Table 1. Tables demographics.

Aspect	Characteristic	N	Percentage
Gender	Male	156	67,8
	Female	74	32,2
Age	19–24 years old	230	100
Type of sport	A curation	35	15,2
	Combat	57	24,8
	Games	96	41,7
	Competition	42	18,3

Table 1 shows that the majority of respondents were male, at 67.8 percent. Most of them come from the sport of games at 41.7 percent, followed by combat at 24,8 percent, and competition sports at 18.3 percent. At least comes from the sport of accuracy of a number of 15.2 percent. Analysis of research data shows the profile of risk-taking behavior as Table 2.

Table 2. Level of risk-taking behavior.

Variable	Score	Categorization	Frequency	Percentage
Risk-taking behavior (Y)	7–13	Low	0	0
	14–20	Moderate	73	31,7
	21–28	High	157	68,3

According to Table 2, it can be seen that there were 157 (68.3%) student-athletes who scored the highest risk-taking behavior with a score of 21–28. Meanwhile, as many as 73 (31.7%) student-athletes were at a moderate level. Based on the results obtained, it can be concluded that the respondents in this study had risk-taking behavior in the high category. Student-athletes who have high risk-taking behavior are able to consider the consequences of their decision. This can be due to the maturity factor because the age of

student-athletes who are in the range of 19 to 14 years is at the early adult level (Santos et al., 2018). Under these conditions, student-athletes will have the skills to control themselves, be tolerant, and be able to express their emotions in a constructive and directed manner (Adila & Kurniawan, 2020; Jannah et al., 2015). This is reinforced by the opinion of Berk (2022) that early adulthood has special developmental characteristics, namely the development of cognitive abilities and moral considerations that are more focused and complex, as well as personality traits and styles that tend to be stable.

Another factor that influences risk-taking behavior is the education factor. It can be seen that the athletes in this research are students who are currently studying in Higher Education. Educated individuals are believed to be able to regulate their emotions very well because an educated person is accustomed to being faced with situations during the educational process. This is reinforced by the opinion of Kumala & Darmawanti (2022), where students who have multiple roles have strategies for regulating emotions well. Students with multiple roles are defined as individuals who act as students, are members of an organization, and are working part-time. Students perform an antecedent-focused strategy (cognitive reappraisal) which is considered effective in emotion regulation, where before expressing a response, individuals change their mindset to become more positive about a condition that creates emotions.

According to Permadani & Jannah (2022), someone with the courage to take risks in various situations and conditions will have a tendency to accept every consequence that exists for the behavior that has been done. Therefore, to bring up high risk-taking behavior in students, good emotional regulation skills are needed. Emotion regulation is not only carried out when a person experiences negative emotions but can recognize their emotions both positively and negatively as well (Manning & DiLollo, 2017). The mechanism of self-recognition, including emotions and their management, will bring up an attitude to be more prepared for risk-taking behavior (Zastrow et al., 2019). This is in line with the opinion of Oliveira et al. (2021) that attitude affects risk-taking.

In addition, research in sports has identified self-efficacy as a key mediator variable that can influence risk-taking behavior (Luciana et al., 2018; Machida et al., 2017). Consistent with previous theory (Bandura et al., 1999), rock climbers were found to take more risks when they perceive themselves as capable of managing and coping with certain risks and able to meet certain challenges (Hrušová, 2019; Möbius et al., 2022; Permadani & Jannah, 2022). These results are also in line with the research of (Machida et al., 2017), which states that athletes who have high self-efficacy tend to be less afraid of failure, are more likely to set challenging goals, and take calculated risks compared to reckless risks. Smith & Ranchordas (2022) conclude that to challenge themselves, some rock climbers may set difficult goals and take calculated additional risks when they feel confident in their ability to manage those risks.

An explanation of the contribution of emotion regulation to risk-taking behavior in a neuroscience manner is obtained from research (Mistretta et al., 2017; Morawetz et al., 2020). The impact of emotion regulation on risk-taking behavior through emotional responses, cognitive activation mechanisms, and control strategies. In experimental studies, emotion regulation was initially followed by less risky decisions, which was further reflected in increased activation in brain regions in the dorsolateral and ventrolateral prefrontal cortex and cingulate cortex. These findings indicate that changing incidental emotions using a reassessment strategy has an impact on risk-taking behavior (Morawetz et al., 2020).

CONCLUSION

Based on the research that has been done, it can be concluded that 157 high-taking behavior and 73 student-athletes in this study are in the moderate risk category. The limitation of this research is the percentage of the number of student-athletes based on sports and gender is not evenly distributed. Besides that it does not consider the diversity of motion tasks that have the potential to influence risk-taking behavior. Another limitation of this study is that it does not distinguish between positive and negative risk-taking behavior. For future researchers, future research can differentiate based on sports branch groups. Given the different motion tasks, the situations encountered are also different. It is possible that there are differences in aspects of student athletes' risk-taking behavior. In further research, differentiating positive and negative risk-taking behavior is needed for student-athletes.

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