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CORRELATION BETWEEN PHYSICAL EDUCATION LEARNING RESULTS WITH PRIMARY SCHOOL STUDENT RESPONSIBILITIES

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Abstract

In a learning process the teacher has a predefined standard of values for his students. The result of this value is usually a parameter of student success in learning on the value of knowledge and skills. However, this does not necessarily guarantee the value of his attitude, especially responsibility. The purpose of this study is to determine the influence of Physical Education knowledge with the responsibility of elementary school students, and to know the influence of Physical Education skills with the responsibility of elementary school students. The reason this research was conducted is because responsibility is an attitude that students must have, especially in the implementation of distance learning based on the values they achieve. This study uses a quantitative approach, descriptive methods, with the category of ex post facto research and analysis of fisher's exact test. The results showed that there was an influence between Physical Education knowledge and the responsibility of elementary school students. In addition, it was also found that there was no influence between Physical Education skills and the responsibility of elementary school students.

Keywords:

Physical Education, knowledge, skills, responsibility

Introduction

Physical education is an important learning in the educational process. Physical education is a learning process through physical activities designed to improve physical fitness, develop motor skills, knowledge and behavior in a healthy and active life, sportsmanship, and emotional intelligence. In the physical education process, there are three aspects that are used as assessment materials, namely: cognitive (intellectual knowledge), affective (social attitudes), and psychomotor (movement skills). This is in accordance with what was stated by Harlod M. Barrow in Freeman quoted by Abduljabar (2008, p. 4) which states that physical education can be defined as education and through human movement, when educational goals are achieved through the media of muscle activity, including: sport (sport), games, gymnastics, and exercise (exercise). Results to be achieved physically educated individuals. This value becomes part of the value of an educated individual, and is meaningful only when it relates to the content of human life. As for Syarifudin (1991, p. 3) explains that "Physical education is a process through physical activity, which is designed and arranged systematically, to stimulate growth and development, increase physical abilities and

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skills, intelligence and character formation, as well as values and attitudes. which is positive for every citizen in order to achieve educational goals ".

In order to achieve the expected goals, of course, requires conformity in the learning process. The physical education learning process will certainly be maximized if it is done face-to-face. However, in this era, technology is growing so that there are many developments in all aspects of life, especially in the world of education. One form of technological development in the world of education is the presence of new innovations in learning systems, namely distance learning via the internet or online. The presence of online learning certainly has its own benefits, as according to Tantri (2018, p. 29) which states that "The presence in online learning is considered very important to avoid large dropouts in learners due to the learning environment which is dominated by text-based models and the lack of symbols. symbols of non-verbal communication and socio-emotional information as in face-to-face classes.

In the physical education learning process, teachers are expected to be able to teach various basic movement skills, game techniques and strategies (sports), internalization of values (sportsmanship, honesty, cooperation, discipline, and responsibility), and habituation of a healthy lifestyle. The results of the physical education learning process will certainly be maximized if done face-to-face.

There are several indicators in learning outcomes, namely cognitive, affective, and psychomotor. The three indicators cannot be separated in good learning outcomes. In the affective indicator, one of the learning outcomes that will be seen is a responsible attitude.

Responsibility is the attitude of doing something good for him. According to Wiyoto (2001, p. 1) "Responsibility is the ability to make appropriate and effective decisions." As for Schiller and Bryan (2002, p. 131) explain "Responsibility is a behavior that determines how to react to situations every day, which requires several types of decisions that are moral in nature".

Based on the description above, the authors are interested in conducting research on how the influence of physical education learning outcomes with the responsibility of elementary school students with the limitation of research being carried out in the learning period carried out far.

Methods

This study uses a quantitative approach with the research method used is descriptive method. When viewed in terms of the category of research types, this study uses the type of ex post facto research. In data analysis, this study used Fisher's Exact Test analysis.

Participant

In this study, researchers involved several participants, namely the two supervisor, physical education teachers and students of SDN 106 Ajitunggal Cijambe.

Population & Sample

The subjects in this study were students of the upper class groups, namely 4, 5, and 6 at SDN 106 Ajitunggal Cijambe. A total of 51 children were taken as samples using simple random sampling technique, which were divided into 16 students in grade 4, 16 students in grade 5 and 19 students in grade 6. The instrument used in this study was a questionnaire which had 44 questions via google

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form, where respondents were asked to choose one of the answers according to their characteristics. The instrument is quite representative and can contribute to getting the data needed to see the responsibility attitude of the subject.

Instrument

In this study, to obtain data about the learning outcomes of Physical Education researchers used the final semester scores from the Physical Education teacher. The value of learning outcomes has two values, namely the value of skills and knowledge. While tools or instruments regarding student responsibility attitudes use a questionnaire. The questionnaire instrument in this study was an instrument adapted and modified by researchers from Mitayani (2019, p. 43), because the research instruments needed in the study were of a kind. This research questionnaire is prepared based on aspects of the character of responsibility according to Joshepshon, Peter, Dowd (in Mitayani, 2019, p. 43), namely '(1) dare to bear the consequences; (2) self-control; (3) determining goals and planning; (3) have an independent attitude; (4) have a positive attitude, perform obligations; (5) achieve good results; (6) be proactive, diligent, reflective; (6) provide a good role model and have moral autonomy '. Based on this understanding, the number of items used in this study were 44 items.

Procedure

In this study, there are generally 3 stages of research procedures, namely: (1) Planning Stage. The steps in this planning stage are as follows: Choosing problems and preliminary studies, Formulating problems, choosing assessment methods and approaches, determining variables, determining and compiling instruments. (2) Research Stage. The steps at this stage are determining and compiling the instrument, testing the instrument, collecting data, analyzing the data and then drawing conclusions. (3) Report Stage. The report stage is the final stage in the research procedure. The steps at this stage the researcher write a report in written form based on the principles of writing scientific papers and according to the processed data.

Data Analysis

This research is a quantitative study with ordinal data, so that the analysis of the research uses nonparametric statistics. Researchers used the IBM SPSS Statistics 21 program to perform statistical calculations, namely: Analysis of Correlation Test Data for Two Proportions of Statistics. Computing the Fisher Exact test analysis.

Result

The data obtained in this study were the final score of Physical Education from the teacher and questionnaire data. Data analysis that was done first was cross tabulation between sexes and responsibilities, cross tabulation between sexes and knowledge, cross tabulation between sexes and skills and fisher's exact test. The analysis test was carried out through the IBM SPSS Statistics 21 computer program. The analysis that can answer the hypothesis is fisher's exact test analysis, which results are as follows.

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Table 1. Analysis of skills against responsibility

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.714[a]	1	.398		
Continuity Correction[b]	.000	1	1.000		
Likelihood Ratio	1.075	1	.300		
Fisher's Exact Test				1.000	.588
Linear-by-Linear Association	.700	1	.403		
N of Valid Cases	51				

a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is .41.

b. Computed only for a 2x2 table

From the test results in Table 1, as much as 50% of the expected value is more than 5. So that we cannot use the Pearson chi-square, but use fisher's exact test. The table shows the Sig. on fisher's exact is 1. Because 1> 0.05, it can be concluded that there is no relationship between skills and responsibility.

Table 2. Analysis of knowledge on responsibility

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	6.642[a]	1	.010		
Continuity Correction[b]	4.779	1	.029		
Likelihood Ratio	9.517	1	.002		
Fisher's Exact Test				.015	.009
Linear-by-Linear Association	6.512	1	.011		
N of Valid Cases	51				

a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is 3.29.
b. Computed only for a 2x2 table

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Based on the data in table 2, as much as 50% of the expected value is more than 5. So you can't use the Pearson chi-square, but use fisher's exact test. The table shows the Sig. on fisher's exact is 0.01. Because 0.01 <0.05, it can be concluded that there is a relationship between knowledge and responsibility. Because there is a relationship between this knowledge and responsibility, it can also be seen the level of influence based on the Risk Estimate analysis as follows.

Table 3. Risk Estimate Analysis

	Value	95% Confidence Interval	
		Lower	Upper
For cohort Knowledge category = High	1.364	1.099	1.692
N of Valid Cases	51		

In table 3 above, it is known that the value of students who have high knowledge is 1.4. So that students who have high knowledge are at risk or have a tendency to be 1.4 more responsible than students with low knowledge.

Discussion

From the results of the analysis regarding the effect of the value of Physical Education knowledge on responsibility, in this case the null hypothesis is rejected. So that what is accepted is the alternative hypothesis, which is that there is an influence between the knowledge of Physical Education and the responsibility of elementary school students. While the results of the analysis regarding the effect of Physical Education skills scores on responsibility, in this case the alternative hypothesis is rejected. So that what is accepted is the null hypothesis, that is, there is no influence between the skills of Physical Education and the responsibility of elementary school students. This could be due to the fact that the respondents in this study were more female students than male and the number of samples was less.

Conclusion

Based on the results of research data processing and analysis that has been done, in answering the research objectives, it can be concluded that there is an influence between Physical Education knowledge and the responsibility of elementary school students. In addition, it was also found that there was no influence between Physical Education skills and the responsibility of elementary school students.

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