

Sports-Based Integrated Camps:

The effect on responsibility and student knowledge of drug dangers

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Abstract—This study aims to determine the effect of student participation in sports-based camps on the knowledge of the dangers of drugs and the level of student responsibility. This study used pre-experimental with pre-posttest group design. The subject of this research were 20 female high school students in Bandung Indonesia. The instrument used is a test of knowledge about drugs and the Students Responsibility Scale. Analysis of the data used is paired sample t test to measure the effect of sports camp on the knowledge of the dangerous of drugs and the level of student responsibility. The results of this study indicate that there is significant effect of sport-based camp on the knowledge of the dangers of drugs and an increase the level of student responsibility. As a recommendation for further research it is expected to use a more varied sample in terms of gender, age level and sample size. Next research is also expected to conduct longer camp activities.

Keywords—*sports camp; sports activities; drug; knowledge; responsibility; student*

I. INTRODUCTION

Drugs and narcotics victims are no longer dominant in rich people or artists, but have touched almost all levels of society. Moral crises and behavioral irregularities threaten teenagers, especially school-aged children between 14-18 years who are junior and senior high school students. Moral crises and drug influences often come in very subtle ways through students' daily interactions that carry things that are considered 'style' by students such as parties. Preventing drug trafficking by protecting community members who have not been touched by drugs is a priority that must be done by the community without exception. So far, the National Narcotics Agency (BNN) has designed various prevention activities, namely: promotive, this program is aimed at people who have not used drugs or even have not known at all. The principle is to increase the role or activity, so that this group is actually more prosperous. Preventive through activities Anti-Drug Abuse Campaign: peer education and training (peer group), counseling about drugs; Efforts to monitor and control the production and distribution of drugs in the community. Advocacy and KIE are forms of communication carried out as a form of prevention program. Advocacy is a form of strategic communication series that systematically designed and carried out within a certain period of time, both individuals and groups aim to make public policies that benefit to marginalized groups. Advocacy activities are also intended to provide enlightenment and

empowerment for marginalized groups and foster wisdom among the community to support the public policy.

Stakeholder supported is also necessary to implement this program. We have to paid closer attention that handling the problem of drug abuse is not only the obligation of the government through BNN and law enforcement officials, but rather the support of the wider community. Community participation is necessary to control the environment in which they live, the school environment, communication between parents and children in harmony is certainly very important. Openness between BNN and all communities to continue sharing the information about drugs are the good way to eliminating the gap of interests. As an element of society which is a source of knowledge and expertise, universities have an obligation to participate in the program to prevent the drugs abuse. Researchers at the Faculty of Sports Education and Health at the Indonesian University of Education are experts in the field of Sports science who should be able to contribute from their unique, distinctive and sharp fields of science to participate in this matter. Therefore, researchers conducted a study on sports based integrated camps: The effect on responsibility and students' knowledge of drug dangers.

II. METHOD

This research using pre experimental with pre-test post-test group design. Voluntary informed consent as prerequisite for participation in research has been distributed; approval was sought and given from the school and students for permission to collect some data and with the opportunity for feedback from all participants. A total of 20 participants female student (age range 14-16 years) enrolled in the group of research.

Permission to conduct the study was obtained from the researchers' University Human Ethics Committee. The school's headmaster was contacted to request collaboration, and written parental consent was obtained from all participants. sports Camp was implemented during 4 sessions (once a week, 120 minute each). The participating students were enrolled in different sports activities each week and also, they are briefed on the dangers of drugs as their knowledge. Sports activities will be presented in the form of a game that challenges the students to be motivated to spend maximum effort, such conditions make it possible to achieve responsibility level such as team work, creativity, self-direction, and also caring and helping each other's.

The instruments used in the research is Responsibility scale which adapted from TARE (Tool for Assessing Responsibility-based Education) in accordance with the purposes of this study [1]. The original instrument consists of 4 main parts, the Observable Teaching Strategies is an observation instrument on the implementation of TPSR strategy, Personal-Social Responsibility Themes is an observational instrument of Themes TPSR using TPSR framework codes, Student Responsibility is an instrument to evaluate the responsibility of students who consists of five levels of responsibility by using the 5 Likert scale, Additional Comments or Contextual Notes is an additional sheet of description or actual records in the field. The TARE (Tool for Assessing Responsibility-based Education) created by Wright has an inter-rater reliability score of 0.80, including the high category and eligible to be used as a research instrument [1]. For the purposes of this study, the Tool for Assessing Responsibility-Based Education (TARE) is adapted to the needs of the research. In this study, the studied behavioral responsibilities consist of four levels of personal and social responsibility based on the Responsibility Level Hellison which is respect, participation and effort, self-direction, and caring [2]. The instrument used in this study has been tested, so it becomes a valid and reliable instrument. This research also used the knowledge test about the dangers of drugs, and have been tested as a valid and reliable instrument.

III. RESULTS

TABLE I. DESCRIPTIVE STATISTICS FOR PRE-TEST AND POST-TEST ON THE EXPERIMENTS

Responsibility		Knowledge		Differences	
Pre test	Post Test	pre test	post test	Responsibility	Knowledge
\bar{x} = 1.43	\bar{x} = 2.04	\bar{x} = 2.12	\bar{x} = 3.36	\bar{x} = 0.61	\bar{x} = 1.24
SD=0.33	SD=0.21	SD=0.40	SD=0.36	SD=0.12	SD=0.24
N = 20					

TABLE II. PAIRED SAMPLE T-TEST FOR RESPONSIBILITY LEVEL

Variable	t	df	Sig (2 tailed)
Responsibility	5.98	19	0.01
Knowledge	8.74	19	0.00

To analyze the data, researcher used paired sample t-test to prove the significance of the effect of sports camp to enhance student's responsibility and the knowledge about the dangerous of drugs. The analysis using two tailed test and 0.05 significance level. The analysis data as illustrated on table 1 and table 2. The data showed that there is a significance effect of sports camp to enhance student's responsibility ($t = 5.98, p = 0.01 < 0.005$), so that sports camp is effective to enhance student's responsibility. Other than that, research also found that sports camp also affects to student's knowledge about the dangerous of drugs ($t = 8.74, p = 0.00 < 0.005$).

IV. DISCUSSION

Result shows that sports camp has a significant effect in improving student's responsibility, it is accordance with the research before that social responsibility can be improved

through TPSR program using specific strategies in physical education [3]. In this study, researcher used sports activities approach to enhance student's responsibility, this study conducted sports game activities to enhance responsibility and the knowledge of the dangerous of drugs abuse as shown at Figure 1.



Fig. 1. Sports game activities to enhance responsibility and the knowledge of the dangerous of drugs abuse.

The result of this research proved that such activities increasing respect of students, it is shown by the way student playing attention when teachers or other students were talking in front of the class and students can be patient in line queuing in sport activities, can be seen at Figure 2.



Fig. 2. Student playing attention.

Cooperation and self-direction are working in groups. Some research showed that physical activities based on TPSR is believed to be able to improve students' personal and social responsibility in the aspects of Self-control, Effort, helping

others, Self-worth, Self-direction, Teamwork/cooperation, Communication skills, Interpersonal relations, Sense of responsibility, Sportsmanship as shown at Figure 3 [4].



Fig. 3. Physical activities based on TPSR.

V. CONCLUSION

The sports camp approach to a group of female students produced positive outcomes in knowledge of the dangerous of drugs and responsibility: respect, participation and effort, self-

direction, and caring. The sports camp strategies implemented in this study provides a strong framework to create positive and meaningful environments to develop good character of students. Limitations of this research are first; the number of participants was very limited. Second, sampling technique using intake class. Third, the program is only conducted as long as 4 session 94 week). For disclosure statement researcher state that there was no potential conflict interest was reported.

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