

Physical Education Learning Outcomes Factor : Study Path Analysis (The Learning Motivation, Parents Attention, Physical Fitness)

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ABSTRACT

SMP N Bukik Barisan shows the learning result of the students towards Physical Sports and Health Education is average. The learning result affected by factors, like as motivation, parents attention, and physical fitness. The research aims to find out effect of motivation, parental attention, and the physical fitness towards the learning result of Physical Sports and Health Education. The research method is path analysis. The sampling method using Stratified Random Sampling, with 91 students. The data collected using the questionnaire for motivation and parents attention, physical fitness test and learning result. Data analysis showed: The t value of motivation is 1.727, the value of Sig. 0.000. Apparently the value of Sig. < probability value that is 0,000 < 0.05, the study motivation directly effect. The t value of parents attention is 0.271, the value of Sig. 0.087. Apparently the value of Sig. < probability value that is 0.087 > 0.05, the parents attention did not directly effect. The t value of The physical fitness is 7.564, the value of Sig. 0,000. Apparently the value of Sig. < probability value that is 0,000 < 0.05, the physical fitness directly effect. Based on the analysis of the trimming model, the F value > F table, 37.237 > 3.15, then the study motivation and physical fitness indirectly effect. Parents attention and physical fitness didnt indirectly effect. value of $\rho_{x_2x_1} = 0.461$ and value of $\rho_{y_1x_1} = 0.150$, thus $\rho_{x_2x_1} \cdot \rho_{y_1x_1} = 0.461 \times 0.150 = 0.169$, parents attention and study motivation indirectly 16,9%.

Keywords: Study motivation, parents attention, physical fitness, the learning result of physical sports and health education

1. INTRODUCTION

Physical Sports and Health Education (PSHE) is subject that equip students with the knowledge of the motion of body in sports and the factor of health influenced, the skill in performing body motion in exercise and maintain their health, as well as the attitudes of behavior required in exercising and maintaining health as a whole unified, thus forming the learners who aware of physical fitness, sports and health-conscious.

Based on preliminary obser-vations in SMP Negeri 1 Bukik Barisan Subdistrict Lima Puluh Kota District on January 4th 2016 data showed from first semester of student learning outcomes in subjects PSHE is still low. Students who did not achieve an average of 58% for each class while in SMP Negeri 3 Bukik Barisan District, students who did not achieve an average of 52% for each class.

Minimum Achivement criteria (KKM) established by SMP Negeri 1 Bukik Barisan District and

SMP Negeri 3 Bukik Barisan District on PSHE subject is 75.

According Dimyati (2009: 3), "learning outcomes are the result of an interaction of learning act and teaching acts[1]. From the teachers's side, teaching acts ends with the evaluation of learning outcomes. From the student's side, learning outcomes is the end of piece and peak of the learning process".

According Djaali (2012: 101) "factors that affect learning are the factors that came from inside (internal factors) and outside (external factors). Internal factors include motivation, attitudes, interests, intelligence, study habits, self-concept[2]. External factors include teachers, parents, facilities and infrastructure of learning, the school curriculum.

According Gelona (2011: 42), "has found that individuals have multiple potential sources of motivation", which means that the individual has some potential sources of motivation. Therefore motivation can indeed be regarded as a key point for success to

pursue goals and to achieve the results and well-being.

According Silalahi (2010: 173) the behavior of the parents can affect the child's personality[3], even in early life. Meanwhile, according to Dalyono (2007: 59) "the factor of parents are very big influence on his son's success in learning, namely: the size of attention and guidance of parents, the level of parental education, the size of income, and others"[4].

Nashori (2005: 51) explains that the attention of parents in educating children are a) accompany or assist children while learning, b) provide guidance, warning, and control the activities of children, c) providing support to the child, d) giving respect for the child, e) be an example for children, and f) provide fair treatment of boys and girl.

Physical fitness is a requirement in life to be more healthy and capable of productive activities. According to Getchell (1979: 8) "physical fitness is the capacity to carry out daily working (work and play) without excessive fatigue and still have energy reserves enough for emergencies status"[5].

According Ismaryati (2008: 40) as the physical fitness functions can be grouped into two which are general functions and special[6].

"General functions of physical fitness is to develop the strength, ability, capability, creativity, and durability of every human being which are useful to enhance their power. In addition, a special function of physical fitness is in accordance with the specificity of each which are divided into three groups, groups based on the jobs such as athletes, students and college students".

In addition, the physical condition of the fit / Fresh will affect the durability of the students in carrying out its activities and will affect the condition of students in learning achievement, Murdiyanto (2015: 4) [7].

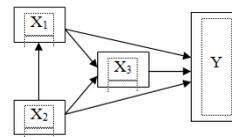
2. METHODS

The method used in this research is quantitative method by using path analysis. The sample in this study amounted to 91 students which is selected randomly from each class and technique of "Proportional Stratified Random Sampling".

Instrument in the research is a questionnaire with a scale used in questionnaires is Likert Scale for learning motivation and attention from their parents. For the physical fitness variables using Indonesia Physical Fitness Test (TKJI) for children aged 13-15 years

3. RESULT AND DISCUSSION

In theory, the conceptual framework of this research are:



Based on the results of analysis, there are coefficient path which are not significant. They are the coefficient path of parents' attention towards physical fitness and the coefficient path parents' attention on PSHE's learning outcomes, then the model needs to be fixed with the model trimming. Trimming model is used to correct a structural analysis model of the path by removing the exogenous variables that the coefficient is not significant from the model structure, Riduwan (2012: 127) [8].

1. Learning motivation gives direct impact Towards PSHE's learning outcomes.

From the result of analysis is obtained t value of learning motivation was 1,727, the value of the path coefficient between X1 to Y (ρ_{yx1}) = 0.162 and significant value. 0000. It turned out that the Sig. < Probability value is 0.000 < 0.05, then the path coefficient analysis was significant, means that there is a significant direct effect between learning motivation on PSHE's learning outcomes.

Perseverance in learning, and student do the assignments are the example of the student's capability to work continuously for a long time, if their working on study was not complete yet, then they won't stop.

Motivation is something that should be concerned in the student learning activities, including in relation of parents' attention in home. According Sardiman (2001: 73) learning motivation is as the overall force driving within the students which leads to learning activities, ensures continuity of learning activities and provide direction on learning activities, so that the learning goals can be achieved[9].

Uno (2011: 23) argues that "the learning motivation is internal and external encouragement to students who are learning to make changes in behavior, in general, with some indicators or elements that supporting"[10].

2. Parents' attention gives direct effect towards PSHE's learning outcomes

The results of analysis of parental value t of 0271, the value of the path coefficient between X2 on Y (ρ_{yx2}) = 0.025 and Significant value. 0087. It turned out that the Sig. <Probability value is 0.087> 0.05, the coefficient is not significant analysis, means that there are no significant direct influence between parents' attention on PSHE's learning outcomes.

Parents' attention in their child's education is the parents' awareness (biological, stepchild, or foster) or

guardian to focus their activities towards their children's education. Family factors influence on children's success in learning. This is in accordance with the opinion of Dalyono (2007: 59) "the factor of parents is very big influence on their son's success in learning, namely: the size of attention and guidance of parents, the level of parental education, the size of income, and others"[4].

Parents who consciously educate their children will be guided by the goal of education that is towards the child to be independent, in the direction of the main personalities. Thus the influence of parents on their children's education is very high. (Hasbullah, 2012: 22) [11]. Ubaedy (2009: 37) states that:the role of parents in the academic process turned out to be very helpful in the process of children's development in the school[12].

Other factors are receipt of this hypothesis is the parents' attention is more focused on cognitive aspects. In addition, there is still low of parents' supervision to students of SMP Negeri kecamatan Bukik Barisan towards PSHE learning. Parental control means controlling all activities or activities done by children either directly or indirectly.

3. Physical Fitness gives direct influence on PSHE Learning outcomes.

The results of analysis of physical fitness t values for 7546, the value of the path coefficient between the X3 to Y (ρ_{yx3}) = 0620 and Significant value. 0000. It turned out that the Sig. <Probability value is 0.000 <0.05, then the path coefficient analysis was significant, means that there is a significant direct effect between physical fitness towards PSHE's learning outcomes.

The research findings indicate that physical fitness has a significant direct effect on PSHE's learning outcomes of students of SMP Negeri kecamatan Bukik Barisan. This is in accordance with the opinion of Ismaryati (2008: 40) states the functions of the physical fitness is a job like students to improve learning achievement[6].

4. Learning Motivation gives effect towards PSHE's Learning Outcomes Through Physical Fitness

The indirect effect of learning motivation and physical fitness to the PSHE's learning outcomes is the value obtained by multiplying the direct influence learning motivation towards physical fitness or ($\rho_{x1 x3}$) to the direct effects of physical fitness on PSHE's learning outcomes or (ρ_{yx3}). Where the value $\rho_{x1x3} = 0.310$ and $\rho_{yx3} = 0620$, thus $\rho_{x1x3} \cdot \rho_{yx3} = 0.310 \times 0620 = 0192$. So we can say the magnitude of the indirect effect between learning motivation and physical fitness to the PSHE's learning outcomes that is equal to 0192, or 19.2% (significant).

Someone who has a high learning motivation, that supported by good physical fitness, so earnestly to follow PSHE learning and mastering the material that has been taught, unconsciously the learning motivation give effect to the PSHE's learning outcomes. The higher of learning motivationi is the better the physical fitness of students then the better the learning outcomes of students of SMPN Kecamatan Bukik Barisan.

5. Parents's attention gives effect towards PSHE's Learning Outcomes Through Physical Fitness.

From the analysis of the path coefficients, parental supervision of physical fitness does not have a direct effect where the value t of parental = 0723 with the Sig. = 0.472 and the value of the path coefficient between X2 to X3 (ρ_{x2x3}) = 0.085. It turned out that the Sig. <Probability value is 0.472> 0.05, the coefficient is not significant path analysis, means that there is no direct influence.

Moving on from these studies can be taken the common thread that parents' attention have an indirect effect on PSHE's learning outcomes through physical fitness. In general, parents' attention is less focused on the activity performed by a child.

6. Parents' Attention gives effect towards PSHE's Learning Outcomes Through Motivation

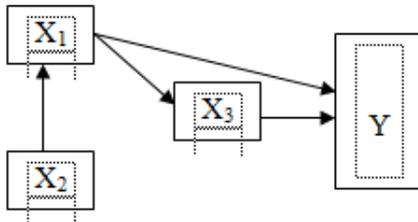
The indirect effect of parental attention and learning motivation towards PSHE's learning outcomes is the value obtained by multiplying the direct influence of parents' attention on motivation to learn or (ρ_{x2x1}) with direct influence learning motivation towards learning outcomes Penjasorkes or (ρ_{yx1}). Where the value and $\rho_{yx1} \rho_{x2x1} = 0461 = 0162$ thus $\rho_{x2x1} \cdot \rho_{yx1} = 0461 \times 0162 = 0175$. So we can say the magnitude of the indirect effect of parental attention and learning motivation towards PSHE's learning outcomes that is 0175 or 17.5% (significant).

After analysis by trimming models ρ_{x2x1} value = 0461 and ρ_{yx1} value = 0.150, thus $\rho_{x2x1} \cdot \rho_{yx1} = 0461 \times 0.150 = 0.169$. It can be seen the magnitude of the indirect effect of parental attention and learning motivation towards learning outcomes is equal to 0.169 or 16.9% (significant).

Moving on from the findings of the study can be seen that the PSHE's learning outcomes of students of SMP Negeri kecamatan Bukik Barisan indirectly influenced by the parents' attention through learning motivation. This is similar with the opinion of Ifikhah (2013: 86) states that the parents' attention influence learning motivation which will support the children's learning outcomes[13]. That's because the attention of parents is one aspect that can affect learning motivation indirectly, to acquire goog PSHE's learning outcomes, a student must have a good parent's attention, while the

students will have better learning motivation if they have good parents' attention.

After experiencing a structural model changes into the model trimming the path coefficient can be fully contained within a conceptual framework, as in the following figure:



Based on analysis formulas of path coefficient searching, can be found that the magnitude of the coefficient paths. The path coefficient value can be seen in the following table.

Table Contribution of the Effective Exogenous Variables to En-Dogen Variables (PSHE's Learning Outcomes)

Variable	Coefficien t Line	Effect		
		Direct	Indirect	Total
Learning motivation (X1)	0.150	0.150	0.193	0.343
Parents' attention (X2)	0.000	0.000	0.169	0.169
Physical Fitness (X3)	0.621	0.621	0.000	0.621

4. CONCLUSION AND SUGGESTION

Referring to the results of hypothesis testing, it can be concluded as follows:

1. The t value of motivation is 1.727, the value of Sig. 0.000. Apparently the value of Sig. < probability value that is 0,000 < 0.05, the study motivation directly effect.
2. The t value of parents attention is 0.271, the value of Sig. 0.087. Apparently the value of Sig. < probability value that is 0.087 > 0.05, the parents attention did not directly effect.
3. The t value of The physical fitness is 7.564, the value of Sig. 0.000. Apparently the value of Sig. < probability value that is 0,000 < 0.05, the physical fitness directly effect.
4. Based on the analysis of the trimming model, the F value > F table, 37.237 > 3.15, then the study motivation and physical fitness indirectly effect.
5. Parents attention and physical fitness didnt indirectly effect.

Value of $px2x1 = 0.461$ and value of $pyx1 = 0.150$, thus $px2x1 \cdot pyx1 = 0.461 \times 0.150 = 0.169$, parents attention and study motivation indirectly 16,9%.

Suggestion

Based on the findings and implications of research, then there are some suggestions as follows:

Students are expected to be able to increase the learning motivation as instilling a sense of love to learn, not easy to give up when faced the difficulties in learning, infuse diligent in learning and improving physical fitness as a routine exercise in order to achieve optimal PSHE learning outcomes.

There are expectations to the parents to do not only pay attention to the cognitive learning, but also should pay attention to improve a child's ability to master the PSHE learning.

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