



Analysis of Students' Attitudes in Physical Education Learning Class

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Abstract. Attitude is an important aspect of learning objectives for students. One part of the effort to instill attitude values in schools is through learning physical education, sports, and health. This study aimed to obtain information and examine the attitudes of students in participating in learning. The attitudes measured include religious attitudes, discipline, responsibility, politeness, caring, honesty, and confidence. This study used a descriptive research design with a survey method. The samples involved in this study were 229 students. The instruments used consisted of observation sheets, self-assessment and peer-assessment questionnaires. The results showed that the religious attitudes of students were in the entrenched category (72.49%), disciplined attitudes in the entrenched category (53.71%), the attitude of responsibility in the entrenched category (48.03%), caring attitudes in the category began to develop (47.16%), polite attitude in the entrenched category (55.02%), honest attitude in the entrenched category (65.94%), and self-confidence in the unseen category (59.39%). Overall, the attitude of students in participating in physical education learning is in a good category or is starting to develop.

Keywords: Attitudes · Affective · Physical Education

1 Introduction

One important aspect that is developed through education in Indonesia is the aspect of attitude that is realized through character education. Attitude is a reaction shown by a person accompanied by a tendency to act or behave [1]. The behavior shown by a person is a manifestation of an attitude that is closely related to that person's personality. For students, attitudes during the learning process are very important because they can affect their learning outcomes [2].

The condition of the development of the affective domain currently faces many problems, especially in the education sector. Research by Primadha [3] showed that students' deviant behavior that occurs at IPIEMS Surabaya Junior High School includes being disrespectful to teachers, truancy behavior, fights, smoking in the school environment, and going home before school hours are over. Another study regarding the level of disciplinary action of State Junior High School students in Tempeh District during the teaching and learning process showed the results of 2.2% showed students at very low

disciplinary actions, 14.2% had low disciplinary behavior, 58.2% and other conditions have high disciplinary behavior [4].

Various efforts to develop the affective domain in the education sector, one of which is by realizing character education in all subjects in the school curriculum. One of the subjects that contains attitudinal competence is physical education [5]. Physical education itself is a subject that is able to encourage the formation of student character [6, 7]. These characters emerge through exemplary attitudes, creating an environment of character, habituation, ethical guidelines, and encouraging students to behave well [8]. Aspects that can be developed through physical education include the formation of adolescent attitudes, intellectual development, aesthetic development and a healthy lifestyle [9, 10]. In addition, the results of research on the role of physical education show that physical activities such as traditional sports games/sports in physical education have a major effect on the development of students' character [11].

Attitude values that need to be familiarized through Physical Education subjects contained in the junior high school curriculum competencies are spiritual attitudes which include "appreciating and living religion" and social attitudes which include "honest behavior, discipline, responsibility, caring (tolerance and mutual cooperation), polite, and confident in interacting effectively with the social and natural environment within the reach of their association and existence" [5]. Based on efforts to instill attitude values through Physical Education subjects, students' attitudes should be well formed, considering that Physical Education has existed since the elementary school level.

The existence of problems in the development of student attitudes shown by these studies seems to be contrary to the objectives of physical education. Whereas one of the goals of physical education subjects is to try to instill attitude values in the school environment. Seeing this gap, the researcher seeks to examine more deeply about attitude competence through the behavior shown by students in participating in physical education learning. To support the availability of information related to students' attitude problems, researchers have conducted a preliminary study on State Junior High School students in Malang City. The school was chosen as the research subject because the school is one of the schools that does not yet have and implement the use of special instruments that aim to measure and assess affective competence in Physical Education learning, so that Physical Education teachers at State Junior High School 25 Malang do not know specifically about the development of participants' affective competencies. Educate.

This research is very necessary and important for Physical Education teachers at State Junior High School 25 Malang which can later be used as learning evaluation material and can be used as reference material by other schools in managing physical education learning. The results of observations at these schools indicate that there are several behavioral deviations and often appear in the school environment including undisciplined behavior such as using uniforms that are not in accordance with the regulations, often arriving late to school, refusing teacher behavior, and sometimes even issuing dirty words during the school environment. The case presentation above also attracted the attention of researchers to conduct research on the attitudes of students in participating in physical education learning at State Junior High School 25 Malang City in order to obtain the facts that actually happened. It is very important to know the condition of students' attitudes

in participating in physical education learning so that later teachers and the school can take steps and actions that can support efforts to instill attitude values into students so that they form personal characters.

2 Method

This study uses a quantitative descriptive research design, with a survey method. The variable in this study is a single variable, namely the attitude of students. The attitudes measured include religious attitudes, discipline, responsibility, courtesy, caring, honesty, and self-confidence.

The source of data in this study comes from the results of a survey on a sample taken from a population. The research population consisted of all students at State Junior High School 25 Malang City with a total of 343 people consisting of class X, XI, and XII. Sampling used random samples with stratified random sampling. Samples were taken from 9 classes and at each strata/level 3 classes will be taken randomly, so the total number of samples used is 229 people.

Data collection techniques used non-test instruments, namely observation sheets, self-assessment questionnaires and peer-assessment questionnaires. The questions were developed by the research team themselves. Each instrument used consists of 15 item list statements. After going through validation by physical education learning experts and Psychosocial Experts. The results of field trials show that in each instrument there are 15 statements that are valid and ready to be used for research. The reliability value on the observation sheet instrument was obtained at (0.788) belonging to the high category, the self-assessment questionnaire (0.790) belonging to the high category, and the peer-assessment questionnaire (0.811) belonging to the tall.

3 Result and Discussion

3.1 Result

Based on the distribution of the form of the frequency distribution in Table 1, it can be stated that the religious attitude of students in participating in physical education learning is included in the classification of very good / has been entrenched.

Table 1. Frequency distribution of students' attitudes sub-variable religious.

| No. | Interval | Classification | FA | FR |
|-----|----------|----------------|-----|--------|
| 1 | 91–100 | Very Good | 166 | 72,49% |
| 2 | 71–90 | Good | 52 | 22,71% |
| 3 | 60–70 | Enough | 6 | 2,62% |
| 4 | <60 | Less | 5 | 2,18% |
| | Total | | 229 | 100% |

Table 2. Frequency distribution of students' attitudes sub-discipline variables.

| No. | Interval | Classification | FA | FR |
|-----|----------|----------------|-----|--------|
| 1 | 91–100 | Very Good | 123 | 53,71% |
| 2 | 71–90 | Good | 89 | 38,86% |
| 3 | 60–70 | Enough | 11 | 4,80% |
| 4 | <60 | Less | 6 | 2,62% |
| | Total | | 229 | 100% |

Table 3. Frequency distribution of students' attitudes sub variables of responsibilities.

| No. | Interval | Classification | FA | FR |
|-----|----------|----------------|-----|--------|
| 1 | 91–100 | Very Good | 110 | 48,03% |
| 2 | 71–90 | Good | 84 | 36,68% |
| 3 | 60–70 | Enough | 14 | 6,11% |
| 4 | <60 | Less | 21 | 9,17% |
| | Total | | 229 | 100% |

Table 4. Frequency distribution of students' attitudes for caring sub variables.

| No. | Interval | Classification | FA | FR |
|-----|----------|----------------|-----|--------|
| 1 | 91–100 | Very Good | 28 | 12,23% |
| 2 | 71–90 | Good | 108 | 47,16% |
| 3 | 60–70 | Enough | 44 | 19,21% |
| 4 | <60 | Less | 49 | 21,40% |
| | Total | | 229 | 100% |

Based on the presentation of the distribution of the frequency distribution in Table 2, it can be stated that the disciplined attitude of students in participating in physical education learning is included in the classification of very good / has been entrenched.

Based on the presentation of the distribution of the frequency distribution in Table 3, it can be stated that the attitude of responsibility of students in participating in physical education learning is included in the classification of very good / has been entrenched.

Based on the distribution of the form of the frequency distribution in Table 4, it can be stated that the caring attitude of students in participating in physical education learning is included in the good classification / starting to develop.

Based on the presentation of the distribution of the frequency distribution in Table 5, it can be stated that the polite attitude of students in participating in physical education learning is included in the classification of very good / has been entrenched.

Table 5. Frequency distribution of students’ attitudes sub-variable polite.

| No. | Interval | Classification | FA | FR |
|-----|----------|----------------|-----|--------|
| 1 | 91–100 | Very Good | 126 | 55,02% |
| 2 | 71–90 | Good | 90 | 39,30% |
| 3 | 60–70 | Enough | 7 | 3,06% |
| 4 | <60 | Less | 6 | 2,62% |
| | Total | | 229 | 100% |

Table 6. Frequency distribution of students’ attitudes sub-variable honesty.

| No. | Interval | Classification | FA | FR |
|-----|----------|----------------|-----|--------|
| 1 | 91–100 | Very Good | 151 | 65,94% |
| 2 | 71–90 | Good | 50 | 21,83% |
| 3 | 60–70 | Enough | 15 | 6,55% |
| 4 | <60 | Less | 13 | 5,68% |
| | Total | | 229 | 100% |

Table 7. Frequency distribution of students’ attitudes sub-variable confidence.

| No. | Interval | Classification | FA | FR |
|-----|----------|----------------|-----|--------|
| 1 | 91–100 | Very Good | 23 | 10,04% |
| 2 | 71–90 | Good | 52 | 22,71% |
| 3 | 60–70 | Enough | 18 | 7,86% |
| 4 | <60 | Less | 136 | 59,39% |
| | Total | | 229 | 100% |

Based on the presentation of the distribution of the frequency distribution in Table 6, it can be stated that the honest attitude of students in participating in physical education learning is included in the classification of very good / has been entrenched.

Based on the presentation of the distribution of the frequency distribution in Table 7, it can be stated that the students’ self-confidence in participating in physical education learning is included in the very low/not yet visible classification.

Based on the distribution of the form of the frequency distribution in Table 8, it can be stated that the attitude of students in participating in physical education learning is included in the good classification / starting to develop.

Table 8. Frequency distribution of students' overall attitudes in participating in physical education learning.

| No. | Interval | Classification | FA | FR |
|-----|----------|----------------|-----|--------|
| 1 | 91–100 | Very Good | 16 | 6,99% |
| 2 | 71–90 | Good | 183 | 79,91% |
| 3 | 60–70 | Enough | 27 | 11,79% |
| 4 | <60 | Less | 3 | 1,31% |
| | Total | | 229 | 100% |

3.2 Discussion

The results of the research and data analysis on the attitudes of students in participating in physical education learning on the religious sub-variable were included in the very good category/already entrenched. Someone who has a religious attitude will tend to be a person who is disciplined, responsible, polite, caring, and honest. Basically, religious attitudes are influenced by internal factors of students themselves, however, school culture including the role of teachers and principals is also able to influence religious attitudes [12]. The learning process carried out by physical education teachers in getting used to religious attitudes can be seen through praying activities before and after learning and providing reinforcement to students to always be grateful. The application of learning steps that emphasize exemplary and repeated habituation has been shown to increase religious attitudes [13]. The process of habituation and the use of exemplary that is accustomed by parents and teachers is considered the most effective tool to cultivate religious attitudes [14].

The results of the research and data analysis on the attitudes of students in participating in physical education learning on the discipline sub-variables are included in the very good category/already entrenched. The role of physical education teachers in instilling discipline in students is carried out through examples of direct disciplinary behavior by the teacher, through punishment, and through praise given because of the discipline shown by students directly. This is in line with previous research which shows that discipline can be developed by establishing and controlling rules in schools including by teachers, through the family environment, and extracurricular activities [15]. Efforts made by teachers related to giving praise are supported by research results which show that giving reinforcement in the form of praise or verbal approval by the teacher to students during learning is able to influence student discipline [16].

The results of the research and data analysis on the attitudes of students in participating in physical education learning on the responsibility sub-variable are in the very good category/already entrenched. One of the efforts of Physical Education teachers at State Junior High School 25 Malang City in instilling an attitude of responsibility to students is through a group learning process (cooperative learning) and a role playing model. The group learning model plays a role in the attitude of students' responsibility because there is a division of tasks and equipment provided. This is supported by other research which shows that the cooperative learning model is a learning that affects the attitude of

responsibility because each group is required to complete the task as its responsibility according to the practice that has been exemplified by the teacher [17]. One solution to improve the attitude of responsibility of students can be done by the teacher by designing various game models that emphasize aspects of the character of responsibility [18]. Teachers can use other alternative learning models such as applying SEM so that learning is so that students are motivated to be maximally involved in physical education classes [19]. SEM can also provide opportunities for students to work together, share roles and make decisions in a group [20].

The results of research and data analysis on student attitudes in participating in physical education learning on the caring sub-variable are in the good category/starting to develop. Efforts have been made by teachers, namely by designing various suitable learning methods to insert these characters which of course must also be supported by curriculum policies and facilities and infrastructure in schools. The application of learning steps that emphasize exemplary and habituation repeatedly has been shown to increase caring attitudes [13].

As an effort to improve discipline, teachers are expected to know how to create student learning motivation. Increasing learning motivation must also continue to be carried out so that students are able to get used to their disciplined attitude [21]. While the factors that can hinder this attitude are the awareness of students who are still lacking in the importance of tolerance and social care and the participation of educators who are still lacking in cultivating these attitudes [22].

The results of research and data analysis on student attitudes in participating in physical education learning on the polite sub-variable are included in the very good category/already entrenched. The polite attitude of students towards teachers will have an impact on the quality of their interactions, so that they can have a positive effect on the teaching and learning process [23] and the quality of students' academic achievements [22]. Familiarizing students to shake hands with the teacher when entering the classroom and giving directions to students regarding politeness has been done by the teacher to cultivate this attitude. Family factors and social media have important contributions in efforts to instill a polite personality in children [24]. The period of growth in the family environment is the right time to build a personality foundation.

The results of research and data analysis on student attitudes in participating in physical education learning on the honest sub-variable are included in the very good / already entrenched category. One of the efforts made by physical education teachers is to insert honest aspect of character education into the play learning model. One solution to improve the honest attitude of students can be done by the teacher by designing various game models that emphasize aspects of the character of honesty [18].

Physical education teachers also often teach honesty through habituation. The habituation is carried out by the teacher by giving rewards and punishments for students who are not honest in carrying out instructions as exemplified by the teacher. This is in line with previous research which shows that the habit of being honest that is instilled by teachers in students is very important because an individual will tend to do something good if he gets a positive response from his environment [25].

The results of data analysis show that the attitude of students in the sub-variable of confidence in participating in physical education learning is included in the less / not

seen category. These results indicate that success in instilling self-confidence in students is still not optimal. Whereas physical education itself through its physical activities is believed to be able to increase self-confidence in students [26–28]. The factor that causes low and high student self-confidence is the low feeling of optimism of students in participating in a lesson [29]. In this case, the mastery of the learning material and the fear possessed by the students make the development of their character hampered. Other actions that can be taken to increase self-confidence are through role models, teaching by example is an effective way to develop self-confidence [30]. When the teacher becomes a role model, the teacher should provide verbal and practical examples, then the teacher can ask some questions related to learning materials to enrich students' mastery of the material. This action is expected to stimulate students' confidence in their opinions and practice the activities that have been exemplified by the teacher. Giving praise to the work and courage of students is also needed to improve students' self-confidence [31]. Furthermore, students who have confidence will encourage mastery of their learning outcomes [32].

Based on the results of the overall analysis, it shows that the attitude of students in participating in physical education learning in the category is starting to develop. The attitude of students in participating in physical education learning will determine the quality of other aspects such as learning achievement. In line with previous research which showed that students' positive attitudes had the maximum effect on learning outcomes, therefore if students want to improve their learning outcomes, they must increase their positive attitudes during learning [33]. Therefore, physical education teachers are able to carry out learning quite well. The role of the teacher is needed to educate character values and familiarize them continuously through various learning models. During physical education learning in schools, teachers only use role playing models and cooperative learning models, so efforts to cultivate attitude values have not been maximized. This is contrary to the importance of teachers in varying teaching methods. Teacher learning methods that are monotonous and less appropriate are actually able to influence students' attitudes towards the learning they are doing [34].

So that the learning carried out is more varied, basically teachers can use various other alternative learning models that specifically lead to the skills and character of students such as the *Sport Education Model (SEM)*. SEM has been proven to be effective in helping achieve the goals of affective aspects of physical education and social interaction [20].

Factors that are able to influence the attitudes of students are learning by the teacher, the personal condition of students, and the habituation carried out by parents. The involvement of parents and teachers on children's development has a great influence, because childhood is the initial period of personality formation which in turn determines their experiences at the next stage of life [35, 36].

Looking at all these factors, the learning carried out by the teacher is an important factor that can influence students' attitudes in participating in Physical Education learning, considering that one of the goals of Physical Education is to form character. Teachers have a big role in the process of growing students' self-confidence. Some actions that can be taken by teachers in an effort to develop self-confidence are using a cooperative learning model by looking at the individual characteristics of students. Placement in a group has a positive effect on self-confidence. Students who gather in groups with low

skills will feel less confident to show their abilities compared to groups with high or advanced skill status [37].

4 Conclusion

Seeing the results and discussion described above, it can be concluded that the overall attitude of students in participating in physical education learning is included in the good category/starting to develop. Several factors such as the family environment, teachers and learning strategies have a significant role in developing the attitude competence of students. Teachers also in this case need to provide learning models that specifically stimulate aspects of student attitude development such as cooperative learning, SEM and TPSR.

This study itself still has several limitations, including related to sample size and research scope. Future research is expected to involve more schools and spread across several regions. This is important to get a broader picture of the results. Further research also needs to examine qualitatively related factors that influence student attitudes in physical education learning.

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