



# Students' Social Skills: Participating in Sports Activities

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**Abstract.** The purpose of this study is to determine the difference in social skills between participating students in physical education and participating students in physical education and sports extracurriculars. This research method uses a quantitative approach with a Causal-Comparative design. The subjects in the study were 6<sup>th</sup>-grade students at Public Elementary School 2 Bayongbong Garut. The total sample was 34 students, consisting of 26 students who only participated in physical education and 8 students who participated in physical education as well as sports extracurriculars. The research instrument uses social skills questionnaires with components of emotional skills, social cognition skills, communication skills, and interaction skills. Based on the results of data processing and data analysis from the Independent Test, the T-Test sample obtained Sig. (2-tailed) results of  $0.954 > 0.05$  then  $H_0$  is accepted, showing that statistically there is no significant difference between the social skills of students who only participate in physical education and the social skills of students who participate in physical education and extracurricular sports.

**Keywords:** physical education · extracurricular sport · social skills

## 1 Introduction

The elementary school period was a golden age for students. Everything that is taught to students at this age, is included in long-term memory. It can make the good values taught by the teacher can be embedded and carried over until he grows up. For this reason, at the elementary school level, the cultivation of skills, especially attitude skills, needs to be taught optimally. One of the attitude skills that need to be instilled is social skills. Social skills are one of the important aspects that every student needs to have. Students who have high social skills will be able to interact and show positive attitudes in the school environment as well as in their social environment [1]. Meanwhile, students who have low social skills are often associated with negative outcomes such as externalization behavior, juvenile delinquency, depression, social anxiety, failing academically, and can even result in unemployment [2, 3].

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Given the importance of social skills, schools as one place to study not only aim to develop knowledge and skills but also a place to develop social attitudes and skills [4]. The development of students' social skills in schools can be achieved through various means, one of which is through sports. Students at school can participate in sports in both intra-curricular and extracurricular activities. Intra-curricular sports activities are often referred to as physical education. The extracurricular sport is a training activity for certain sports that are accommodated by the school. The implementation takes place in schools and the implementation time is conducted outside of school hours.

Participating students in physical education learning has the opportunity to improve various skills, one of which is social skills. Physical education is a great environment to promote the development of appropriate behaviors through the teaching of social skills [5]. In physical education, children learn social skills such as solving problems, communicating as well as working as a team [6]. Several studies have proven that the implementation of quality physical education can contribute positively to the social abilities, moral development of students [7], building teamwork, and developing social skills [8, 9].

Unlike physical education which is conducted during teaching and learning activities, extracurricular sports activities are followed by students outside of class hours. The purpose is to provide a forum for students to distribute and develop their potential, interests, and talents in sports, as well as an ideal environment to develop social skills [10]. Extracurricular sports activities teach social skills such as interpersonal communication, emotional skills [11], respect for rules, fair play games, and teamwork [10].

From the above presentation, it is known that social skills in students can be developed through sports activities in schools both through physical education and extracurriculars. Student participation in sports is then divided into two groups, namely students who only participate in physical education and students who participate in physical education and sports extracurriculars. With the difference in the number of student sports activities, further research is needed regarding the difference in the level of social skills between students who only participate in physical education and students who participate in physical education and sports extracurriculars.

## **2 Method**

### **2.1 Research Methods and Design**

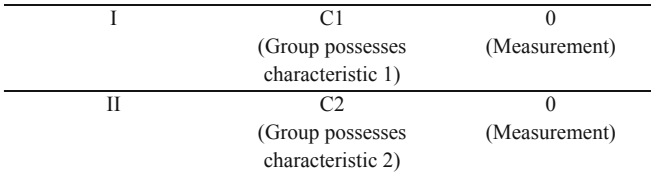
This research method uses a quantitative approach with a Causal-Comparative design [12] The research design as shown in Fig. 1.

Information:

- C1: Students participating in physical education.
- C2: Students participating in physical education and sports extracurricular.
- 0: Social skills.

### **2.2 Population, Sampling, and Sample**

The population in this study was 6<sup>th</sup>-grade students of Public Elementary School 2 Bayongbong Garut, which amounted to 34 students. The sampling technique uses total



**Fig. 1.** Comparative Causal Design (Fraenkel et al., 2012, p. 370)

**Table 1.** ALTERNATIVE QUESTIONNAIRE ANSWERS

Alternative Answers	Statement Item	
	Positive	Negative
Very Agreeable	4	1
Agree	3	2
Disagree	2	3
Very Disagree	1	4

sampling. The total sample was 34 students, consisting of 26 students who only participated in physical education and 8 students who participated in physical education and sports extracurriculars.

**2.3 Research Instruments**

In this study, the authors used a social skills questionnaire instrument compiled by researchers. The questionnaire instrument contains several components, namely emotional skills, social cognition skills, communication skills, and interaction skills [13]. Before using the instrument, the researcher tested the validity and reliability using IBM SPSS software version 25 with the results of the validity test using the calculated r value compared to the r table, the result was that r counted > r table (0.444). Similarly, the reliability test results using Alphas cronbach’s value resulted in a = 0.693 with a reliable decision. The questionnaire consists of 20 statement items, with a measurement scale in the form of a likert scale with the following scale range (Table 1).

**2.4 Data Analysis**

To analyze the data in this study using SPSS 25, the following steps were carried out:

- Prerequisite Test with: a) Normality Test: to test the normality of the data will be tested using the Kolmogorov Smirnov test; b) Homogeneity Test: the statistic used to test the homogeneity of data variance is a one way anova statistical test.
- Hypothesis Test The statistical test used for this analysis depends on the nature of the normality and homogeneity of the data. If the data analyzed is normal and homogeneous, then the statistical test used is the Independent test of the T-Test sample.

### 3 Result and Discussion

#### 3.1 Results

##### 3.1.1 Descriptive

Descriptive data is a stage of processing to obtain information about data. The individual data described to obtain data is shown in Table 2.

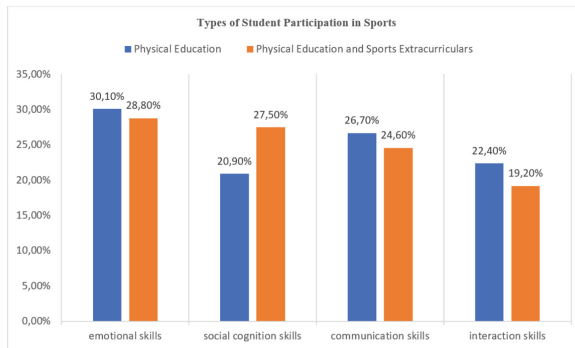
Based on Table 2, it can be concluded that: 1) Of the 26 samples that filled out the social skills questionnaire of students who only attended physical education, the average score was 57.04 and Std. Deviation was 6,397 with a minimum score of 43 and a maximum score of 66; 2) while of the 8 samples that filled out the social skills questionnaire of students who attended physical education and extracurriculars, the average score was 57.04 and Std. Deviation was 8,895 with a minimum score of 43 and a maximum score of 68.

##### 3.1.2 Percentage Chart

A graph of the percentage of social skills of students who only participate in physical education and students who attend sports social and extracurricular education consisting of four social skills components can be seen in Fig. 2.

**Table 2.** DESKRIPSI DATA

	Types of Student Participation in Sports	
	Physical Education	Physical Education and Sports Extracurriculars
Mean	57.04	57.63
Std. Deviation	6.397	8.895
Minimum	43	43
Maximum	66	68



**Fig. 2.** Percentage of social Skills Groups of students who attend only physical education and students who participate in physical education and sports extracurriculars

Figure 2 shows the results of students who only participate in physical education, with details: the emotional component of skills 30.10%; social cognition skills 20.90%, communication skills 26.70%, interaction skills 22.40%. Students who participate in physical education and sports extracurriculars are as follows; emotional skill 28.80%; social cognition skills 27.50%, communication skills 24.60%, interaction skills 19.20%.

**3.1.3 Normality Test**

The first prerequisite test is the normality test. The normality test used in this study is the Kolmogorov-Smirnov Test with the provision that if (Sig.) < 0.05 then the data is distributed abnormally, while if the value (Sig.) > 0.05 then the data is normally distributed. The results of the calculation of the normality test of social skills results in students who only participate in physical education and students who participate in physical education and sports extracurriculars. Some of the results of the normality test can be seen in Table 3.

From Table 3, output result shows data on the results of social skills of participating students in physical education obtained a value of Significance (Sig.) = 0.200 > 0.05 then can be interpreted as normally distributed data. Then the social skills result data of participating students in physical education and sports extracurriculars obtained a score of (Sig.) = 0.200 > 0.05 then can be interpreted as normally distributed data.

**3.1.4 Homogeneity Test**

The second prerequisite test is a homogeneity test. The statistics used to test homogeneity are One Way Anova statistical tests with the condition that if (Sig.) > 0.05 then the data is homogeneous, while if (Sig.) < 0.05 inhomogeneous data. Some of the results of the normality test can be seen in Table 4.

From the Table 4, the calculation of homogeneity tests on the pretest of the experiment and control groups it is known that the value of leven statistic = 1.378 and significance (Sig.) = 0.249 > 0.05 then can be interpreted as homogeneous data.

**Table 3. NORMALITY TEST**

Test results	Types of student participation in sports	SD	Mean	Asymp. Sig. (2-tailed)	Information
Social Skills	Physical Education	6.397	57.04	0.200	Normal Data
	Physical Education and Sports Extracurriculars	8.895	57.63	0.200	Normal Data

**Table 4. HOMOGENEITY TEST**

Test Results	Leven Statistics	Sig. (2-tailed)	Information
Social Skills	1.378	0.249	Homogeneous Data

**Table 5.** HYPOTHESIS TEST

Test results	Types of student participation in sports	N	t count	Sig. (2-tailed)	Decision	Conclusion
Social Skills	Physical Education	26	0.058	0.954	$H_0$ Accepted	No Difference
	Physical Education and Sports Extracurriculars	8				

### 3.1.5 Hypothesis Test

For hypothesis test using Independent Samples T-Test with conditions if (Sig.)  $> 0.05$  then  $H_0$  is accepted and  $H_1$  is rejected, while if (Sig.)  $< 0.05$   $H_0$  was rejected and  $H_1$  was accepted. Some hypothesis test results can be seen in Table 5.

Based on the output above, the Sig value is obtained. (2-tailed) of  $0.954 > 0.05$  then according to the basis of decision making in the Independent Sample T-Test, it was concluded That  $H_0$  accepted  $H_1$  was rejected meaning that there was no difference in social skills between participating students in physical education and participating students in physical education and sports extracurriculars.

## 3.2 Discussion

The results of the study found that there was no difference in social skills between participating students in physical education learning and participating students in physical education learning and sports extracurriculars. This indicates that sports activities in schools are less than optimal in playing a role in the development of students' social skills. One of the factors that causes the absence of differences between the two is that the teacher or coach does not design the process of physical activity or sports to develop social skills. This is because by designing the process of physical activity or sports that is deliberately arranged, it can encourage the results of developing social skills in a more positive direction when compared to unstructured sports programs [14]. To be able to optimize the development of students' social skills, the teacher or coach must also be able to explain the meaning of an activity that is being carried out and then integrate the social values obtained from sports activities into life and social values in society [15, 16]. In addition, in the process of extracurricular activities in schools, teachers or trainers focus more on training activities on students' movement skills so as to exclude other skills. Whereas the purpose of extracurriculars is not only on the development of talents and interests but also the social skills and personality of students.

## 4 Conclusion

Based on the results of hypothesis testing and discussion of research results, it can be concluded that there is no difference in social disabilities between participating students in physical education learning and participating students in physical education and sports extracurricular education.

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