# Artikel

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# Exploring Student Attitudes during Physical Education Class

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**ABSTRACT**

This study aimed to assess the student's attitude in attending physical, sports, and health education. The observed attitude involved their attitude of religion, honesty, discipline, responsibility, politeness, caring (tolerance-mutual cooperation), and confidence. The research was conducted using non-experimental quantitative analysis. This study involved 296 students in SMP Negeri 9 Malang City that consisted of 93 students from class VII, 100 students from class VIII, and 103 students from class IX. The data were collected through observation, self-assessment sheets, and peer-assessment sheets. Research instruments were analyzed using validity and reliability analysis. From the results of the validity analysis, 15 statements were declared valid. The results of the reliability analysis, the observation guide, self-assessment sheet, and peer-to-peer assessment sheet attained reliability scores of 0.788, 0.790, and 0.811. to obtain research results, analysis using percentages is carried out by researchers. The study results show that students' attitudes are generally classified as excellent with a great culture. Besides, attention and support from the surrounding environment are observed to be very influential for the student's attitude. Stakeholders should facilitate students to develop their behavior and attitudes.

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## 1. INTRODUCTION

The Development of student attitudes can be realized through the learning process in schools. The cultivation of a positive attitude can be realized in classroom learning in all schools, including in Physical Education (PE) course. PE prioritizes not only student movement activities but also their cognitive, affective, and social development (Barney et al., 2020). PE learning can include sports activities and games that foster personal and social attitudes in children (Opstoel et al., 2020). Based on the Core Competencies (KI) and Basic Competencies (KD) explained in the 2013 curriculum, attitude competencies in PE learning

include spiritual attitudes and social attitudes. Physical education in general does have a positive impact on students active livestyles (Widiyatmoko et al., 2020). The spiritual perspectives in PE subjects involve an attitude of respecting and living the Religion their and their friends' Religion. Meanwhile, the social attitudes cover being honest, disciplined, responsible, caring (cooperative), polite, and having great self-confidence (Permendikbud, 2018). Through the process of socialization during learning, students can interact with other individuals that is important in shaping and developing their attitudes and behavior. The Succes of a model or learning media depends on the characteristics of the students (Kustantri et al., 2022). Additionally, PE learning also has a major influence on the formation of adolescent attitudes, aesthetic development, intellectual development, and a healthy lifestyle (Wang, 2017), Students can improve their knowledge to behave increasing positively about their experience in the PE class after social skill intervention (Gil-Madrona et al., 2016).

The teacher's efforts to instill a good attitude in students certainly attain numerous challenges. Moreover, along with the progress of the times, a lot of social deviations and negative behavior have been performed by the students. This phenomenon is reinforced by the results of research conducted in junior high schools in Kediri in the 2016-2018 school year, revealing 10-15% of truant students per week (Murdianti & Nursalim, 2018). Those students mention a number of reasons for being absent from the class, ranging from having to help parents work, not doing schoolwork to being lazy to go to school. The results of another study at a junior high school in Surabaya has also reported other students' deviant behavior, such as skipped lessons at school, being not polite in talking to teachers, staying busy when learning in class, smoking in the school environment, ignoring assignments from teachers, and go home before school hours end (Primadha, 2017).

Another study's initial observations at SMP Negeri 9 Malang City conducted through observations and interviews with teachers reveal that students practice deviant behavior in each course. Students' negative attitudes include lack of discipline, not wearing uniforms according to school regulations, and not completing assignments on time. Other behaviors that arise are not returning equipment properly, being less honest, and not caring about others. These problems require attention from teachers and schools because students' behavior and attitudes affect their future (Sari, 2013). Currently, the education process in schools does not only prioritize the teaching of science or increasing intelligence, but it should also shape the behaviors and attitudes of students. The current education system form and develop students' attitudes and behaviors This is important because the attitudes shown by these students can affect their learning outcomes. The positive attitude shown by students will provide good learning outcomes (Riwahyudin, 2015). Due to the importance of developing students' positive attitudes, research that focuses on real student behavior during the learning process is required. Therefore, this research specifically examines the attitudes of students who appear when participating in PE learning.

## 2. METHODS

The research was conducted using non-experimental quantitative analysis. The investigation on students' attitude-behavior during PE learning was carried out through a survey, while the data were collected using observations, assessment sheets between friends, and self-assessment sheets. Before data collection, the instruments were validated by physical education learning experts and physical education evaluation experts. The results of the validation were used to revise the instrument, before it was used. The research instrument trial involved 16 statements. The results of the research instrument trials were analyzed using validity and reliability analysis. From the results of the validity analysis, 15 statements were declared valid, while 1 statement was classified as invalid. Meanwhile, the results of the reliability analysis, the observation guide, self-assessment sheet, and peer-to-peer assessment sheet attained reliability scores of 0.788, 0.790, and 0.811, respectively. The three results of the reliability analysis of the research instrument could be categorized as high-reliability. Thus, there are only 15 statements used in each instrument in the study. These instrument validation by experts and instrument revision processes were carried out to ensure its ability to measure the students' authentic ability.

This study involved 296 students in SMP Negeri 9 Malang City, in which 93 students from class VII, 100 students from class VIII, and 103 students from class IX. The sample was completed through a random process involving three different grade levels (stratified random sampling). The calculation of the weighting of the scores as part of the data analysis was carried out by determining the weighting of the scores from the observation scores, self-assessment scores, and peer-to-peer scores. The weighting was done with a comparison of 50% for the observation score, 25% for the self-assessment score, and 25% for the assessment score between friends. The percentage of the assessment was based on the Assessment Guideline for Competency Achievement of Junior High School Students from the Ministry of Education and Culture (Kemendikbud, 2017).

## 3. FINDINGS AND DISCUSSION

This study aims to assess student attitudes, both individual attitudes and student social attitudes during PE learning. The observed individual and social attitudes are the attitudes to appreciate and respect Religion, responsibility, honesty, disciplined, politeness, caring, and confidence. Based on the analysis carried out using quantitative descriptive analysis, the obtained results are presented in Table 1.

Table 1. Results of Students' Attitude

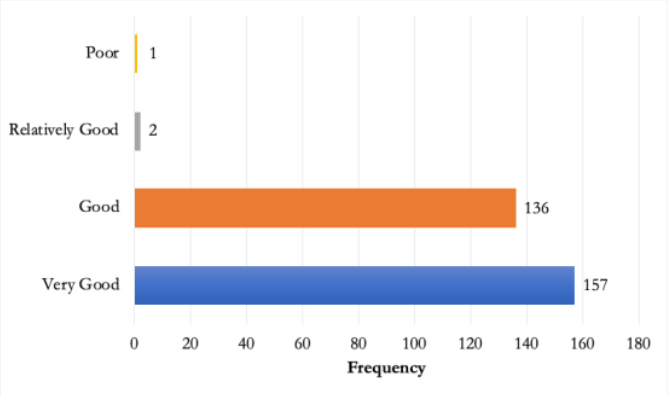
| Score | Category | ARR | | H | | D | | R | | Cr | | P | | Cf | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | F | % | F | % | F | % | F | % | F | % | F | % | F | % |
| 91-100 | Very Good | 189 | 63,9 | 221 | 74,6 | 286 | 90,5 | 261 | 88,2 | 62 | 21 | 218 | 73,6 | 84 | 28,4 |
| 71-90 | Good | 78 | 26,4 | 56 | 19 | 27 | 9,1 | 32 | 10,8 | 187 | 63,2 | 71 | 24 | 133 | 44,9 |
| 60-70 | Realtively Good | 16 | 5,4 | 9 | 3 | 0 | 0 | 2 | 0,7 | 33 | 11,1 | 5 | 1,7 | 31 | 10,5 |
| < 60 | Poor | 13 | 4,4 | 10 | 3,4 | 1 | 0,4 | 1 | 0,3 | 14 | 4,7 | 2 | 0,7 | 48 | 16,2 |
| Total | | 296 | 100 | 296 | 100 | 296 | 100 | 296 | 100 | 296 | 100 | 296 | 100 | 296 | 100 |

Attitude Items:
ARR = Appreciating and Respecting Religion;
H = Honesyt;
D = Discipline;
R = Responsibility;
Cr = Caring;
P = Politeness;
Cf = Confidence

Table 1 shows that the attitude of appreciating and respecting the Religion of 189 students (63.9%) is classified as very good. Meanwhile, the remaining 78 (26.4%), 16 (5.4%), and 13 (4.4%) students are classified in the good, sufficient, and poor categories, respectively. In the observation of honest attitude, 221 learners (74.6%) are categorized in very good criteria, 56 learners (19%) in good criteria, nine learners (3%) on adequate criteria, and ten learners (3.4%) on poor criteria. In the category of disciplinary attitude, 268 (90.5%), 27 (9.1%), and 1 (0.4%) students have very good, good and, poor disciplinary, respectively. In terms of the attitude of responsibility, 261 (88.2%), 32 (10.8%), 2 (0.7%), and 1 (03%) students perform very good, good, sufficient, and poor responsibility. In the aspect of caring attitude, 62 (21%), 187 (63.2%), 33 (11.1%), and 14 (4.7% learners are categorized as having very good, good, sufficient, and poor caring attitudes, respectively.

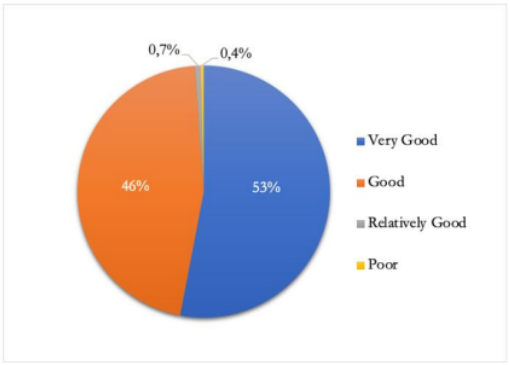
The assessment of politeness results shows that 218 (73.6%), 71 (24%), 5 (1.7%), and 2 (0.7%) students are categorized to have very good, good, sufficient, and poor politeness, respectively. Lastly, for the confidence category, 84 (28.4%), 133 (44.9%, 31 (10.5%), 48 (16.2%) students are observed to have very good, good, sufficient, and poor confidence respectively.

Graph 1. Frequency of Overall Students Behavior during PE Class




Based on Graph 1 and 2, 157 students (53%) are observed to have very good behavior, while 136 (45.9%), two (0.7%), and one (0.3%) student have good, sufficient, and poor behavior, respectively. The results signify that the general attitude of students in SMP Negeri 9 Malang City can be categorized as very good.

Graph 2. Percentage of Overall Students Behavior during PE Class




**The attitude of Appreciating and Respecting Religion**

The students' attitude of appreciating and respecting the religious teachings is classified as very good, showing that the attitude has become a culture in this school. These results are in accordance with the religious development of children aged 6 to 16 years, which outlines their growing abilities in forming religious concepts (Baharuddin, 2017). These religious developments allow them to increase their previously acquired Religion from their environment and develop it in a more personal direction. Based on this, the attitude of respecting and appreciating the Religion can affect their behavior. Although it can not prevent an immoral act directly, belief in one's Religion can help them to avoid bad behavior. This is because Religion provides motivation and encouragement to behave and be optimistic

following the teachings of his Religion. 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 (Wati & Arif, 2017).

**The Attitude of Honesty**

The honest attitude of students is classified as very good and observed to have been adopted as their culture. Honesty attitudes and behavior can be applied in sports learning, such as through games (Rubiyatno & Suharjana, 2013). In playing game activities, children are required to perform tasks according to instructions and forbidden to cheat. This can minimize students' dishonest attitudes. An honest attitude must always be applied in every lesson by the teacher. As educators, teachers must supervise and control each student's behavior so that they continuously follow the norms and character values. That way, honest attitudes can always be instilled by the teacher to students (Hestia et al., 2013). Apart from the teacher, the guidance of parents (Amaruddin et al., 2019) and peers also carries a significant influence on the students' honest behavior and attitudes (Henning et al., 2014).

**The Attitude of Discipline**

The students' attitude of discipline is classified as very good results and observed to have been adopted as the culture. Discipline can determine the smoothness of students' way to achieve their goals. It is one of the factors that support the achievement of student learning outcomes (Mirdanda, 2018). Teachers must be able to realize learning that can shape students' disciplined attitudes. Thus, they have to perform good classroom management skills because they are considered more effective in preventing undisciplined behavior. Teachers with good classroom management can find reasons for the student's bad behavior of their students and find solutions for these reasons. Classroom management is also related to the process of interaction between teachers and students. Teachers also should optimize the teaching–learning process to acquire behavioral (discipline) consequences of students (Claver et al., 2020). Motivation without wanting to learn is impossible to achieve, good learning will lead to good achievements (Syahruddin et al., 2019). The quality of the interaction between teachers and students can affect students' academic achievement and behavior. Students can apply disciplinary behavior well depending on the teacher's ability and skills to establish good relationships with their students. To be able to realize the disciplined conduct of students, teachers must always make the formation of attitudes correctly and consistently because it does not occur instantly but requires a process (Indrawati & Maksum, 2013).

**The Responsible Attitude**

The students' attitude of responsibility is also categorized as very good and has been adopted as their culture. Teachers could to improve students' abilities, this can be done with flexible learning (Wanner & Palmer, 2015). Teachers must immediately respond to students with low responsibilities by giving threats, reprimands, and verbal scolding. Teachers must be aware of the potential to influence student behavior. Giving responsibility to students to develop according to their learning needs can realize learning success (Blegur, 2020). The successful development of the students' responsible attitude will grow well and in line with their attitudes and character development. Their responsibility can be cultivated by giving students the obligation to complete assignments and discuss learning materials. When students begin to take responsibility, students will learn to timely collect assignments and to master the learning material. From this, students will learn to do things according to the instructions.

Responsible attitudes and behaviors can also be applied in sports learning, such as through games (Rubiyatno & Suharjana, 2013) and sport education model (Kurniawan, 2015; Tendinha et al., 2021). When participating in the game and sport, students are required to be responsible for themselves, other people (teams), and the equipment used in the game. This process facilitates students to learn the attitude of responsibility. The games and other activities in PE also influence their behavior (Heemskerk et al., 2020) and their attitude of responsibility (Proios et al., 2015).

**The Caring Attitude**

Students' caring attitude (tolerance-cooperation) has been classified as good and observed to be one of the attitudes that they begin to develop. The caring attitude is influenced by the thinking stage of junior high school-age students who start to enter adolescence. This period is a period of formal operational thinking. At the formal operational thinking phase, children tend to think egocentrically. Children with an egocentric way of thinking tend to think about themselves. The influence of egocentrism can be seen from their thinking. It carries an impact on the rigidity of their way of thinking and behaving (Baharuddin, 2017). It allows a person to care less about others.

This attitude can be influenced by the self-confidence of the students. Children who take physical education and sports lessons have self-confidence levels that can affect their social care attitudes towards their friends. This happens because children who are active in learning sports such as in games (teams) and have good self-confidence in sports tend to have high social levels among their friends. The child does not only think about winning but also thinks about his other friends. In addition, teenagers who tend to be intolerant of others are caused by a lack of self-confidence in themselves. The teenager will tend to justify his own opinion and be less able to accept the opinions of others to cover up his lack of self-confidence.

**The Attitude of Politeness**

The students' politeness is categorized as very good and has been adopted as their culture. The polite behavior of students can also be influenced by their worship (religious) obedience (Risthantri & Sudrajat, 2015). The higher the obedience of students in prayer signifies their great polite behavior, and conversely. This happens because students who are good in terms of worship (religious) will be encouraged and motivated to behave and be positive following the teachings of their Religion.

A person's polite behavior can contribute to the success or failure of his communication interactions (Níkleva, 2018). This is because communication is essential for humans as social beings. A failure in communication hinders a person's ability to interact well with other people. In terms of learning, the interaction between teachers and students can affect the relationship that exists between them in the learning process, along with the students' academic achievement (Santamaría-García, 2017). Besides, great communication also generates an excellent atmosphere for learning. If educators succeed in creating an atmosphere of good learning, it can provide various benefits for educators and students (Kurniawan & Suherman, 2015).

**The Attitude of Confidence**

The students' confidence has been observed to be in good criteria and begin to develop. Children who take part in team and individual sports extracurriculars have a good sense of self-confidence (Kamnuron et al., 2020). A greater self-confidence has been reported in children who practice sports than children who do not. Sports activities and physical education can raise confidence in the competence or abilities possessed by children (Ilhan & Bardakcı, 2020). The attitude and behavior of self-confidence must exist in students. Self-confidence is also one of the potentials for learning and is the factor to improve and develop students' skills, including physical, psychological, perception skills. Self-confidence can also lead a person to have good interaction and communication in socializing with other people. It is the capital to gain the trust of others. The person will attain minimum opportunity to develop, realize achievements, and actualize himself. Students with good self-confidence are not ashamed to express their opinions and questions about the learning material. Students who understand the potential that exists within themselves will try to study harder to minimize deficiencies and maintain their strengths or competencies. This is capital in achieving and improving their learning achievement (Harmuni, 2019).

Based on the analysis of the overall students' attitude during the PE learning, their behavior is classified as very good. This indicates that PE learning can influence students' attitudes. It carries a

positive influence on students' attitudes because PE learning is very influential in developing students' attitudes through learning in schools (Koc, 2017). Besides, the PE learning process can shape student behavior in a positive direction (Mukhit, 2012). Moreover, the maximum potential for movement activities will also improve student behavior during learning (Harvey et al., 2018). In the formation of individual character, PE has a very important role in improving the quality of human resources (Arifin, 2017). A positive attitude is essential for learning and students' lives because attitude can also be a determinant of the success of learning.

The application of a positive attitude can be influenced by the surrounding environment. Consequently, PE teachers need to be responsible for positive attitudes, one of which is by forming characters with fair play attitudes which considered to be able to change students' attitudes (Herdiyana & Prakoso, 2016). Effettive teaching strategies should be used to support affective learning in student (Teraoka et al., 2020). Interventions through several learning models such as sports education, teaching personal and social responsibilities, and cooperative learning (Casey & Fernandez-Rio, 2019) also need to be carried out by teachers to improve positive outcomes on student attitudes. Besides, the application of a positive attitude of students must be supported by various parties, namely families, schools, and communities. However, the formation, change, and development of a person's attitude can not occur very quickly but through a process of exemplary and continuous. Thus, teachers must always pay attention to the attitudes and behavior of their students. Additionally, the parents must also guide your child to be a good person. As students, they must understand that good behavior and attitudes have a positive influence on their lives.

## 4. CONCLUSION

The results of this study suggest that students' attitudes of respecting and appreciating the religion attitude, honest attitude, disciplined attitude, responsible attitude, polite attitude are classified as very good and have been adopted as the culture. Meanwhile, the caring attitude (tolerance-mutual cooperation) and attitude of self-confidence have been categorized as good and began to develop by the students. Generally, students' attitudes fall into the criteria of very good and have been used as their culture. The students' surrounding environment, such as teachers, schools, parents, and the surrounding community, have substantial effects. To efficiently and maximumly shape and develop students' behavior and attitudes, attention, and support from various parties is very important to achieve maximum success. Behavior and attitudes are essentials since they are the key to the success of the lives of students and the success of the learning process of students.

Although this study has successfully revealed the overall condition of students' attitudes, it only involves one school. Therefore, it is necessary to carry out further studies that involve several schools and cover a wider area. Similar research by comparing student attitudes when learning PE with theoretical material in class also needs to be carried out to see the consistency of student attitudes in both conditions.

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