

## Analysis of Factors Influencing The Learning Outcomes of Health and Sports Physical Education in Class VII Students of SMP Negeri 3 Huamual

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### Abstract

*This study aims to determine what factors influence the learning outcomes of sports and health physical education in class VII students of SMP Negeri 3 Huamual. This research is a quantitative descriptive research. The method used is survey method using a questionnaire as an instrument. This research was conducted at SMP Negeri 3 Huamual with 30 students as samples. The results of the study regarding the factors that influence the learning outcomes of sports and health physical education in class VII students of SMP Negeri 3 Huamual which are in the very high category, namely physiological factors as many as 23 respondents (76.67%) very high category, 7 respondents (23.33%) high category. Psychological factors as many as 22 respondents (73.34%) very high category, 4 respondents (13.33%) high category, 4 respondents (13.33%) medium category. Social factors as many as 20 respondents (66.67%) very high category, 9 respondents (30%) high category, 1 respondent (3.33%) and non-social factors as many as 17 respondents (56.67%) very high category, 9 respondents (30%) high category, 4 respondents (13.33%) medium category. If we look at the frequency in each category, it can be seen that the dominant psychological factor is in the very high category.*

**Keywords:** Learning, Physical Education, Students.

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## INTRODUCTION

Education is a process of changing a person's behavior in a better direction and being able to be responsible for himself, the environment and society. Education can be interpreted as a learning process through both formal and non-formal activities. Education is a process of self-development individually or in groups to master cognitive, affective and psychomotor aspects. According to Law no. 20 of 2003 concerning the National Education System (2003), education is a conscious and planned effort to create an atmosphere of learning in the learning process so that students actively develop their potential and are expected to be able to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state.

As a formal educational institution or institution, schools are obliged to develop students' potential optimally, including the development of cognitive, affective and psychomotor aspects in a balanced way. Development of cognitive aspects includes the ability to think logically consisting of knowledge, understanding, application, synthesis, and evaluation. The development of affective aspects includes ethics, attitudes, interests, and discipline. Development of psychomotor aspects related to movement skills.

Bloom, (in Hernawan, et al, 2008) one of the components of education that must be taught in schools is the subject of Physical Education. This is because physical education is considered to have a fairly strategic role in the formation of a complete human being. Physical education is essentially an educational process that utilizes physical activity to produce holistic changes in individual quality, both in terms of physical, mental, and emotional directed to encourage, guide, develop, and nurture the physical and spiritual learners and their living environment so that they grow optimally. harmonious and optimal so that they are able to carry out tasks for themselves as well as for the nation and state, Rosdiani (2012).

In its implementation, physical education learning should be equipped with adequate equipment and equipment as an effort to optimize the implementation of the teaching and learning process for Physical Education, Sports and Health in schools. As we know learning is the most vital key term in any educational endeavor. Without learning, there will never be such thing as education. The success or failure of achieving educational goals depends on the learning process experienced by students.

All activities and achievements in human life are nothing but the fruit of the learning process. Learning outcomes are abilities possessed by students after they receive learning experiences. Students are said to be successful in learning if these students have achieved learning goals and instructional goals. Sudjana, in Rinaldo, (2009).

The increased learning outcomes obtained by students can be measured from the value of the report cards they achieve. Evaluation of psychomotor achievement can be done by observing students' physical behavior and recorded in the observation format of skills in doing certain jobs. Muhibbin Syah, (2003) explains that learning outcomes can be mapped for success in facing the next level of education.

Most people state the quality of Indonesian education. Especially in PJOK subjects it is still low. This is evident in the low level of mastery of the concepts taught, so PJOK lessons are considered difficult to understand. This is caused by the absence of supporting factors, which results in no change in student behavior when participating in the learning process. The more factors that support the learning process, the more the desired changes occur. Conversely, the less the factors that support the learning process, the more difficult it will be to change behavior.

PJOK learning is expected to change student behavior so that the potential contained in students can be formed and developed according to age development. Changes in student behavior in the learning process is determined by several factors. In this case it refers to what was described by Muhibbin Syah, (2003) that there are several factors that can affect student achievement, including: (internal factors); physiological factors, psychological factors, factors that come from outside, (external factors); social environment and non-social environment and factors from the student's own learning approach such as motivation from within.

The form of successful learning at SMP Negeri 3 Huamual can be seen from student learning outcomes, because learning outcomes show the results of the efforts achieved by students while they carry out learning activities at school which are generally shown in the form of grades. In accordance with the applicable

curriculum provisions for measuring the success of learning, namely by setting a minimum learning completeness limit for PJOK subjects, namely 75.

Based on the results of the author's observations through a survey conducted at Huamual 3 Public Middle School, it was found that there was a diversity of student learning outcomes at Huamual 3 Public Middle School. This can be seen from the report cards of odd semester class VII students at Huamual 3 Public Middle School for the 2020/2021 academic year. In addition, the backgrounds of the students at SMP Negeri 3 Huamual are also very different, both in terms of social, economic and environmental aspects.

## **LITERATURE REVIEW**

### **Learning Facts**

There are various opinions about the meaning of learning based on different points of view. According to Slameto, (2010) Learning is a process as well as one's efforts as a carrier of changes to new behavior as a whole based on their own experiences with the environment.

According to Hamalik, (2010) the definition of learning is not a goal, but a process to achieve a goal. Learning itself is a process towards changing or strengthening behavior through an experience. According to Sudjana, (2010) Learning is a process characterized by changes in a person. Changes as a result of the learning process can be shown in various forms, for example by adding knowledge, understanding, attitudes and behavior, habits, skills, and other aspects of changes that occur to students.

According to Dimiyati and Mudjiono, (2013) explained that learning is the occurrence of mental changes in students. Meanwhile, according to Sardiman, AM, (2014) it is explained that learning is a change in behavior that occurs as a result of experience. And according to Rusman, (2015) that learning is one of the factors that influence and play an important role in the formation of personality and individual behavior.

From the definition above, it can be understood that learning is a business or activity that aims to change behavior, attitudes, habits, knowledge, skills and so on as a result of individual experience in interaction with their environment.

### **Motives for Learning**

According to Maslow in Suryabrata, (2004) put forward the motives for learning namely:

- a. There is a physical need
- b. There is a need for security, freedom from worry.
- c. There is a need for love and acceptance in relationships with others.
- d. There is a need to get respect from society.

It is. In accordance with the nature to present or highlight oneself.

According to Hamzah B. Uno, (2008) the term motivation comes from the word motive which can be interpreted as the power contained within the individual, which causes the individual to act or act. According to Sardiman, (2007) stated that motive can be interpreted as an effort that encourages someone to do something. Motives can be said to be the driving force from within and within the subject to carry out certain activities in order to achieve a goal.

According to M. Ngalim Purwanto, (1990), motive is an impulse that arises from within a person that causes that person to act to do something.

From the explanation above, it can be understood that learning motives are something that causes awareness in humans to carry out learning activities, where learning itself almost always gets a broad place in various scientific disciplines. In carrying out learning activities it is hoped that there will be changes in behavior, attitudes, habits, knowledge, skills and so on as a result of individual experiences in interactions with their environment.

### **Learning outcomes**

Learning outcomes are the results obtained by students after they receive the learning process at school. The results can be in the form of numbers or commonly called grades, or in the form of changes in behavior experienced by students after participating in learning.

Arifin, (2010) also said that optimal learning outcomes can be seen from the completeness of learning, being skilled in doing assignments, and having a good appreciation of the lesson. According to Jihad and Haris, (2012) Learning outcomes are the achievement of changes in behavior that tend to settle in the cognitive, affective, and psychomotor domains of the learning process carried out at a certain time.

According to Purwanto, (2013) learning outcomes are changes in behavior that occur after participating in the teaching and learning process in accordance with educational goals. According to Sudjana, (2013) learning outcomes are the abilities possessed by students after they receive their learning experience.

According to Dimiyati and Mudjiono, (2013) learning outcomes are the result of an interaction between learning and teaching. From the teacher's point of view, the act of teaching ends with the process of evaluating learning outcomes. From students, learning outcomes are the end of the segment and the peak of the learning process. According to Suprijono, (2013) learning outcomes are changes in behavior as a whole, not just one aspect of human potential.

*Based on the opinions of the experts above, the researcher can conclude that learning outcomes are the acquisitions that students have in accepting, rejecting and assessing the information provided by the teacher in the teaching and learning process that has been defined in the curriculum. Outlines of teaching programs or other learning activity planning tools, are given in the form evaluation of scores, values, etc.*

### **RESEARCH METHODS**

This research is quantitative descriptive. Because it intends to describe or provide an overview of the analysis of the factors that influence the learning outcomes of sports and health physical education in class VII students of SMP Negeri 3 Huamual. The method used is a survey method using a questionnaire as an instrument. This study aims to determine the factors that influence the learning outcomes of sports and health physical education. The survey method is used to collect as much data as possible regarding the factors that influence learning outcomes. The data obtained was then analyzed.

## RESULT AND DISCUSSION

Results datastudy This is descriptive to find out the description of what factors influence the learning outcomes of sports and health physical education in class VII students of SMP Negeri 3 Huamual seen from table 4.1.

Table 1. Overall Statistical Analysis

No	Analysis	Results
1	Maximum Value	119
2	Nilai Minimum	93
3	Mean	106.63
4	Median	107.5
5	Modus	103
6	Standard Deviation	7.122

After data known then presented in tables and distribution diagrams of the results of the categorization as follows:

Table 2. Overall Categorization

No	Frequency	Percentage	Category
1	30	100%	Very high
2	0	0%	Height
3	0	0%	Enough
4	0	0%	Low
5	0	0%	Very low
	30	100%	

When shown in the form of a diagram it will be seen in the image below:

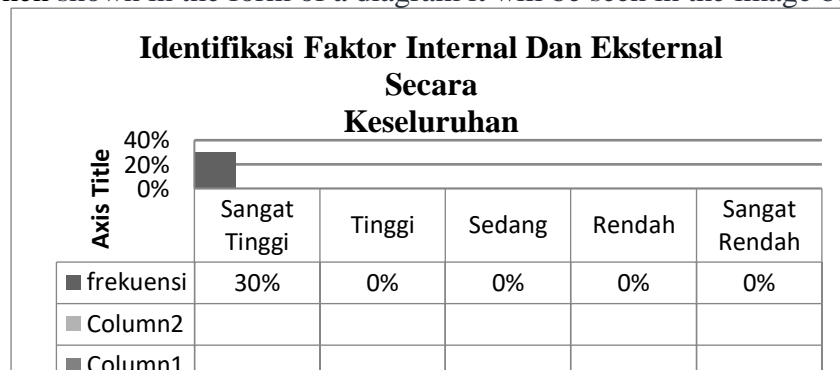


Figure 1. Overall Categorization Stem Diagram

Based on The tables and diagrams above can identify internal and external factors that cause student learning difficulties in participating in physical education learning sports and student health class VII SMP Negeri 3 Huamual Overall, 30 respondents (100%) have a very high category, 0 respondents (0%) have a high category, 0 respondents (0%) have a moderate category, 0 respondents (0%) have a low category, and respondents (0% ) has a very low category.

The research results from the identification of internal and external factors that cause learning difficulties in participating in physical education, sports and health lessons for class VII SMP Negeri 3 Huamual are based on internal and external factors.

## DISCUSSION

Based on the analysis of the identification of internal and external factors causing learning difficulties in participating in Physical Education, Sports and Health Learning for Grade VII Students at Huamual 3 Public Middle School, they fall into the "very high" category. respondents (76.67%) very high category, 7 respondents (23.33%) high category. Psychological indicators were 22 respondents (73.33%) in the very high category, 4 respondents (13.33%) in the high category, 4 respondents (13.33%) in the medium category. Social indicators were 20 respondents (60.67%) very high category, 9 respondents (30%) high category, 1 respondent (3.33%) and non-social indicators were 17 respondents (56.67%) very high category, 9 respondents (30%) have a high category, 4 respondents (13.33%) have a medium category. If we look at the frequency in each category, it can be seen that the dominant psychological indicators in the category are very high.

From these four indicators it can be explained that Grade VII students at SMP Negeri 3 Huamual in participating in sports and health physical education lessons did not experience any obstacles or learning difficulties in participating in the learning process, students were still able to take part in learning well.

The results of the discussion of the four indicators above can be concluded that internal and external factors which include physiological, psychological, social, and non-social have an important role in a physical education learning process. Where the four indicators are interconnected and cannot be separated in a learning system. Learning will run well and optimally if the four indicators are interconnected. Conversely, if the four indicators are not in the learning system, then learning will not run optimally.

## CONCLUSION

From the description of the research results and discussion, it can be concluded that the factors that influence the learning outcomes of sports and health physical education in class VII students of SMP Negeri 3 Huamual are Social indicators were 20 respondents (60.67%) very high category, 9 respondents (30%) high category, 1 respondent (3.33%) and non-social indicators were 17 respondents (56.67%) very high category, 9 respondents (30%) have a high category, 4 respondents (13.33%) have a medium category.

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