



The Impact Of Sports Outside Of School On Physical Education Learning In Primary School

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Abstract

The purpose of this study is to examine the impact of student involvement in sports activities outside of formal learning hours on the effectiveness of Physical Education, Sports, and Health (PJOK) learning in elementary schools. Using the quantitative association method with a sample of 6th grade students of Primary School 1 Guntung Manggis, data was obtained through a questionnaire that had been validated and analyzed using SPSS 25. The results of the study revealed that there was a strong and significant relationship between student participation in sports activities outside school and their level of involvement in PJOK learning. Students who actively participate in sports outside stated that the level of involvement and activeness in PJOK learning was higher compared to students who were inactive. This research provides important recommendations for schools and sports clubs as building positive things in supporting student development.



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INTRODUCTION

PJOK is main factor part of complete education, aimed at improving physical fitness elements, movement skills, the ability to analyze and evaluate information logically before making decisions, social competence, logical thinking, emotional stability, moral behavior, fostering healthy living habits and awareness of environmental cleanliness through sports activities, sports and health activities are planned and organized In order to encourage the realization of national education targets according to (Raaiyatini and Arifin 2023). According to (Arifin and Warni 2022) Physical Education is a subject whose priority is improving students' character and abilities. Thus it is emphasized by (Hamnur, Basuki, and Rachman 2023) Physical Education is a learning activity that must be present because Physical Education is often present in every subject in (Hayati, Fauzan, and Dirgantoro 2023). Included in the lessons that take place in the school environment, PJOK has specific advantages because the students' personalities will be clearly visible when they are outside the classroom..(Mutia, Warni, and Sarmidi 2019). Thus, physical Education contributes significantly to development of students.

Elementary school students can interact with confidence, work together in teams, and successfully resolve conflicts. (Barokah et al. 2024). Therefore, children are interested in outdoor sports activities such as joining soccer clubs, futsal, volleyball, basketball, and others. Through structured sports activities, various benefits can be felt by children, including getting coach direction, getting used to the

value of sportsmanship, and developing movement skills, maintaining health, and increasing physical fitness. (Syaukani, Sanggita, and Rahman 2022). Therefore, by doing physical activities, children learn values, including discipline, concern for tasks, and rules.(Ramdhani Hanwar Noerpratomo, Babang Robandi 2024). It is emphasized by (Sonjaya, Arifin, and Nurzaman 2022) The emergence of interest from children because of that, when carrying out physical activities has the potential to cause the activities carried out to provide benefits when compared to children without the slightest interest. With that, parents often also support their children's activities such as registering their children to clubs or other sports training places and accompanying them when practicing and competing, this activity is very good to do.

Performance sports can are run and handled professionally with the aim of achieving optimal performance in several types of sports. (Siregar et al. 2021). Another opinion explains In essence, competitive sports are sports used to train and develop athletes with systematic, gradual and consistent planning.manner with competition in order to achieve achievements based on sports knowledge and technology according to. (Aulia and Asfar 2021). The achievements obtained are not only personal, but are also tied to the pride of a team, region and nation. (Fauzan, Dirgantoro, and Listiyani 2023). Then it was confirmed by (Sumantri and Agustinah 2024) Achievement sports encompass various aspects that focus on top-level competitions, where athletes undergo rigorous training to achieve the achievement of winning a prestigious

event.. (Syaukani, Sanggita, and Rahman 2022) Sports can be used as a means to shape children into healthy, strong and characterful individuals. Every student has talents, potentials and individual interests that need to be honed and maximized. Developing self-potential depends on continuous practice and steadfast dedication. Thus, channeling talents and interests becomes more meaningful according to (Intan Oktaviani Agustina et al. 2023). The purpose of extracurricular sports to school is In order to encourage students' interests and abilities in it sports sector, in addition to being able In order to arouse students' interest and abilities, extracurricular sports are a means of supporting students to achieve in their respective sports according to their respective fields. (Mahfud, Gumantan, and Nugroho 2020). The implementation of extracurricular activities that must be followed by all students is expected to provide support for each student's talents and interests according to (Arifudin 2022). However, there are several obstacles for students to participate in sports outside, such as economic limitations which really hinder students from participating in sports outside, such as not being able to buy equipment to support training, both fees to go to clubs or sports venues and transportation to training venues.

The purpose of this study was to determine the impact of their participation in sports activities outside formal school hours on physical PJOK learning activities. As participants in various sports activities, students learn about discipline, cooperation, and responsibility. This research is expected to produce contributions an

understanding that has a positive impact on schools, PJOK teachers and sports club managers to create positive synergy between sports activities outside school and formal learning at school.

METHODS

The association research method Intended for identify Is there any attachment to certain variables and how strong the relationship is according to. (Wahyuni et al. 2025). Using a quantitative approach, the aim based on this research is to identify the impact of out-of-school sports.

Participants

The population was taken from 6th grade students of Primary School 1 Guntung Manggis, a sample of 60 students, both those who participated in outdoor sports and those who did not.

INSTUMENT

Research instruments are tools that have been selected for use by researchers to be used in data collection activities to ensure that these activities are more organized and therefore made easier by them according to (Suharsimi Arikunto 2017) in (Mauliddiyah 2021).

Design or Data Analysis

Data analysis using a questionnaire is a data collection tool in the form of a series of questions answered by respondents in order to obtain respondents according to (Depdikbud:1975). in (Supriadi, Sani, and Setiawan 2020). SPSS is an abbreviation of Statistical Product and Service Solution. SPSS is an essential component of the analysis suite, providing

access to data. SPSS can read data types or directly input data into the SPSS Data Editor according to (Janna and Herianto 2021), This instrument has been compiled and validated by an Expert, Validator named Dr. Nurdiansyah, S.Pd., M.Pd. as a Lecturer in Physical Education

RESULTS

Regarding the results of data analysis, you can use SPSS version 25 so you can see them In the following table:

Table 1. Normality Test

Variabel	Kolmogorov-Smirnov ^a Statisti	Shapiro-Wilk Statisti		
		c	df	Sig.
Participating in Sports Activities Outside of School (X)	.109	6	.07	.09
The Impact of Activeness during Physical Education Learning (Y)	.105	6	.09	.13

SOURCE: DATA PROCESSED WITH SPSS 25 (2025)

The normality Tests were conducted in this study to determine whether the data from the variables participating in sports activities outside school (X) and the impact of activity on PJOK learning outcomes (Y) are normally distributed. This test was conducted using the Kolmogorov-Smirnov method because it has a sample size of >50. Based on Table 1, it shows that the significance score of variable X is 0.072, while for variable Y the significance value is 0.096. Where, the significance value of

variables X and Y Above the significance level of 0.05, so Based on the data obtained, it can be seen that from both variables are normally distributed.

Table 2. Homogeneity Test Results

Variabel	Levene Statistic	df1	df2	Sig.
Based on Median	.735	1	118	.393
Based on Median and with adjusted df	.735	1	117.308	.393
Based on trimmed mean	.819	1	118	.367

Source: Data processed with SPSS 25 (2025)

Homogeneity testing is conducted to understand whether the data has homogeneous variance or not between groups. Based on Table 2, Based on the homogeneity test, it is known that a Significance level based on average of 0.382. Where this significance value is greater than 0.05, it can be concluded that the variables of participating in sports activities outside of school (X) and the impact of activity during PJOK learning are homogeneous.

Table 3. Interval of Relationship Level

Coefficient	
Coefficient Interval	Relationship Level
0,80 – 1,000	Very strong
0,60 – 0,799	Strong
0,40 – 0,599	Strong enough
0,20 – 0,399	Low
0,00 – 0,199	Very Low

Table 3 is used as a reference to interpret the correlation coefficient value obtained from the Product Moment test.

The interval in this table shows level advantages of the relationship between two variables. If the correlation coefficient value is in the range of 0.80 to 1,000, the relationship between the variables is categorized as very strong. If it is in the range of 0.60–0.799, it is categorized as strong, 0.40–0.599 is quite strong, 0.20–0.399 is low, and 0.00–0.199 is categorized as very low. With this reference, researchers can determine how big the relationship is between the variables of participating in sports activities outside of school (X) with the impact of activity on PJOK learning outcomes (Y).

Table 4. Correlation Test Results

		Participatin g in Sports Activities Outside of School	The Impact of Activeness during Physical Education Learning
Participating in Sports Activities Outside of School	Pearson Correlation	1	.631**
	Sig. (2- tailed)		.000
	N	60	60
Impact of Liveliness pada saat Pembelajaran PJOK	Pearson Correlation	.631**	1
	Sig. (2- tailed)	.000	
	N	60	60

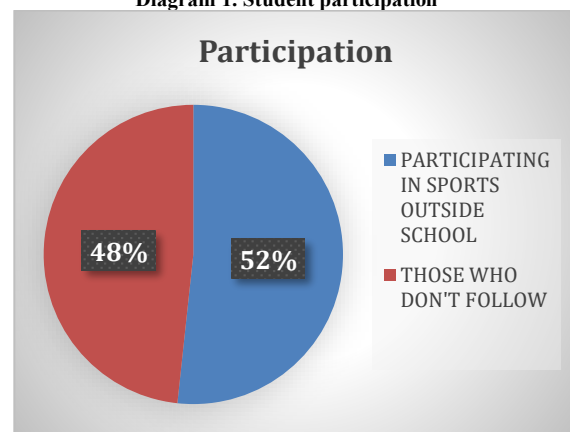
Source: Data processed with SPSS 25 (2025)

Table 4 shows the results of the Pearson Product Moment correlation test between the variables of participating in sports activities outside of school (X) with the impact of activity during PJOK learning (Y). The results of the Pearson correlation test show that coefficient value was obtained at 0.631 with a significance

value (Sig. 2-tailed) of 0.000. The correlation coefficient value of 0.631 is in the interval of 0.60–0.799, which based on Table 3 is included in the strong relationship category. This means that there is a strong relationship between participating in sports activities outside of school (X) with the impact of activity during PJOK learning (Y) at SDN 1 Guntung Manggis. Furthermore, the significance value of 0.000 < 0.05, indicates that there is a significant relationship between the two variables at a significance level of 5%. Therefore, the hypothesis H_0 can be accepted while the hypothesis H_a is rejected, thus there is a significant relationship between participating in sports activities outside school (X) and the impact of activeness on physical education learning outcomes (Y) at Primary School 1 Guntung Manggis.

DISCUSSION

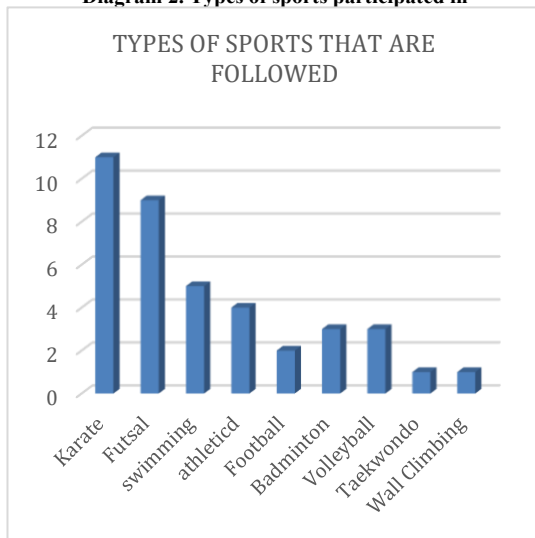
Diagram 1. Student participation



Source: from questionnaire

Some students actively participate in sports activities, indicating a significant interest in physical activity. However, there are still quite a lot of students who have not been involved in sports activities at all.

Diagram 2. Types of sports participated in

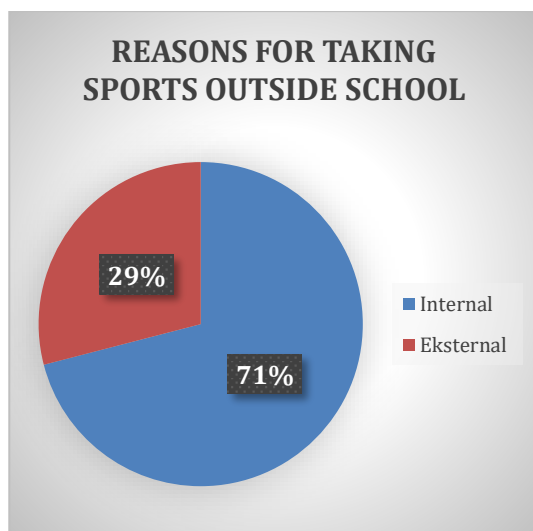


Source: from questionnaire

Data shows that most students choose to participate in sports such as karate and futsal because of personal interest or environmental encouragement, while others have not been involved in sports activities at all.

Motivation is a sequence in providing certain conditions so that humans want and always do something according to (Miftahussaadah and Subiyantoro 2021)

Diagram 3. Motivasi mengikuti olahraga diluar sekolah



Source: from questionnaire

Students' motivation to participate in sports is dominated by internal reasons due to several factors such as hobbies, to be healthy, to fill free time, discipline and add

to the above activities that make them participate in sports outside of school, then external reasons are relatively few but there are several factors such as being told by parents and following friends which are equally important to encourage student involvement in sports outside of school.

Then research according (Zulfiani 2021) proven from the average achievement of learning achievement of students in the subject of PJOK who are involved in basketball activities exceeding the average achievement of learning achievement of PJOK students who do not participate in extracurricular basketball based on the results of the analyzed data there is a significant influence between sports interest affecting student learning performance in the subject of PJOK. So Ha is accepted and states that there is a relationship between sports interest influencing the achievement of learning outcomes of class V students in PJOK lessons in Primary School 105298 Patumbak.(Simbolon and Dicky Hendrawan 2022). then the influence of extracurricular activities on physical education according to (Fajarsari et al. 2023) Based on the results of observations in the field that students involved in extracurricular sports activities at Senior High School Arjasa, Jember Regency are encouraged with high enthusiasm to choose extracurricular sports activities of their choice. And related to learning outcomes for PJOK subjects in students who choose sports extracurricular activities are relatively good. Furthermore, this theory strengthens that They emphasize that healthy physical activity and sports can support students' health and academic performance, especially in attention,

memory and social skills (Putri et al. 2024). (Novitasari et al. 2020) by considering the results of the analysis and research that have previously been carried out using the correlation analysis method, it thus shows that there is a significant relationship between activities outside of PJOK lesson time and the physical fitness level of class VIII students at Junior High School 6 Surabaya.

CONCLUSION

The results of the study show a strong and significant relationship between student involvement in extracurricular sports activities and their activity in PJOK lessons at Primary School 1 Guntung Manggis. Students who regularly participate in extracurricular sports activities show a higher level of involvement in PJOK lessons. Participation in extracurricular sports activities helps students develop skills such as discipline, cooperation, and responsibility.

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