

Contribution of Physical Fitness, Socio-Economic Conditions and School Environment towards Academic Learning Achievement of Elementary School Students in North Semarang District 2019

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Abstract

The purpose of this study is to find out and analyze: 1) The contribution of physical fitness towards learning achievement, 2) The contribution of socio-economic conditions towards learning achievement, 3) The contribution of the school environment towards learning achievement, 4) The contribution of physical fitness and socio-economic conditions towards learning achievement, 5) The contribution of socio-economic conditions and school environment towards learning achievement, 6) The contribution of physical fitness and school environment towards learning achievement, and 7) The contribution of physical fitness, socio-economic conditions and the school environment towards learning achievement. This research is a quantitative study. The population is 393 students and 13 elementary schools. Data analysis techniques using multiple correlation analysis with Slovin formula. The results of the study revealed: 1) Contribution of physical fitness towards learning achievement is moderate with 43%, 2) Contribution of socio-economic conditions towards learning achievement is low with 43%, 3) Contribution of school environment towards learning achievement has incomplete criteria with 65%, 4) Contribution of physical fitness and socio-economic conditions towards learning achievement is 25%, 5) Contribution of physical fitness and school environment towards learning achievement is 67.5%, 6) Contribution of socio-economic conditions and school environment towards learning achievement is 67.5%, and 7) Contribution of physical fitness, socio-economic conditions and school environment towards academic learning achievement is 40%.

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INTRODUCTION

Physical education is a learning process through bodily activities that is designed to improve physical fitness, develop motor skills, knowledge and behaviors of healthy and active living, as well as sportsmanship and emotional intelligence. So, physical fitness is the ability and endurance of someone's body in carrying out various activities of daily life, without experiencing any significant exhaustion (Len Kravits, 2001: 5). The term physical fitness has no different meaning with the physical aspects in total fitness. There are ten elements of physical fitness including: 1) Speed, 2) Strength, 3) Endurance, 4) Flexibility, 5) Agility, 6) Balance, 7) Accuracy, 8) Muscle explosiveness, 9) Reaction, and 10) Coordination (M. Sajoto, 1995: 8-10).

According to Purba (2002: 21-27), physical activities carried out on a daily life in the social environment consists of social creatures that form a large social system whose role in shaping a person's personality.

Physical fitness can be considered as an integrated measure of most bodily functions that are involved in the performance of daily physical activity and / or physical exercise (Alif Nurzaqi, 2015: 4 and Ortega F, Ruiz J, Castillo M al al, 2008: 11). If someone has high emotional intelligence, he will be easier in controlling his emotions well when doing his duty Pramono Sigit (2018).

According to Ahmadi (2003: 201), social conditions are conditions that relates to human actions, which are divided into two categories, namely; (1) primary social environment, 2) secondary social environment.

Social condition is a condition that describes matters relating to human actions. While socio-economic condition is the position of a person in a group of people which is determined by the type of economic activity, education and income. According to 'Abdulsyani' and completed by Soerjono Soekanto (2001: 205), some factors that determine socio-economic conditions are: 1) level of education, 2) level of income, 3) infestation / wealth savings, and 4)

type of residency. Basically, all activities mentioned are done in order to meet the needs and welfare of life (Fatkur Rozi, 2017: 2). For example, many people have motivation to be workers, especially in the informal sector, to get enough income to just survive in live (Tamara Bunga Amalia, 2014: 4).

The school environment is also part of the community, because it is a reflection of the community environment in a small scale. It means that all living and dead objects as well as all the conditions that exist in formal educational institutions are systematically carried out to educational programs in which it helps students to develop their potential. Standards for a good school environment must be healthy, safe, child-friendly and fun. Besides, it also takes the parents' role to establish good school standards. In North Semarang, there are some elementary schools have applied school literacy involving community members in order to beautify and support learning and teaching activities. It is applied as the application of character values in school which is commonly termed as Strengthening Character Education. Therefore, the school environment is the best way to influence social-emotional development and adolescent behavior through organizational, social and teaching processes (Eccles J Wiley, 2009).

The school environment is also a good place for students to develop their self-ability, self-capacity in society and achievement through values. Achievement deals with the result that has been achieved by someone in carrying out activities that go through the process to reach the goal outcomes such as having good grades. Both are related to learning goals and ability goals. In the other words, it deals with the manner in which findings could overcome differences in discussed literature (Grant, Heidi, Dweck, and Carol S, 2003: 3).

Student learning achievement is strongly influenced by the learning process. There are 2 factors that influence learning achievement, namely internal factors and external factors Priyanto (2015). According to 'Gagne' achievement starts from the learning process,

which is a set of cognitive processes that change the nature of environmental stimulation, through processing the information into new capabilities (Dimiyati and Mudjiono, 2010: 10). Another way of looking at students' learning levels is through the application of problem-based learning models with critical thinking skills in learning that is intended to make students directly involved and can easily understand the material in the learning process (Badrus Sholeh, 2014: 5).

METHODS

This research is a non-experimental correlation study, where researcher examines the facts that have occurred. According to Sugiyono (2013: 25) this type of research is conducted to examine the events or cases that have occurred and then trace backward through the data in order to seek for the causes that might occur under study.

The researcher used regression correlation analysis. Variables are divided into two; 1) the independent variables include physical fitness, socio-economic condition, and school environment, and 2) the dependent variable is academic learning achievement

According to Suharsini (2018: 14) correlation research aimed to investigate whether there is a relationship between the independent variable and the dependent variable. Due to this purpose, the researcher tried to investigate "The contribution of Physical Fitness, Socio-economic conditions, and School Environment toward Academic Learning Achievement of Elementary School Students in North Semarang District. The researcher needed to examine about the learning achievement of elementary school students in North Semarang District in the last five years. From 16 districts in Semarang City, North Semarang is still in below range.

Questionnaire and test were used to collect the data. Questionnaire is used to gather the data about socio-economic condition, school environment and learning achievement, while test is used to measure the physical fitness. The population was 393 students and 13 elementary schools. For the data analysis technique, the

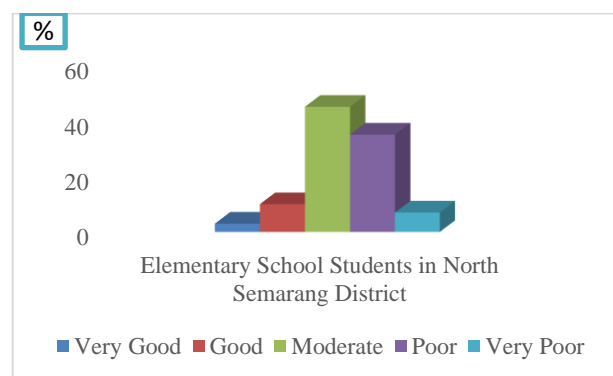
researcher used multiple correlation analysis using Slovin formula.

School's Name	Sample
Bandarharjo 01	22 students from 224
Bandarharjo 02	33 students from 336
Bulu Lor	61 students from 618
Dadapsari	37 students from 370
Kuningan 01	35 students from 356
Kuningan 02	22 students from 227
Kuningan 03	18 students from 184
Kuningan 04	19 students from 196
Panggung Kidul	33 students from 339
Panggung Lor	18 students from 187
Purwosari 01	24 students from 244
Purwosari 02	35 students from 358
Tanjung Mas	36 students from 368

RESULTS AND DISCUSSION

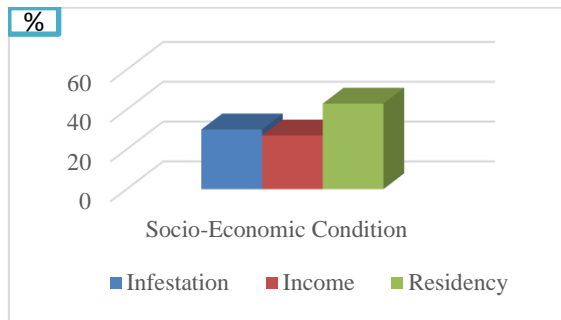
The results of the data analysis are divided into both independent and dependent variables which are classified into 5 categories namely very good, good, moderate, poor and very poor. The categorization is based on the average value and the standard deviation obtained. The detail results for each variables including physical fitness, socio-economic conditions, school environment and learning achievement of Elementary Schools in North Semarang District are displayed in the following sections.

Physical Fitness



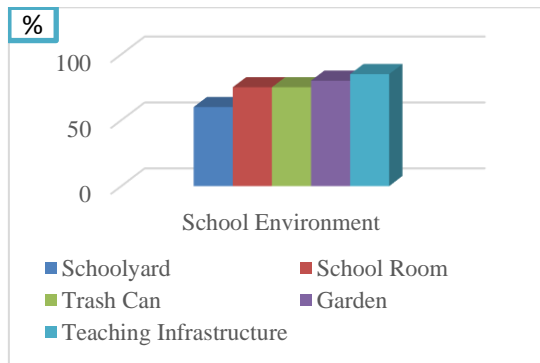
With a percentage of 3% very good, 10% good, 45% moderate, 35% poor, and 7% very poor.

Socio-Economic Condition



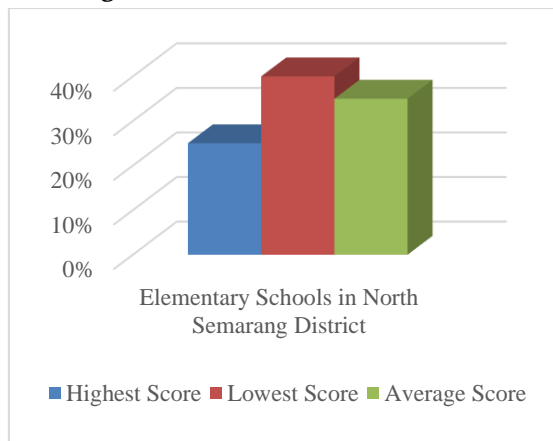
With the percentage of 30% having infestation, 27% of income is above the Regional Minimum Wage of Semarang City, 43% have their own place of residence.

School Environment



Many elementary schools in North Semarang District are already complete, even though some are incomplete. Each of the elementary school is above 50% - 85% and most of their average is 65%.

Learning Achievement



With a percentage of 25% of students getting the highest score, 40% getting a lowest score, and 35% getting an average score.

Results of the study: 1) Contribution of physical fitness towards learning achievement was in the most moderate criteria with 43%, 2) Contribution of socio-economic conditions towards learning achievement showed that 43% of people were still low in economy, 3) Contribution of school environment towards learning achievement showed that some schools still had incomplete criteria with 65% percentage, 4) Contribution of physical fitness and socio-economic conditions towards learning achievement is 25%, 5) Contribution of physical fitness and school environment towards learning achievement reaches up to 67.5%, 6) Contribution of socio-economic condition and school environment towards learning achievement gets 67.5%, 7) Contribution of physical fitness, socio-economic conditions and school environment towards learning achievement is 40%.

The results explained above showed that there is a contribution of physical fitness towards learning achievement, there is contribution of socio-economic conditions towards learning achievement, there is contribution of school environment towards learning achievement, there is contribution of physical fitness and socio-economic condition towards learning achievement, there is contribution of physical fitness and school environment towards learning achievement, there is contribution of socio-economic conditions and the school environment towards learning achievement, there is contribution of physical fitness, socio-economic condition and school environment towards learning achievement.

The existence of some contributions above is influenced by some important factors, such as the community's need to give the best education for their children. So, they will prepare their children from some basic things that can support their needs such as physically fit and healthy, supportive economics, as well as choose a right and good school based on the community environment. But, these such things can increase

or decrease according to the cause of the community's ability to fulfill the needs. If physical fitness, socio-economic conditions and school environment increase, absolutely the academic learning achievement will increase as well, and vice versa.

CONCLUSION

Based on the result of the data analysis and the discussion in the previous section, it can be concluded:

1. There is a contribution of physical fitness towards academic learning achievement of Elementary School Students in North Semarang District with an effectiveness contribution 43%.
2. There is a contribution of the socio-economic condition towards academic learning achievement of Elementary School Students in North Semarang District with an effectiveness contribution 43%.
3. There is a contribution of the school environment towards academic learning achievement of Elementary School Students in North Semarang District with the effectiveness contribution up to 65%.
4. There is a contribution of physical fitness and socio-economic conditions towards academic learning achievement of Elementary School Students in North Semarang District with an effectiveness contribution 25%.
5. There is a contribution of physical fitness and the school environment towards academic learning achievement in Elementary School Students in North Semarang District with an effectiveness contribution 67.5%.
6. There is a contribution of the socioeconomic conditions and the school environment towards academic learning achievement of Elementary School Students in North Semarang District with an effectiveness contribution 67.5%.
7. There is a contribution of physical fitness, socio-economic conditions and the school environment towards academic learning achievement of Elementary Schools Students

in North Semarang District with an effectiveness contribution 40%.

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