The impact of learning physical and health care on students' social skills in junior high schools in Sleman district, Special Region of Yogyakarta

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Abstract: The implementation Physical Education Learning will be influenced by various things, both extrinsic and intrinsic and after learning Physical Education, it will also have an impact on various things, including social skills in students. This research of the bachelor physical education program aims to determine the impact of physical education learning on the social skills of junior high schools in Sleman Regency, Yogyakarta.

The researcher will use a quantitative descriptive research design using the survey method. The location of this research is in the Sleman Regency, DIY. The population in this study is all students in junior high schools in the Sleman Regency Area, Yogyakarta which was taken by incidental sampling. The number of samples that have been successfully identified is around 500 students. The instrument used is in the form of a questionnaire either by means of a physical questionnaire (manual questionnaire) or online through a google form. The data analysis technique uses a descriptive statistical analysis technique with percentages.

The results of the study showed that the distribution of data from 500 respondents was obtained as follows: 46 respondents (9.20%) obtained the very high category, 129 respondents (25.80%) obtained the high category, 122 respondents (24.40%) obtained the medium category, 174 respondents (34.80%) obtained the low category, and 29 respondents (5.80%) obtained the very low category. So, the conclusion is implementation of Physical Education of Junior High School learning in Sleman Regency falls into low category.

Keywords: impact, junior high school, learning, physical education, social skills

INTRODUCTION

Education measures residents' success and civilization in a nation or state. Everyone can benefit from an ideal education in terms of their physical, mental, spiritual, intellectual, and emotional well-being. The purpose of national education is to develop skills and shape important national character and civilization in the context of defining national life, with the goal of developing students' capacities to become human beings who believe in and are committed to God Almighty, as well as having good morals, knowledgeable, creative, and independent, they will become democratic and responsible citizens.

Physical education, sports, and health are essential components of the educational system that help pupils develop their knowledge and maturity. Physical Education will increase students' quality of life by implementing a teaching and training method targeted at learning natural knowledge, abilities, and habits that relate to core human needs, notably the desire to move. Physical education is a necessary learning process since it helps students develop vital aspects, attitudes, knowledge, and abilities. Physical education attempts to enhance psychomotor, cognitive, and affective skills. Aside from the physical components, physical education fosters intellectual, emotional, and social development (Hambali 2016). Junior high school education has a significant impact on pupils' growth and

development in preparation for future societal roles. Because as teenagers, pupils begin to uncover their true identities and become quite curious. However, during teenage years, kids struggle to cope with all elements of life because they are transitioning from children to teenagers and beyond maturity. Students suffer social, emotional, and behavioral difficulties as they transition from childhood to teenage years. According to research (Pihlakoski et al. 2006), below-school-age children who are diagnosed as having social, emotional, and behavioral difficulties (SEBD) may face challenges in early teenage years. SEBD is related with poor academic performance, limited social competence, and psychiatric issues later in life. There is also evidence that the social-emotional conduct assessed in schoolchildren has a long-term impact on adults' beliefs of themselves (Heinonen and Pihlaja, 2019). Teenagers with social, emotional, and behavioral difficulties have poor academic and employment results (Newman et al., 2011). According to Newman (2011), students with emotional disorders had the fourth lowest college attendance (10.8%) among all special education categories (Harrison et al., 2017).

According to research (Doll & Lyon, 1998), students today encounter significant difficulties and hard circumstances. For example, one in every ten teenagers satisfies the threshold for serious emotional distress (Hoagwood & Johnson 2003). Emotional illnesses are becoming more common among teenagers due to risk factors such as low socioeconomic status, family upheaval, and a poor attachment to school due to low academic performance (Harlacher & Merrell, 2010). Students' learning development is aided by self-control, openness to information, and new learning; if students' emotions are not controlled, their ability to acquire new information and learning is hampered, disrupting students' overall learning development (Gliebe, 2012).

Physical education, sports, and health are all part of regular instruction in formal schools. Sport Education is one of the lessons that uses physical activity and sports to help students reach their academic goals. Physical education lessons treat the individual as a whole and address human well-being. Physical education classes at school help pupils develop their abilities in a variety of areas of life, including physical, mental, spiritual, and emotional. According to Sallis et al. (2012, p. 124), school physical education is viewed as an ideal setting for encouraging regular physical exercise because up to 97% of primary school children participate in some form of physical education program. Formaximal public health is a benefit of school physical education programs that aim to prepare students for a lifetime of physical activity. In this scenario, it is clear that physical education is an important learning tool that plays a part in the world of education by developing students' abilities in numerous sectors of life that will last and be beneficial throughout their lives. Learning movement skills is solely used in the context of self-potential, which can be viewed as an advantage for the learner (Bailey, 2018). According to the 2013 curriculum, physical education learning includes three areas of gaining competences that students must acquire through physical activity and sports. There are three aspects: cognitive, emotional, and psychomotor.

The cognitive aspect is a domain that allows students to build knowledge skills such as facts, concepts, reasoning, memorization, and the ability to solve problems that arise while participating in physical activities in physical education classes. The affective element is a realm in which students can acquire spiritual, emotional, and behavioral qualities in order to adapt to their social surroundings and understand societal ideals. The final but most significant component of physical education learning is the psychomotor aspect, which is an ability that students must possess in the area of movement skills, physical activities, and various sports as specified in the physical education learning syllabus.

Sleman Regency is one of the regencies located in Yogyakarta's Special Region. The Sleman Regency Spatial Planning Division's Head, Land and Spatial Planning Services, stated that the Sleman Regency territory is divided in the proposed amendment of Regional Regulation No.12/2012 concerning the Sleman Regency Spatial Planning Plan for 2011-2031. The Sleman Regency area is a key area with 17 sub-districts. It is also separated into four primary sections, each with its own unique characteristics: West Sleman, East Sleman, North Sleman, and Central. The North Sleman region consists of Tempel, Turi, Pakem and Cangkringan sub-districts. The East Sleman region consists of Ngemplak, Kalasan, Prambanan and Berbah Districts. The Central Sleman region consists of Sleman, Ngaglik, Mlati, Gamping, and Depok Districts, and the West Sleman region, comsists of Minggir, Seyegan, Moyudan, and Godean Districts. The Sleman Regency area has an abundant amount of junior high schools. There are public junior high schools, private junior high schools, islamic junior high school, and other comparable institutions. According to data from slemankab.go.id (2023), there are 54 state middle

schools, 50 private middle schools, 10 state islamic junior high schools, and 8 private islamic junior high schools.

Based on this data, there are around 122 junior high schools and equivalents. According to information and news in the Sleman Regency area, many junior high school students commit crimes outside of school, such as student brawls, theft, burglary, bullying behavior, street crime, vandalism, destruction of public facilities, irregularities, sexual harassment, and a variety of other crimes. Aside from that, there are many teenagers in junior high school who belong to the improper social groups and like skipping school, hanging out on the streets, smoking, drinking alcohol, and even using illegal narcotics. Other positive activities carried out by junior high school students include participation in regional student sports week championships, school science competitions, field trips/study tours, training in sports clubs, extra training, tutoring activities, mutual cooperation activities, community service, social service, and other positive activities.

The research team then conducted observations and interviews regarding the implementation of Physical Education learning in schools, which had been implemented by the Physical Education teachers in schools, and obtained information and data that the learning activities were actually going well, starting from the learning tools, the teaching materials, methods, learning, media, student worksheets, implementation in the field, assessment and the final goal to be achieved in school. Some teachers also admit that students are sometimes assigned assignments when the teacher is unable to teach due to other needs or assignments. Weeks or days that are ineffective in the teaching and learning process, school or government policies, school activities (remedial/enrichment), and others have an impact on the activities and execution of physical education learning in schools, which in turn affects the impact of physical education learning received/experienced by students at school, particularly teenagers students in junior high school.

Based on the explanation and presentation of the problems above, it is possible to conclude that every subject taught in school by teachers has an impact on students, including physical education subjects. Physical education learning at school is expected to have an impact on students' cognitive, emotional, and psychomotor components. In this case, physical education learning has the potential to provide students with a learning experience that makes them feel pleasure, joy, motivates them to achieve successful experiences, and collaborates with friends to develop aspects of students' social skills, as well as the opposite experience. As a result, the research team is highly interested in performing institutional research about "The Impact of Physical Education Learning on the Social Skills of Students in Junior High School (SMP), in Sleman Regency, D.I. Yogyakarta."

This research's feasibility study is based on a needs analysis and the findings of physical education learning recommendations. Specifications for the interaction between this research strategy and the focus area or research strategic plan of Yogyakarta State University include: 1) increasing the relevance and productivity of research and development in educational research and teaching; 2) fostering creativity and innovation in research and learning; 3) increasing the relevance and productivity of research; 4) improving research performance and absorption of research funds or grants; 5) increasing the quality and quantity of research output publications (journals, intelectuall property rights, MoUs, etc.).

METHODS

A quantitative descriptive research design was used in this study. This study will take place at junior high schools in Sleman Regency, Special Region of Yogyakarta province. The questionnaire included all junior high school students in grades VII, VIII, and IX who were still actively studying in the Sleman Regency, Special Region of Yogyakarta Province. The study's sample consisted of all junior high school students enrolled in grades VII, VIII, and IX in the Sleman Regency, criteria in our samples are children who age 13-17 years old Special Region of Yogyakarta Province. The research sampling technique utilizes incidental sampling technique.

Data Collection Instruments and T

The instrument employed in this study is a closed questionnaire, which requires the respondent to simply answer statements or questions and select the answer that best fits their current situation from four options, namely: 1 (strongly agree), 2 (agree), 3 (disagree), and 4 (strongly disagree).

Table 1. Research Instrument Grid

Construct	Factor	Indicator	Question Number Item	Amount
The Impact of Physical Education Learning on the Social Skills of Students in Junior High Schools in Sleman Regency, Special Region of Yogyakarta Province.	Relationships with peers and other people	Ability to communicate verbally	1,2,3,4,5	5 item
		Building relationships with others	6,7,8,9,10	5 item
	Self management .	Management from within yourself	11,12,13,14,15	5 item
		Management with others	16,17,18,19,20	5 item
	Academic Abili̦y	Individual Abilities	21,22,23,24,25	5 item
		Group Ability	26,27,28,29,30	5 item
	Obedience	Obey applicable regulations	31,32,33,34,35	5 item
		Obey the Teacher	36,37,38,39,40	5 item
	Assertive behavior	Assertive Behaviour towards teachers	41,42,43,44,45	5 item
		Assertive Behavior towards friends	46,47,48,49,50	5 Butir
Total				**50 item**

The following table shows data tabulation and scoring of respondents' answers based on the results of the research team's modifications to the scores on a Likert scale:

Table 2. Likert Scale Modification Table

No.	Alternative Answer	Answer Type Scoring	
		Positive	Negative
1.	Strongly Agree (SA)	4	1
2.	Agree (A)	3	2
3.	Disagree (D)	2	3
4.	Strongly Disagree (SD)	1	4

Source: Research Team FGD Results.

After determining the significance of the existing scores, the data analysis results are divided into five categories: very high, high, medium, low, and very low. The Anas Sudijono formula (2008: 175) is used to categorize the scoring criteria, which are as follows:

Table 3. Norma Pengkategorian

No.	Interval	Category	Info
1.	$X > M + 1,5\ SD$	Very High	X: Score
2.	$M + 0,5\ SD < X \leq M + 1,5\ SD$	Tinggi	M: Mean
3.	$M - 0,5\ SD < X \leq M + 0,5\ SD$	Medium	SD: Standard Deviation
4.	$M - 1,5\ SD < X \leq M - 0,5$	Low	
5.	$X \leq M - 1,5\ SD$	Very Low	

Source: Anas Sudijono (2008: 175)

In the following stage, the technique for computing the number of respondents in each stratum for each item and the overall range of answer scores in the questionnaire uses the percentage formula.

Table 4. Percentage Formula

Percentage Formula	Information
$P = f/n\ X\ 100\%$	P: Percentage Score f: The number of frequencies of answers obtained n: Total number of respondents

Source: Anas Sudijono, (2011: 372).

The implementation strategy, data collecting and analysis up to the seminar stage of results and reporting in this research are scheduled to take place over 9 months, from March to November 2023.

RESULT AND DISCUSSION

Overall, the research findings yielded a maximum value of 200, a minimum value of 63, a median value of 150, a mode value of 160, a mean value of 163.92, and a standard deviation of 23.16. The mean and standard deviation numbers are used to create a frequency distribution table with five categories (very high, high, medium, low, and very low). The frequency distribution table and distribution of the obtained data are as follows:

Table 5. Overall Frequency Distribution Table

No.	Interval	Category	Frequency	Percentage
1	$X > 198,65$	Very High	46	9.20%
2	$175,51 < X \leq 198,65$	High	129	25.80%
3	$152,35 < X \leq 175,50$	Medium	122	24.40%
4	$129,19 < X \leq 152,34$	Low	174	34.80%
5	$X \leq 129,19$	Very Low	29	5.80%
	Total		500	100.00%

Based on the table above, the following data was obtained: 46 respondents (9.20%) were classified as very high, 129 as high, 122 as medium, 174 as low, and 29 as very low. The low category had the largest frequency, implying that the impact of physical education learning on the social skills of students in junior high schools in Sleman Regency, Yogyakarta Special Region is predominantly low.

The following data is presented as a histogram image:
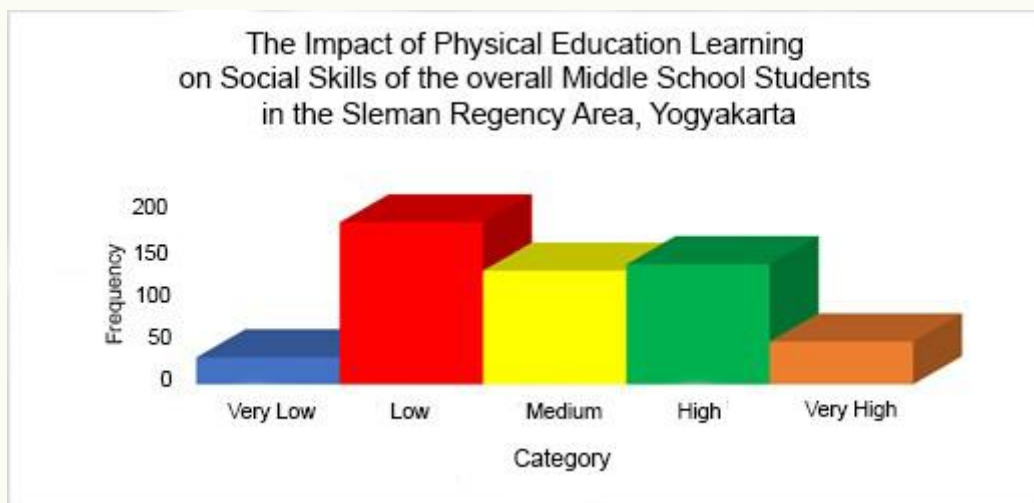
Image 1. The Impact of Physical Education Learning on Social Skills of the overall Middle School Students in the Sleman Regency Area, Yogyakarta.
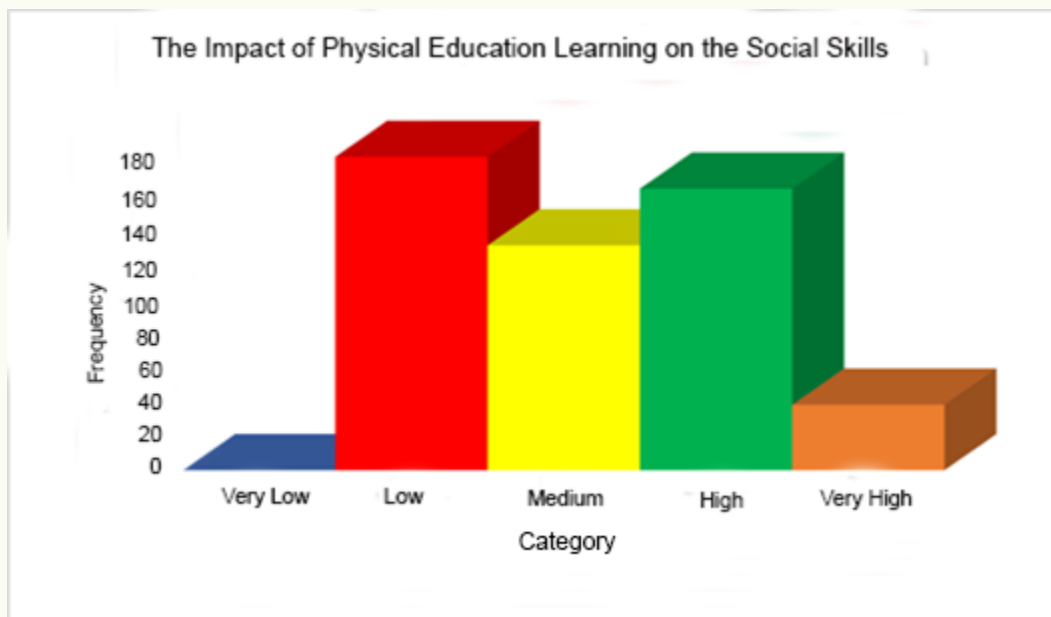
1. Peer and Other People Relationship Factor.

According to the research data, the highest value was 40, the lowest was 10, the median was 28, the mode was 22, the mean was 32.93, and the standard deviation was 5.10. The data is then organized in a frequency distribution table, which is separated into five categories: very high, high, medium, low, and very low. The frequency distribution table and the spread of the obtained data are as follows:

Table 6. Frequency Distribution Table Based on Peers and Other People. Relationship Factor.

No.	Interval	Category	Frequency	Percentage
1	X > 40,58	Very High	37	7.40%
2	35,49 < X ≤ 40,58	High	159	31.80%
3	30,38 < X ≤ 35,48	Medium	127	25.40%
4	25,28 < X ≤ 30,37	Low	177	35.40%
5	X ≤ 25,27	Very Low	0	0.00%
	Total		500	100.00%

According to the table above, data was acquired as follows: 37 respondents (7.40%) obtained the very high category; 159 respondents (31.80%) obtained the high category; 127 respondents (25.40%) obtained the medium category; 177 respondents (35.40%) obtained the low category; and 0 respondents (0.00%) obtained the very low category. The low group had the highest frequency, indicating that interactions with peers and other individuals are still weak in each school due to the prior atmosphere during the Covid Pandemic 19. Most of them fall under the low category. A histogram image represents the following data:

Image 2. The Impact of Physical Education Learning on the Social Skills of Middle School Students from Peers and Other People Relationship Factor in the Sleman Regency Area, Yogyakarta.
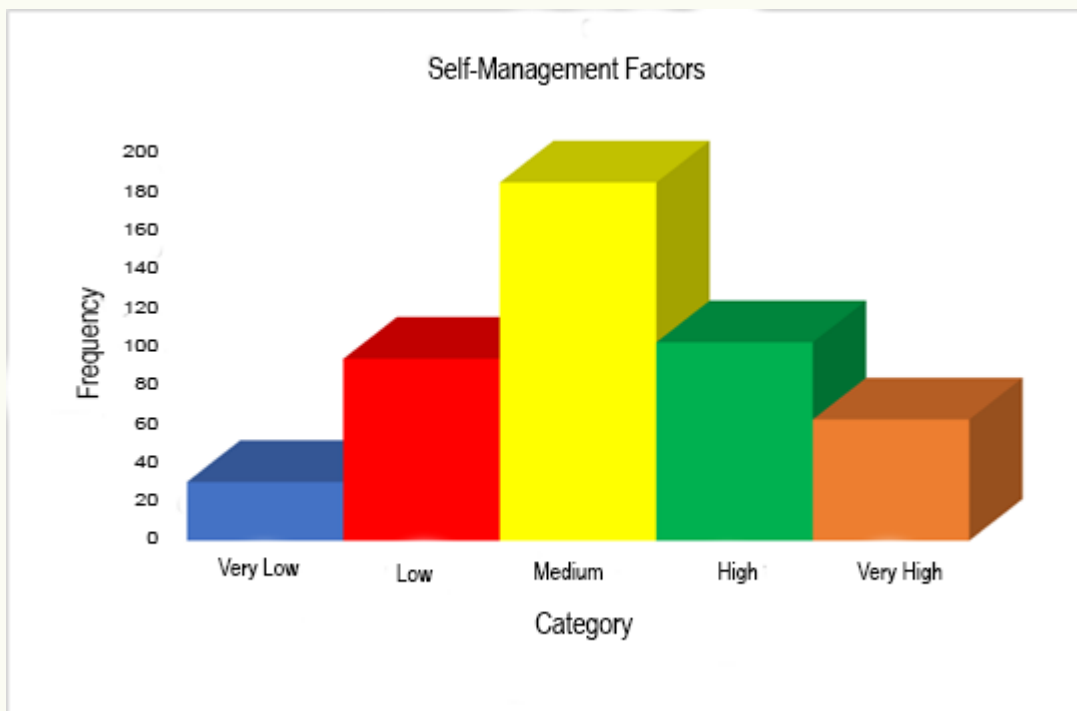
2. Self Management Factor

According to research data on self-management factors, the highest value was 40, the lowest was 10, the median was 28, the mode was 22, the mean was 32.20, and the standard deviation was 5.19. The data is then organized in a frequency distribution table, which is separated into five categories: very high, high, medium, low, and very low. The frequency distribution table and the spread of the obtained data are as follows:

Table 7. Frequency Distribution Table Based on Self-Management Factor.

No.	Interval	Category	Frequency	Percentage
1	X > 39,99	Very High	66	13.20%
2	34,81 < X ≤ 39,99	High	108	21.60%
3	29,61 < X ≤ 34,80	Medium	195	39.00%
4	24,42 < X ≤ 29,60	Low	99	19.80%
5	X ≤ 24,41	Very Low	32	6.40%
	Jumlah		500	100.00%

Data was gathered as follows from the table above: 66 respondents (13.20%) obtained the very high category, 108 respondents (21.60%) received the high category, 195 respondents (39.50%) received the medium category, 99 respondents (19.80%) received the low category, and 32 respondents (6.40%) received the very low category. The highest frequency was achieved in the medium group, implying that it is in the medium category in terms of self-management elements in general. A histogram image is used to represent the following data

Image 3. The Impact of Physical Education Learning on the Social Skills of Middle School Students from Self-Management Factors in the Sleman Regency Area, Yogyakarta.
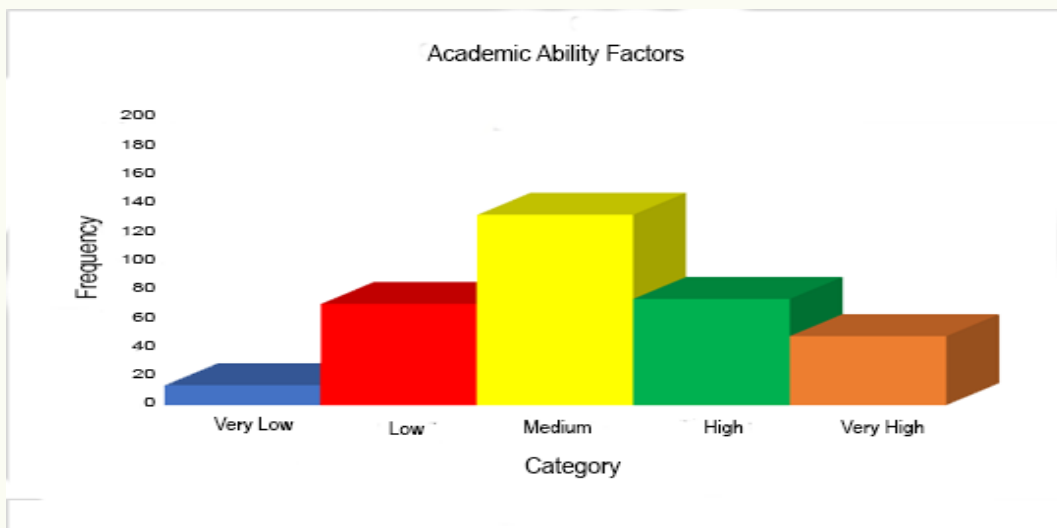
3. Academic Ability Factor

According to research data on the academic ability factor, the highest value was 40, the lowest was 10, the median was 28, the mode was 22, the mean was 32.45, and the standard deviation was 4.99. The data is then organized in a frequency distribution table, which is separated into five categories: very high, high, medium, low, and very low. The frequency distribution table and the spread of the obtained data are as follows:

Table 8. Frequency Distribution Table Based on Academic Ability Factor.

No.	Interval	Category	Frequency	Percentage
1	$X > 39{,}94$	Very High	71	14.20%
2	$34{,}96 < X \leq 39{,}94$	High	109	21.80%
3	$29{,}97 < X \leq 34{,}95$	Medium	195	39.00%
4	$24{,}98 < X \leq 29{,}96$	Low	104	20.80%
5	$X \leq 24{,}97$	Very Low	21	4.20%
	Total		500	100.00%

According to the table above, data was acquired as follows: 71 respondents (14.20%) were classified as very high, 109 respondents (21.8%) as high, 195 respondents (39.00%) as medium, 104 respondents (20.80%) as low, and 21 respondents (4.20%) as very low. The medium category had the highest frequency, indicating that the most general result based on the academic ability element falls into medium category. A histogram image represents the following data:

Image 4. The Impact of Physical Education Learning on the Social Skills of Middle School Students from Academic Ability Factors in the Sleman Regency Area, Yogyakarta
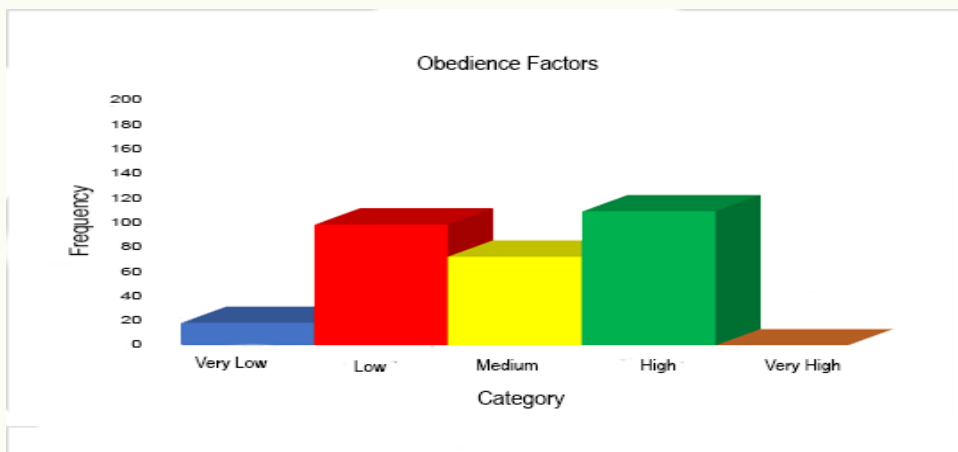
4. Obedience Factor.

According to research data on the Obedience factor, the highest value was 40, the lowest was 10, the median was 28, the mode was 22, the mean was 33.44, and the standard deviation was 4.92. The data is then organized in a frequency distribution table, which is separated into five categories: very high, high, medium, low, and very low. The frequency distribution table and the spread of the obtained data are as follows:

Table 9. Frequency Distribution Table Based on Obedience Factors

No.	Interval	Category	Frequency	Percentage
1	X > 40,82	Very High	0	0.00%
2	35,91 < X ≤ 40,82	High	183	36.60%
3	30,99 < X ≤ 35,90	Medium	121	24.20%
4	26,06 < X ≤ 30,98	Low	165	33.00%
5	X ≤ 26,05	Very Low	31	6.20%
	Total		500	100.00%

Based on the table above, the following data was obtained: 0 respondents (0.00%) obtained the very high category; 183 respondents (36.60%) obtained the high category; 121 respondents (24.20%) obtained the medium category; 165 respondents (33.00%) obtained the low category; and 31 respondents (6.20%) obtained the very low category. The highest frequency was obtained in the high category, implying that the Obedience factor is generally falls into the high category. The following data is presented as a histogram image:

Image 5. The Impact of Physical Education Learning on the Social Skills of Middle School Students from Obedience Factors in the Sleman Regency Area, Yogyakarta.
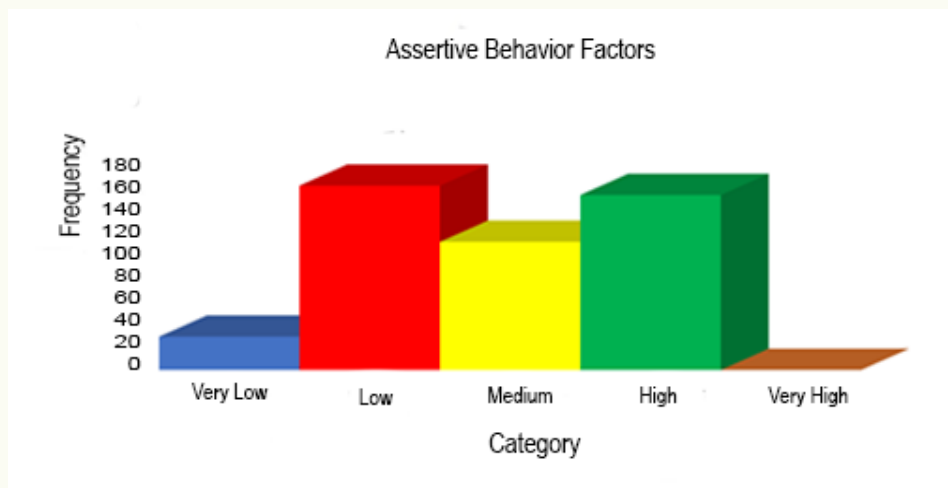
5. Assertive Behaviour Factor

According to research data on the Assertive Behavior factor, the highest value was 40, the lowest was 10, the median was 28, the mode was 22, the mean was 32.90, and the standard deviation was 4.97. The data is then organized in a frequency distribution table, which is separated into five categories: very high, high, medium, low, and very low. The frequency distribution table and the spread of the obtained data are as follows:

Table 10. Frequency Distribution Table Based on Assertive Behavior Factor.

No.	Interval	Category	Frequency	Percentage
1	$X > 40{,}35$	Very High	0	0.00%
2	$35{,}40 < X \leq 40{,}35$	High	168	33.60%
3	$30{,}43 < X \leq 35{,}39$	Medium	123	24.60%
4	$25{,}46 < X \leq 30{,}42$	Low	177	35.40%
5	$X \leq 25{,}45$	Very Low	32	6.40%
	Total		500	100.00%

Based on the table above, the following data was obtained: 0 respondents (0.00%) obtained the very high category, 168 respondents (33.60%) received the high category, 123 respondents (24.69.00%) obtained the medium category, 177 respondents (35.40%) obtained the low category, and 32 respondents (6.40%) obtained the very low category. The biggest frequency was found in the low group, implying that assertive behavior generally falls in the low category. The following data is presented as a histogram image:

Image 6. The Impact of Physical Education Learning on the Social Skills of Middle School Students from Assertive Behavior Factors in the Sleman Regency Area, Yogyakarta.

DISCUSSION

Based on the research results, data and information were acquired. In general, the data obtained were: 46 respondents (9.20%) were classified as very high, 129 respondents (25.80%) as high, 122 respondents (24.40%) as medium, 174 respondents (34.80%) as low, and 29 respondents (5.80%) as very low. After breaking it down by factor, it turns out that the self-management factor, the academic ability factor, the obedience factor, and the assertive behavior factor as a whole have the highest percentage, putting it in the low category. his supports students' physical development and their contribution to social and emotional development, underlining the importance of inclusive physical education as an integral part of holistic education (Hidayat, 2024)

Social skills are the abilities possessed by a person, in this case a junior high school student, to interact and communicate with others in everyday life. Social skills consist of both verbal and nonverbal communication. Verbal communication includes voice, movement, facial expressions, and body language. According to Rosenberg (1992), Perdani (2014: 130) defines social skills as the ability to communicate, collaborate, share, engage, and adapt (a type of sympathy, empathy, and problem-solving ability, and discipline in accordance with existing regulations and norms). The region of Sleman Regency is quite wide. Students in junior high schools in the Sleman Yogyakarta area are experiencing a variety of issues, including vandalism, criminal behavior on the streets (klitih), brawling between schools, a culture of sexual harassment, bullying, and so on. Teachers play an important role in identifying and managing bullying effectively, such as through personal and personal actions (akbar, 2024) So, why are social skills important?

Social engagement was the only social skills domain which significantly predicted SRBwhen adjusting for other social skills domains and demographic variables. Nonetheless,social skills domains like self-control, cooperation, and autistic traits were also related todifferent categories of SRB in the correlational analyses. Autistic traits were related to theavoidance based SRB categories (category one and two). This is in line with researchshowing that ASD is associated with a higher risk of SRB (Munkhaugen et al., 2017).However, when controlling for social initiatives and demographic variables, autistic traitswere no longer significantly associated with SRB. This could indicate that the effect ofmore autistic traits on SRB are mediated by lack of social engagement and motivation.Further research with longitudinal designs is needed to test this hypothesis.Self-control and cooperation were the only social skills domains related to the fourthcategory of SRB, seeking reinforcement outside of school. However, neither the effect ofself-control nor cooperation were significant when controlling for demographic variables.Higher parental education on the other hand was a significant predictor of less SRB due toseeking reinforcement outside of school.

Social skills are extremely crucial in learning. Because social skills are an important component of student's capacity to engage with others. Someone who lacks social skills will struggle to function in his/her environment. Social skills are one aspect of the emotional domain (attitudes). According to various hypotheses, some of which are presented in the study section, social skills are the most important component in determining a person's future. Good social skills should be fostered at a young age in order to prepare the nation's next generation of young people. Social skills can be developed through the family environment, neighborhood, playmates, school, or groups. Physical education is one of the disciplines that can help students develop their social and character skills. Physical education teachers play a key role in producing and incorporating social skills content into physical education learning, which needs a high level of creativity and patience.

CONCLUSION

Based on the findings of the preceding chapter's study and discussion, it can be concluded that the impact of physical education learning on the social skills of students in junior high schools throughout Sleman Regency, DIY Province, falls into the poor category. This can be a reflection for institutions in the world of education so that the three components of education, namely schools, society and family, must work together in carrying out the mission of educating and educating the nation's children.

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