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The Relationship between Physical Freshness, Socioeconomic Status, and Learning Motivation and Physical Education Learning Outcomes in SMP Negeri 2 Solokan Jeruk, Bandung Regency

Kornelius Firdaus Siahaan[1], Agus Sumhendartin Suryobroto[2], Abdul Alim[3], Wahyu Dwi Yulianto[4]

[1,2,3,4] Department of Sport Science, Yogyakarta State University, Yogyakarta, Indonesia

ABSTRACT: This study aims to determine the relationship between 1) Physical Freshness and Physical Education Learning Outcomes, 2) Socioeconomic Status and Physical Education Learning Outcomes, 3) Learning Motivation and Physical Education Learning Outcomes, 4) Physical Freshness, Socioeconomic Status, and Learning Motivation as one and Physical Education Learning Outcomes. This study used correlational study design. The population consisted of 729 students, and the sample was 70 students. The sampling technique in this study used Proportional Random Sampling. The data collection method in this study used test and measurement methods in the form of TKJI tests and questionnaires. The data analysis technique in this study used ANOVA analysis. The analysis shows that 1) there is a significant relationship between Physical Freshness and Physical Education Learning Outcomes, with a sig. value of 0.000 and a correlation of 0.724 > 0.235, 2) there is a significant relationship between Socioeconomic Status and Physical Education Learning Outcomes, with sig. value of 0.000 and a correlation of 0.751 > 0.235, 3) there is a significant relationship between Learning Motivation and Physical Education Learning Outcomes with sig. value of 0.000 and a correlation of 0.651 > 0.235, 4) there is a significant relationship between Physical Freshness, Socioeconomic Status, Learning Motivation, as one, and Physical Education Learning Outcomes, with a value of F count 71.014> F table 2.75 and sig. of 0.000 < 0.05. Thus, it can be concluded that there is a significant relationship between physical freshness variables, socioeconomic status, and learning motivation and Physical Education learning outcomes at SMP Negeri 2 Solokan Jeruk, Bandung Regency.

KEYWORDS: Physical Freshness, Socioeconomic Status, Learning Motivation, Learning Outcomes, Physical Education

INTRODUCTION

Muawanah (2018:57) reveals that education is a place to develop one's mentality, mindset and self-quality because education provides self-motivation for every human being to improve in all aspects of life. Education is a process of changing one's attitudes and behavior to develop abilities through teaching or training. Physical freshness is a person's ability to carry out physical activities without feeling tired by the availability of energy reserves for the next activity. In other words, someone with good physical freshness will be able to carry out activities without feeling tired, which means that if someone has poor physical freshness, the individual will have difficulty carrying out physical activities. Based on the opinion of Bampouras, T. M, et al. (2020: 17), physical freshness is a multifaceted construct that includes several components such as cardiorespiratory fitness, muscle strength, flexibility, and body composition. Hensrud et al. (2018: 13) assert that physical freshness is an essential factor in maintaining one's health and quality of life. Therefore, physical freshness is a need that needs to be owned by every individual, whether he is an athlete, student, university student, employee or ordinary person. Developing cognitive aspects is a significant aspect of many educational curricula because it refers to the process of knowing and knowledge. The development of cognitive aspects includes memory or recognition of specific facts, procedural patterns, and concepts that enable the development of abilities and intellectuals (Huda, 2013:169). Soraya et al. (2019:249) mentioned that physical freshness serves to develop individual workability so they can complete tasks well without experiencing significant fatigue. Physical freshness is essential to support a person in daily activities, even though everyone performs different activities according to their duties and professions.

The Relationship between Physical Freshness, Socioeconomic Status, and Learning Motivation and Physical Education Learning Outcomes in SMP Negeri 2 Solokan Jeruk, Bandung Regency

Learning in school is an activity that must be prioritized. One of the efforts to achieve the function of education is through physical education learning (Amiruddin et al., 2019, p. 19). Physical education is formal education that instils knowledge and values through physical activities that include learning in the development of students. Physical education is included in education in Indonesia, whose learning utilizes physical activities that are used as tools and media to achieve the goals of education and the development of students.

In physical education, of course, it has a goal similar to the purpose of education in Indonesia. Physical education has an overall goal that includes physical, cognitive, affective, emotional, social and moral aspects (Komarudin, 2016, p. 73). Physical education provides opportunities for students to know and understand their own physical, social, mental, and movement skills so that they can be developed through learning physical activities for a better life. Physical education aims to develop the potential of students in cognitive, affective, and psychomotor aspects. Physical freshness is a person's ability to carry out daily activities easily without excessive fatigue and still have the energy reserves to carry out other activities. Irianto (2013:475) states that physical freshness is the physical ability possessed by a person to carry out daily physical activities or exercises without experiencing meaningful fatigue and being able to complete activities efficiently. Physical freshness is an essential factor for students in school.

Physical freshness is a significant potential to support daily activities without feeling tired and even being able to carry out other activities. Purposeful and continuous physical activities will affect physical freshness and health (Singh & Bhatti, 2020). Physical freshness is the result of the work of the functioning of the body's systems, which includes improving the quality of human life in every activity that involves physical. Physical activity and intense exercise will be directly proportional to the level of freshness of the body (Alamsyah et al., 2017; Irhas & Anna, 2014)

Learning motivation plays an essential role in providing motivation, enthusiasm, and enjoyment of learning so that those with high motivation will have more energy to learn. According to Prawira (2013:320), "Learning motivation is intended to encourage or support someone doing learning activities to be more active in their learning to get better achievements". Therefore, learning motivation can encourage students to be active in learning Physical Education, Sports and Health and achieve good Physical Education, Sports and Health learning outcomes.

Based on the observations, the results of Physical Education learning at SMP Negeri 2 Solokan Jeruk varied. It is because each student has different abilities, and not all are able to master all fields in Physical Education. Learners' learning outcomes are obtained from skills and based on knowledge and attitude values. Thus, students' learning outcomes can also be determined from various factors; this study intends to examine the learning outcomes based on physical freshness, socioeconomic status, and learning motivation.

METHOD

This quantitative study aims to determine whether there is a relationship between two or more variables. In this study, there are three independent variables, namely physical freshness, socioeconomic status, and learning motivation, as well as dependent variables, namely physical education learning outcomes. Using correlation analysis based on Hadiwidjojo's opinion (2021:27) which is: "…to evaluate the relationship between two or more variables in a sample or population". Correlation analysis measures the strength of a linear relationship between two or more variables. The data analysis stages used in this study were validity test, reliability test, pre-requisite test, and hypothesis test using R test and F test. Population is the main object of planned research. Based on the opinion of Ali Maksum (2012:53), the population is the whole individual or object intended to be studied, which will later be subject to generalization. The population in this study were 729 students of Class VII and VIII of SMP Negeri 2 Solokan Jeruk Bandung Regency. The sampling technique in this study used random sampling. Based on Arikunto's (2013:157) opinion, random sampling is a sampling technique or element at random, where each element or member of the population has an equal chance of being selected as a sample. According to Arikunto (2012:104), if the population is less than 100 people, the number of samples is taken as a whole. However, if the population is more than 100 people, then 10-15% or 20-25% of the population can be taken. Sampling in this study was randomly carried out by gambling. This research was conducted on May 19, 2023. Data collection in this study will be carried out at SMP Negeri 2 Solokan Jeruk Bandung Regency.

DISCUSSION

1. Physical Freshness

Variable about physical freshness have several types of valid tests with 70 respondents. From the data obtained, physical freshness obtained results with a maximum value of 24; minimum value of 20, mode 12; median 16; mean 15.83, and standard deviation of 3.599.

Table 1. Descriptive Statistics of Physical Freshness

N	Valid	70
	Missing	0
Mean		15.83
Median		16.00
Mode		12[a]
Std. Deviation		3.599
Variance		12.956
Range		14

The number of interval classes obtained was a total of seven classes using the formula 1 + 3.3 log n. The data range in this variable is 24-10 = 14, with the knowledge of the range value, it is found that the class length for the interval of each group is 14:7 = 2. The following is the frequency distribution table.

Table 2. Frequency Distribution of Physical Freshness

No	Interval	Frekuensi	Persentase
1	10-11	7	10%
2	12-13	15	21,4%
3	14-15	12	17,1%
4	16-17	15	21,4%
5	18-19	10	14,3%
6	20-21	4	5,7%
7	22-23	5	7,1%
8	24-25	2	2,9%
Jumlah		70	100%

2. Socioeconomic Status

The variable on Socioeconomic Status has 13 valid statement questions with 70 respondents. From the data obtained, Socioeconomic Status was obtained with a maximum value of 54; minimum value of 21; mode 35; median 35; mean 35.10; and standard deviation of 7.289.

Table 3. Descriptive Statistics of Socioeconomic Status

N	Valid	70
	Missing	0
Mean		35.10
Median		35.00
Mode		35
Std. Deviation		7.289
Variance		53.135
Range		33
Minimum		21
Maximum		54

The number of interval classes obtained was 7 using the formula 1 + 3.3 log n. The data range in this variable is 54-21 = 33, with the knowledge of the range value, it is found that the class length for the interval of each group is 33:7 = 5. The following is the frequency distribution table.

Table 4. Frequency Distribution of Socioeconomic Status

No	Interval	Frekuensi	Persentase
1	21-25	6	8,6%
2	26-30	15	21,4%
3	31-35	17	24,3%
4	36-40	18	25,7%
5	41-45	7	10,0%
6	46-50	5	7,1%
7	51-55	2	2,9%
Jumlah		70	100%

3. Learning Motivation

The variable on learning motivation has 32 valid statement questions with 70 respondents. The learning motivation obtained results from the data obtained with a maximum value of 120, a minimum value of 76; a mode of 90; a median of 90; a mean of 91.93; and a standard deviation of 10.201.

Table 5. Descriptive Statistics of Learning Motivation

N	Valid	70
	Missing	0
Mean		91.93
Median		90.00
Mode		90
Std. Deviation		10.201
Variance		104.067
Range		44
Minimum		76
Maximum		120

The number of interval classes obtained was 7 using the formula 1 + 3.3 log n. For the data range in this variable is 120-76 = 44. With the knowledge of the range value, it is found that the class length for the interval of each group is 44:7 = 6. The following is the frequency distribution table.

Table 6. Learning Motivation Frequency Distribution

No	Interval	Frekuensi	Persentase
1	76-81	12	17,1%
2	82-87	10	14,3%
3	88-93	26	37,1%
4	94-99	7	10,0%
5	100-105	5	7,1%
6	106-111	5	7,1%
7	112-117	4	5,7%
8	118-123	1	1,4%
Jumlah		70	100%

4. Learning Outcomes

Variables about learning outcomes consisted of 70 respondents. From the data obtained, the learning outcomes obtained results with a maximum value of 91; minimum value of 80; mode of 85 ; median 85, mean 85.46; and standard deviation of 2.518.

Table 7. Descriptive Statistics of Learning Outcomes

N	Valid	70
	Missing	0
Mean		85.46
Median		85.00
Mode		85[a]
Std. Deviation		2.518
Variance		6.339
Range		11
Minimum		80
Maximum		91

The number of interval classes obtained was 6 classes using the formula 1 + 3.3 log n. For the data range in this variable is 91-80 = 11. With the knowledge of the range value, it is found that the class length for the interval of each group is 11:6 = 2, the following is the frequency distribution table.

Table 8. Frequency Distribution of Learning Outcomes

No	Interval	Frekuensi	Persentase
1	80-81	4	5,7%
2	82-83	13	18,6%
3	84-85	19	27,1%
4	86-87	19	27,1%
5	88-89	11	15,7%
6	90-91	4	5,7%
Jumlah		70	100%

Hypothesis Test Results

A simple regression analysis will be used using the SPSS V.25.0 for Windows application to examine the significant relationship between physical freshness and physical education learning outcomes. Before determining the value of the relationship between physical freshness and physical education learning outcomes, it is necessary to analyze the relationship between the two variables. Meanwhile, the t-test results based on the results of the SPSS can be seen in the following table.

Table 8. T-test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	77.445	.950		81.524	.000
	Kesegaran Jasmani	.506	.059	.724	8.646	.000

1) Significance Test

Based on the SPSS output results regarding the correlation coefficient, the correlation coefficient value is 0.724, and this coefficient is a positive sign. This issue shows that if physical freshness increases, physical education learning outcomes also increase. It can be seen that the relationship of physical freshness to physical education learning outcomes is significant; which is evidenced by Sig < α (0.000<0.05), and it can be said that Ho is rejected. Ha is accepted, so it can be concluded that a positive and significant relationship exists between physical freshness and physical education learning outcomes at SMP Negeri 2 Solokan Jeruk Bandung Regency.

2) Regression Equation

Based on the results of the SPSS table above, a regression coefficient of 0.509 (b) and a constant value of 77.445 (a) can be written in the form of a physical freshness variable relationship in the form of a simple linear regression equation as follows:

Y = a + bX1

Y = 77,445 + 0,509 X1

These results show that physical freshness increased by 1 point, so learning outcomes increased by 0.509 constant points of 77.445. Thus, the better the physical freshness, the higher the learning outcomes. The magnitude of the relationship between physical freshness and physical education learning outcomes in SPSS results is as follows:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate

a. Predictors: (Constant), Kesegaran Jasmani

Based on the results above, it can be explained that the physical fitness variable is related to physical education learning outcomes by 51.7% and by 48.3% determined by causes other than simple regression models or partial tests not studied in this study.

A simple regression analysis will be used using the SPSS V.25.0 for Windows application to examine the significant relationship between socioeconomic status and physical education learning outcomes. Before determining the value of the relationship between learning media and physical education learning outcomes, it is necessary to analyze the relationship between the two variables. Meanwhile, the t-test results based on the results of the SPSS can be seen in the following table..

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	76.354	.991		77.014	.000
	Status Sosial Ekonomi	.259	.028	.751	9.374	.000

Based on the results of the table above, the data can be used to test hypotheses as follows:

1) Significance Test

Based on the SPSS output results regarding the correlation coefficient, the correlation coefficient value is 0.751 and this coefficient is a positive sign. It will show that physical education learning outcomes increase if socioeconomic status increases. It can be seen that the relationship of physical freshness to physical education learning outcomes is significant; this is evidenced by Sig < α (0.000<0.05), and it can be said that Ho is rejected, and Ha is accepted. Thus, it can be concluded that there is a positive and significant relationship between socioeconomic status to physical education learning outcomes at SMP Negeri 2 Solokan Jeruk Bandung Regency.

2) Regression Equation

Based on the results of the SPSS table above, a regression coefficient of 0.259 (b) and a constant value of 76.354 (a) can be written in the form of a physical freshness variable relationship in the form of a simple linear regression equation as follows:

Y = a + bX1

Y = 76,354 + 0,259 X1

These results show that socioeconomic status increased by 1 point, so learning outcomes increased by 0.259 constant points of 76.354. Thus, the better the socioeconomic status, the higher the learning outcomes. The magnitude of the relationship between Socioeconomic Status and physical education learning outcomes in the SPSS results is as follows:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.751[a]	.564	.557	1.675

Based on the results above, it can be explained that the socioeconomic variable is related to physical education learning outcomes by 55.7% and by 44.3% determined by causes other than simple regression models or partial tests not studied in this study.

A simple regression analysis will be used using the SPSS V.25.0 for Windows application to examine the significant relationship between learning motivation and physical education learning outcomes. Before determining the value of the relationship between learning motivation and physical education learning outcomes, it is necessary to analyze the relationship between the two variables. Meanwhile, the t-test results based on the results of the SPSS can be seen in the following table.

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	70.692	2.102		33.637	.000
	Motivasi Belajar	.161	.023	.651	7.068	.000

Based on the results of the table above, the data can be used to test hypotheses as follows:

1) Significance Test

Based on the SPSS output results regarding the correlation coefficient, the correlation coefficient value is 0.651, and this coefficient is a positive sign. It will show that physical education learning outcomes increase if learning motivation increases. It can be seen that the relationship of learning motivation to physical education learning outcomes is significant; which is evidenced by Sig < α (0.000<0.05), and it can be said that Ho is rejected, and Ha is accepted. So it can be concluded that a positive and significant relationship exists between learning motivation and physical education learning outcomes at SMP Negeri 2 Solokan Jeruk Bandung Regency.

2) Regression Equation

Based on the results of the SPSS table above, a regression coefficient of 0.161 (b) and a constant value of 70.692 (a) can be written in the form of a learning motivation variable relationship in the form of a simple linear regression equation as follows:

Y = a + bX1

Y = 70,692 + 0,161 X1

These results show that learning motivation increased by 1 point, so learning outcomes increased by 0.161 points constant 70.692. Thus, the better the motivation to learn, the higher the learning outcomes. The magnitude of the relationship between learning motivation and physical education learning outcomes in SPSS results is as follows:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.651[a]	.424	.415	1.926

Based on the results above, it can be explained that the learning motivation variable is related to physical education learning outcomes by 41.5% and by 58.5% determined by causes other than simple regression models or partial tests not studied in this study.

A simple regression analysis will be used using the SPSS V.25.0 for Windows application to examine the significant relationship between physical freshness, socioeconomic status, and learning motivation, as one, and physical education learning outcomes. Before determining the value of the relationship between physical freshness, socioeconomic status, and learning motivation, as one, and physical education learning outcomes, it is necessary to analyze the relationship between those four variables. Meanwhile, the t-test results based on the results of the SPSS can be seen in the following table.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	70.877	1.391		50.951	.000
	Motivasi Belajar	.050	.019	.204	2.628	.011
	Status Sosial Ekonomi	.166	.024	.480	6.839	.000
	Kesegaran Jasmani	.261	.055	.374	4.787	.000

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	333.923	3	111.308	71.014	.000[b]
	Residual	103.448	66	1.567		
	Total	437.371	69			

1) Significance Test

Based on the computer output above, fcount 71,014 > ftable 2.75 at the significance level of 5%. The model of the relationship between physical freshness, socioeconomic status, and learning motivation, altogether, and physical education learning outcomes is significant. It is shown by the magnitude of the significance of Sig < α (0.000<0.05), and it can be said that Ho is rejected, and Ha is accepted, so it can be concluded that there is a positive and significant relationship between physical freshness, socioeconomic status, learning motivation and physical education learning outcomes at SMP Negeri 2 Solokan Jeruk Bandung Regency.

2) Regression Equation

Based on the results of multiple linear regression analysis using computer output in the table above, the multiple regression equation is obtained as follows: The constant of 70.877 physical freshness coefficient (X1) is 0.050, Socioeconomic Status coefficient (X2) is 0.166 and learning motivation coefficient (X3) is 0.261. Thus, the regression equation is as follows:

Y = a + b1X1 + b2X2 +b3X3

Y =70,877 + 0,050 X1+0,166 X2+0,261 X3

Based on this equation, it can be interpreted that physical freshness (X1) increases by 1 point, so learning outcomes increase by 0.050 points at a constant of 70.877. If Socioeconomic Status (X2) increases by 1 point, then learning outcomes increase by 0.166

points at constant 70.877 and if learning motivation (X3) increases by 1 point, then learning outcomes increase by 0.261 points at constant 70.877. Thus, it can be concluded that the more physical freshness, socioeconomic status and learning motivation, altogether, increase, the more physical education learning outcomes increase too, and it can be seen in the table below:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.874[a]	.763	.753	1.252

Based on the output above, it can be explained that an R square value of 0.763 was obtained. It means that the variables of physical freshness, socioeconomic status and learning motivation are related to physical education learning outcomes by 76.3%, and the remaining 23.7% is determined by other causes that were not studied in this study.

CONCLUSION

The results showed that: 1. There is a significant relationship between physical freshness and physical education learning outcomes at SMP Negeri 2 Solokan Jeruk, Bandung Regency. 2. There is a significant relationship between socioeconomic status and physical education learning outcomes at SMP Negeri 2 Solokan Jeruk, Bandung Regency. 3. There is a significant relationship between learning motivation and physical education learning outcomes at SMP Negeri 2 Solokan Jeruk, Bandung Regency. 4. There is a significant relationship between these variables: physical freshness, socioeconomic status, and learning motivation, as one, and physical education learning outcomes at SMP Negeri 2 Solokan Jeruk, Bandung Regency.

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