

Physical Education in High School: The Contribution of Noble Values in Sports

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Abstract

Instilling noble values in sports at school, especially physical education subjects, is not optimal at the high school level because of its unstable nature. The problem in research is that many students still do not have a sportsmanlike attitude when they accept defeat. Besides, they do not have a sense of responsibility and discipline in the group during practical subjects. The purpose of this study was to determine the contribution of the noble values of sports to the attitude of responsibility and discipline. This study uses a quantitative method which is quantitative with a regression test. The population and the sample are 60 random students. In calculating the regression coefficient, the value is positive, and the result of the equation in the constant is 22.191, which means that the consistency value is 22.191. With a contribution of 17.00%. This study concludes that the noble value in sports on affective responsibility and discipline shows an outstanding category.

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INTRODUCTION

Noble values in sports in the form of sportsmanship, fair play, and respect for opponents are a legacy in the form of morals from our ancestors that have no value limit; in this case, students will automatically think, act, behave and feel according to the noble character. Apart from that, noble values are also essential for the spiritual motivation of the nation and for implementing the Pancasila precepts ([Safitri et al., 2019](#)). According to [Yudho et al. \(2022\)](#), sport represents one of the noble values that legitimately has philosophical values in people's lives. The noble value in sports really needs to be proactive for everyone to preserve it.

Physical education is a place for oneself to instill values in life for daily activities, so it is imperative to apply values or norms in life through sports. According to ([Rasyono, 2018](#)), based on sports law, looking at the formation of physical and spiritual, and sociocultural fitness values, physical education has extraordinary noble values. As stated by ([Maksum, 2017](#)) the values contained in sports are 1. A person has a positive side so that he can be attractive and attractive. 2. Someone's relationship. 3. With an unusual which is intrinsic ([Toho Cholik Mutohir, 2021](#)). From several intensive understandings, the value of sports is already contained in everyday life, so individuals need to start implementing and doing sports continuously. This is in line with what was said by ([Sukarmin, 2011](#)). Besides having a character for individuals, sport also connects with national values and morals. Sports have made many contributions to this nation, such as noble values in learning that teachers have applied.

The goal of sports, besides maintaining physical fitness, also has many goals, namely with morals and noble character, as expressed ([Pradipta, 2015](#)). In sports, there are many aspects and dimensions so that the activities contain elements of competition. In addition, according to ([Nuryanti, 2021](#)), sports can also improve the socioeconomic status of a sport in a national or international event. The

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current generation must show sportsmanship and comply with written regulations so that decisions will be made with conscience in the future. According to (Mirhan, 2016), values and character must be upheld as high as possible to fulfill sportsmanship. The sport teaches us about attitude, honesty, discipline, and responsibility. These values include noble values that must be maintained in any form. (Haibah et al., 2020) The highest value in sports itself is having responsibility for every activity. If someone has high responsibility, the results will greatly impact the future (Kholis, 2016). Applying noble values is easy as long as you have a good attitude toward others and the environment.

Physical education has many roles, one of which is creating a nationalist and responsible character (Bangun, 2016). Physical education also has indicators that are no less important, namely cognitive, affective, and psychomotor, as areas for developing students. According to Stephani (2017) physical education with various learning methods but still emphasizes its positive value. A person's attitude of self-responsibility must be trained in various ways because it must be continuous until later automatically in an activity will have firm attitudes and principles. According to Sya'roni (2016) the attitude of responsibility is an attitude that relates himself to other people and his social environment, so this attitude is challenging for someone who has firm beliefs. In addition to an attitude of disciplinary responsibility, it also needs to be done because a disciplinary attitude will bring out various characteristics (Nuryanti, 2021; Sarwono, 2018). Discipline must be trained with certainly heavy pressure. However, the disciplinary attitude has an attitude of automation for the perpetrators (Surajiyo & Sriyono, 2017). Responsibility and discipline are characteristics that are almost the same, but the positions are different.

According to Rosita (2018), physical learning must create its character because it is related to many sciences, so from various angles, it must be patent knowledge for its character. Physical learning itself is very much needed for students in addition to a refreshing as well as for their motor learning. If it is done properly and achieves its goals, it is ensured that students will have their attitudes formed through activities and physical activity. Physical education learning needs students' character to carry out natural activities (Jannah & Khikmah, 2017).

The process of physical education has relevant results from various lines. According to Shein et al., (2019) Sports instruments are very effective for students as values that can be learned, including cooperation, communication, respect for rules, problem-solving, understanding, relationships with others, leadership, respect for others, business values, ways how to win, how to lose, how to manage competition, fair play, sharing, self-respect, trust, honesty, self-respect, tolerance, resilience, teamwork, discipline, and self-confidence. According to Vural & Kirbaş (2020), physical education has the motto Altius, Citius, Fortius, which is used in the Olympics. For students or students must have a response as active learning, the response here can be in the form of a reaction to the teacher with a positive value, ethically participation and interaction are very well maintained by both of them. Students show this because they incidentally respect the teacher (Padli et al., 2022). Individually or in groups, a student or students can build meaning from the learning process, build knowledge, and not be burdened during learning begins. This is appropriate for students who are responsible to teachers, friends, and the knowledge they learn.

Based on research by Rahayu (2013) titled "Contribution of Physical Education in Forming Student Values," students who have good character will receive advice and apply it more effectively in physical education, that it plays a very important role in the pleasant personality of students. Based on this research, the results obtained are almost the same when exercising. If students uphold the noble character and values taught, it will be better to be honest, responsible, sporty, and disciplined. This research aims to know the contribution of noble values in sports, such as sportsmanship, fair play, and respect for opponents, where students must be responsible, honest, and disciplined in sports. It is evident that the noble values students possess in sports lack, for example, sportsmanship. The body has a lot of meaning in physical education learning by creating character and nature through activities and activities with others. The result will be an honest, disciplined character and a sense of responsibility in every learning in physical education. Therefore the researcher wants to explore this problem with the research title "the contribution of noble values in sports (X) to the affective attitude of responsibility and discipline (Y) in physical education subjects at SMA Negeri 7 Pekanbaru".

METHOD

This study uses a correlation test. Correlation research looks for the relationship between the independent variable denoted (X) on the dependent variable denoted (Y). In this study, the independent variable (X) is noble value in sports, while the dependent variable (Y) is an affective attitude, responsibility, and discipline. This type of research used quantitative description Arikunto (2013). This study took the population and sample using a random technique so that a total of 60 students were obtained using a purposive sampling technique SMA Negeri 7 Pekanbaru. The instrument used is the adoption questionnaire/questionnaire. The indicators of noble value variables are sportsmanship, fair play, and respect for opponents. The affective attitude variable questionnaire is measured from 3 indicators, namely responsibility, honesty, and discipline. Data collection was done by providing closed questionnaires, interviews, and documentation. The data analysis technique is a correlation test (simple regression) assisted by the SPSS version of the 22.0 application.

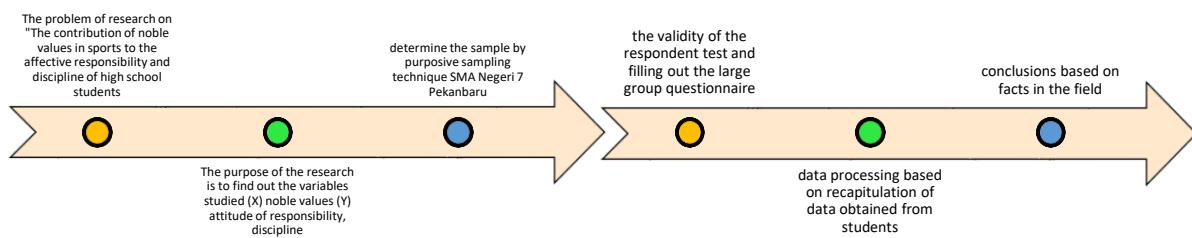


Figure 1. Research Flow

RESULTS AND DISCUSSION

Results

1. Description of Nilia Luhur Sports data

The noble value data results description includes three sub-indicators: sportsmanship, fair play, and respect for opponents. All indicators are included in the 21 questions filled in by 60 students. The obtained data are as follows:

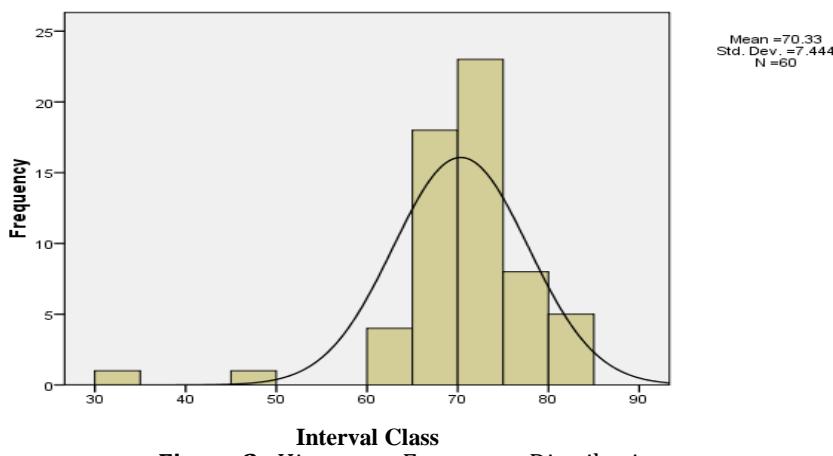
Table 1. Data Description

Internal		
N	Valid	60
	Missing	0
Mean		70.33
Median		71.50
Mode		72
Std. Deviation		7.444
Variance		55.412
Range		49
Minimum		33
Maximum		82
Sum		4220
Percentiles 10		64.10

Table 2. Internal Frequency Distribution

No.	Interval	Absolute	Percentage%
1	33 – 48	2	3,33%
2	49 – 63	0	0%
3	64 – 77	52	86,67%
4	78 – 87	6	10%
	Total/N	60	100%

In the above frequency distribution of a sample of 60 people in respondents, there were two people from the range of values 33-48 (3.33%) with very poor interpretation, 52 people from the range of values 64-77 (86.67%) with good interpretation, six people from the range value 78-87 (10%) very good interpretation, for more details can be seen in the histogram Figure 2.

**Figure 2.** Histogram Frequency Distribution

1. Description of Affective Attitude Data

The description of the results of the affective attitude data includes two sub-indicators, responsibility, honesty, and discipline, which are condensed into ten questions filled in by 60 students.

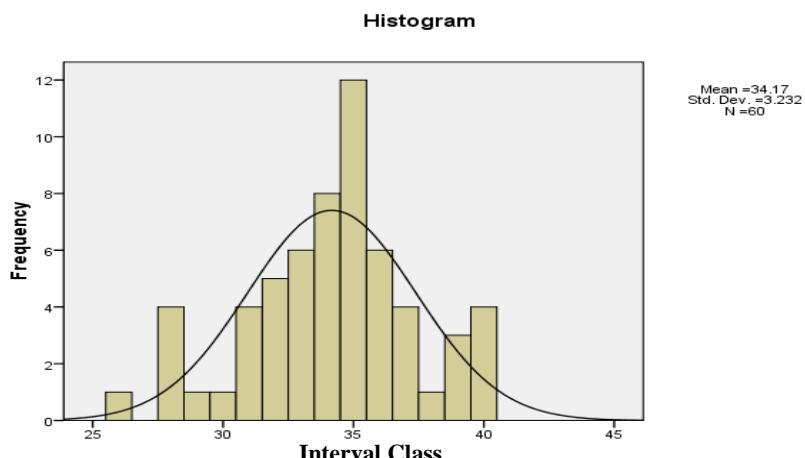
Table 3. Statistical External Data Description

External		
N	Valid	60
	Missing	0
Mean		34.17
Median		34.50
Mode		35
Std. Deviation		3.232
Variance		10.446
Range		14
Minimum		26
Maximum		40
Sum		2050
Percentiles 10		29.10

Table 4. External Frequency Distribution

No.	Interval	Absolute	Percentage%
1	26 - 29	6	10%
2	30 - 33	16	26,67%
3	34 - 37	30	50%
4	38 - 41	8	13,33%
	Total/N	60	100%

In the frequency distribution above, from a sample of 60 people, there are six people from the range of values 26-29 (10%) with very poor interpretation, 16 people from the range 30-33 (26.67%) with poor interpretation, 30 people from the range 34 -37 (50%) with good interpretation, and eight people from the range of values 38-41 (13.33%) with very good interpretation. The details can be seen in the Figure 3.

**Figure 3.** Histogram

Regression Analysis Test

Simple linear regression is a method used to measure the influence of the independent variable on the dependent variable and predict the dependent variable using the independent variable. The following are the results of the SPSS 22.0-assisted linear regression test.

Table 7. Simple Linear Regression Equations
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.
		B	Std. Error			
1	(Constant)	22.191	3.709		5.983	.000
	Internal	.170	.052	.392	3.247	.002

The table above shows the results obtained by a constant value (a) of 22.191, while the value of online learning interest (b/regression coefficient) is 0.170. From these results, it can be substituted in the regression equation as follows:

$$Y = a + bx$$

$$Y = 22,191 + 0,170x$$

Discussion

Physical education in senior high schools is closely related to playing. Considering the characteristics of high school students who require a specific approach, physical education should be carried out through playing. Playing has several characteristics: first, playing is an activity carried out freely and voluntarily. Second, playing is not ordinary or real life. Third, playing differs from everyday life, especially in place and time. Playing always starts and ends and is carried out in a

certain place. There is an arena or even a wider arena where playing can be performed. Fourth, playing is an activity that has a purpose. It is hoped that playing in physical education allows children to feel happy and excited in physical activities and becomes the most effective tool in delivering overall educational goals (Oktavianti, 2017).

Physical education is an educational process that utilizes physical activity to produce overall physical, mental, and emotional changes. Physical education treats children as a unified whole, a total being, rather than just considering them as someone whose physical and mental qualities are separate. In simple terms, physical education is a process of learning to move and learning through movement. Besides learning and being educated through movement to achieve teaching goals, children are taught to move in physical education. Through this experience, changes are formed in the physical and spiritual aspects. Furthermore, the implementation of teaching physical education is directed at providing the widest possible opportunity for movement in the hope that students can be active. Consequently, it will help develop their physical fitness.

Physical education must compete in the field of science and technology. According to Padli, Kiram, et al., (2022), today's students must also be required to carry out their duties as students and athletes. The characters of the two are very different. Therefore, students must be multi-talented so that they can perform the activities. Their characters as educated students must have noble attitudes, good characters, motivation and fair play, and high sportsmanship as a basis for getting achievements (Capel & Blair, 2019). Sabarudin's study (Sabarudin, 2016) supports this research because, holistically, sports and character learning can improve attitudes (honesty, religion, disciplined, tolerance, and hard work). This research was conducted based on the results of high school data in the Ministry of Education and Culture (2015). In line with this research, discipline, honesty, and cooperation indicators have a positive relationship. Students understand the importance of attitudes and values in sports, which means students show good changes in noble values.

Based on the results of research on the noble values of sports (Palunga, 2018), the subjects studied were none other than school principals, vice principals, religious education teachers, civics teachers, counseling teachers, and physical education teachers, students and homeroom teachers at SMP Negeri 2 Depok that as many as 37 respondents showed positive results, based on the results of interviews that elements of the school institution strongly agreed with the increase in student attitudes. In line with this research, the cooperation of all elements in the school must take part in supervising and providing character education for students, not only my religious, civics, and physical education teachers who go directly to provide teaching but the supervision of various parties is also very important to instill values. Contained such as responsibility, discipline, and manners also need to be directed to students in high school.

Based on research on affective attitudes Aditia (2015) Based on the results of research on the value of cooperation, it was found that most of the 242 students were in a good category, even 62 other students were in the very good category, and only a few were still categorized as sufficient. This research shows that the cooperation between students in state high schools throughout Wonosobo Regency has gone well. The attitude of helping each other and helping friends in need proves that the social interaction between students has gone well. In line with this research, responsibility, honesty, and discipline values show good results in physical education learning. Although they differ greatly from the comparison of respondents, the variables studied and the indicators achieved are almost the same. Therefore, to achieve an attitude of honesty, discipline, and responsibility, responsibilities have positive and good values.

CONCLUSION

From the results and hypotheses that have been proposed, it can be concluded that the influence of noble values in sports on affective responsibility and discipline in physical education subjects, most of the students of SMA Negeri 7 Pekanbaru show honesty, discipline, responsibility, sportsmanship, and mutual respect.

AUTHOR CONTRIBUTIONS STATEMENT

HS (data collection), EB (editor, data analysis), P (proofreading), BI (analyze data).

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