

THE INFLUENCE OF SOCIOECONOMIC STATUS, PEERS AND MOTIVATION ACHIEVEMENT ON PHYSICAL EDUCATION LEARNING OUTCOME

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Abstrak

Hasil belajar merupakan indikator dari capaian tujuan pembelajaran. Adapun baik buruknya hasil belajar bisa dipengaruhi oleh faktor-faktor terkait, bisa yang berasal dari luar siswa ataupun dari dalam diri siswa. Dengan mengetahui faktor-faktor tersebut diharapkan mampu menunjang tercapainya hasil belajar yang memuaskan. Penelitian ini bertujuan untuk mengetahui pengaruh status sosial ekonomi, teman sebaya dan motivasi berprestasi terhadap hasil belajar pada mata pelajaran PJOK. Subyek penelitian ini adalah 203 siswa kelas VII SMPN 42 Surabaya yang terdiri dari 90 siswa laki-laki dan 113 siswa perempuan. Instrumen penelitian ini menggunakan tes dan angket. Tes digunakan untuk mengukur hasil belajar dan angket digunakan untuk mengetahui status sosial ekonomi, teman sebaya dan motivasi berprestasi siswa. Analisis data dilakukan dengan menggunakan Regresi Linier Berganda. Hasil penelitian menunjukkan bahwa pada variabel status sosial ekonomi tidak berpengaruh pada semua aspek hasil belajar. Variabel motivasi berprestasi berpengaruh signifikan terhadap semua aspek hasil belajar dan pada variabel teman sebaya berpengaruh signifikan pada hasil belajar aspek afektif akan tetapi tidak berpengaruh pada hasil belajar aspek kognitif dan psikomotor. Sedangkan secara simultan ketiga variabel tersebut mampu memberikan pengaruh yang signifikan terhadap semua aspek hasil belajar siswa pada mata pelajaran PJOK.

Kata kunci: Pendidikan jasmani, Hasil belajar, Status sosial ekonomi, Teman sebaya, Motivasi berprestasi

1. INTRODUCTION

The success of learning can be indicated from the learning outcomes obtained by students in the school. Learning outcomes are skills that must be mastered by learners after gaining a certain learning experience. According to Bloom's taxonomy the results of learning or teaching are distinguished into three important aspects, including cognitive, affective and psychomotor aspects. The above skills are hierarchical where one skill becomes a prerequisite for the other (Mahardika, 2017).

Learning outcomes play an important role in the teaching and learning process that occurs in schools because it will inform educators about the development of learners in achieving learning goals. Mastery of learners' learning outcomes can be seen from their behavior, both behavior in the form of knowledge and skill mastery (Sukmadinata, 2009). In achieving optimal student learning outcomes, maximum effort is required on all elements of education both from the school, family and most importantly of course the learners themselves. According to Maganda (2016), good learning outcomes are obtained through the collaboration of related elements, namely students who are learning actors, teachers as facilitators and peers in the school environment and residence.

Physical Education Sports and Health (PJOK) has a very important role in the development of children. Both developments related to physical potential or socio-emotional

development. As stated in Permendikbud No. 22 Year 2016, it is said that "PJOK aims to develop physical fitness and healthy lifestyle, improve physical and psychic growth, improve basic movement skills and skills, develop moral character values, understand the concept of personal and environmental hygiene, develop skills for personal safety, others and the environment".

Based on the Permendikbud means PJOK has a very important role in the development of learners where all aspects of educational objectives are complexly contained in it, both from cognitive, psychomotor and affective aspects. An example is with good physical and psychic growth, it will support children's daily activities in the teaching and learning process.

SMP Negeri 42 Surabaya is a school located on the outskirts of Surabaya, where the school is located in a fairly harsh environment that is within the location of Flea Market. The school is among those worst affected by the new student admissions regulations in the 2019/2020 school year. The regulation in question is related to the zoning system and the allocation of students from the Mitra Warga line.

Based on the initial observations made related to the results of pjok learning in the seventh grade at SMP Negeri 42, showed poor results. From the results of the even Midterm Assessment conducted in March 2020, it is known that out of all seventh grading students there are 55.6% of students who get grades below the minimum

completed criteria, there is even one class whose grades are very low, namely as many as 80% have not reached the minimum completedness criteria even though there is also one class whose level of completedness is very high, with only 5% of students who get sub-standard grades.

Meanwhile, from the attitude aspect based on data from counseling guidance teachers, quite a lot of problems arise among seventh grader. The average case ranges from seven to ten cases each month. It indicates that students' learning outcomes in terms of attitudes are still far from expected.

The success of learners according to Slameto (2010) is influenced by internal factors of the learners themselves as well as external factors that come from outside the learner. Internal factors include physical, psychological and fatigue factors. While external factors include socioeconomic conditions, school environment and peer environment.

The socioeconomic condition of parents plays an important role in determining learning success. The support of parents will be a *positive impulse* that encourages the achievement of a bright future. According to Soekanto (2010) the role of parents is needed to determine the future orientation of the child. The role of parents can indeed have a positive impact in determining the future of the child. However, based on existing phenomena states that children of parents with high social status become less able to act alone in some ways. Parents with high social status tend to provide all the conveniences so that the child becomes spoiled and cannot do things on his own.

Another phenomenon is the contribution of the peer environment that can influence learners in the teaching and learning process in school. According to Santoso (2004) the peer environment is a place where intensive and fairly regular interactions with people who have similarities in terms of status and age, who are able to have a positive or negative impact on it. Students who have diligent peers will tend to become diligent individuals too, while students who have naughty friends will tend to behave negatively because in adolescence, association will greatly influence students in acting.

While from internal factors, which are believed to be able to contribute the maximum to student learning outcomes, one of them is the motivation of achievement. The motivation of achievement is a driver derived from the individual to always be able to compete in achieving the achievement of successfulness. The motivation to excel in students is characterized by enthusiasm in every teaching and learning activity, doing tasks on time and always feeling challenged by new or uncomprehensible things.

Based on the phenomenon described above, this research is focused on knowing the influence

of socioeconomic status, peers and motivation to excel in pjok learning outcomes in seventh grader of SMP Negeri 42 Surabaya.

2. RESEARCH METHODS

The type of research developed in this research is correlational research. Correlational research is a study that connects one or more free variables with one bound variable without any attempt to influence those variables (Maksum, 2018: 88)

This study used free variables and bound variables, with free variables consisting of socioeconomic status (X1), peers (X2) and motivational achievement (X3). While the variables tied in this study are student learning outcomes (Y). Furthermore, existing variables will be analyzed to determine the influence between variable X1 to Y, variable X2 to Y, variable X3 to Y, and simultaneously variables X1, X2, and X3 to Y.

Data analysis of existing variables will use multiple linear regressions. This is done to find out whether or not there is an influence between free variables namely socioeconomic status, peers and motivation to excel against variables tied to student learning outcomes in the subjects of Physical Education Sports and Health (PJOK).

In this study, the population was all seventh graders (VII) at SMP Negeri 42 Surabaya with 414 students spread over ten classes. In determining the sample used *cluster random sampling method* based on rombel or student class. Of the ten existing rombels will be taken five classes so that the number of samples to be used in this study amounts to 203 respondents.

Research instruments used include: performance tests used to measure psychomotor learning outcomes, cognitive tests through questions in final semester assessments, observations to find out the results of affective learning of students as well as questionnaires to measure variable socioeconomic status, peers and motivation of achievement

3. RESULTS AND DISCUSSIONS

This research has tested the hypothesis as described in the previous chapter. Discussion of the influence of socioeconomic status variables, peers and motivation to excel in pjok learning results will be explained in the discussion of the following research results. Where the variables of learning outcomes will be described in three aspects namely cognitive, psychomotor and affective learning outcomes.

a. Cognitive Learning Outcomes

1) Partial Testing (t-test)

Based on partial test results of socioeconomic status variables against cognitive learning outcomes obtained insignificant results,

this was indicated by a significance value of $0.895 > 0.05$ with a t value of -0.132 . From these results, H_0 is accepted and H_a is rejected which means that the variable socioeconomic status has no effect on learning outcomes on cognitive aspects.

In peer variable testing of cognitive learning outcomes obtained insignificant results, this was indicated by a significance value of $0.517 > 0.05$ with a t value of 0.649 . From these results, H_0 is accepted and H_a is rejected which means that peer variables have no effect on cognitive aspect learning outcomes.

In the testing of outstanding motivation variables against cognitive learning results obtained significant results, this was indicated by a significance value of $0.000 > 0.05$ with a t value of 26.021 . From these results, H_0 is rejected and H_a is accepted which means that the variable motivation of achievement has a significant effect on the learning outcomes of cognitive aspects.

2) Simultaneous Testing (F test)

In simultaneous testing that is thorough between variable socioeconomic status, peers and motivation to excel at learning results cognitive aspects obtained significant results. This is indicated by a significance value of $0.000 < 0.05$ with an F value of $243,628$ from the result then H_0 is rejected and H_a is accepted which means simultaneously or together the variables of socioeconomic status, peers and motivation of achievement have a significant effect on cognitive learning outcomes.

b. Psychomotor Learning Outcomes

1) Partial Testing (t-test)

Based on the partial test results of socioeconomic status variables against psychomotor learning results obtained insignificant results, this was indicated by a significance value of $0.087 > 0.05$ with a t value of 1.718 . From these results, H_0 is accepted and H_a is rejected which means that the variable socioeconomic status has no effect on learning outcomes on the psychomotor aspect.

In peer variable testing of psychomotor learning results obtained insignificant results, this was indicated by a significance value of $0.396 > 0.05$ with a t value of -0.850 . From these results, H_0 is accepted and H_a is rejected which means that peer variables have no effect on the learning outcomes of psychomotor aspects.

In the testing of motivational variables to achieve psychomotor learning results obtained significant results, this was indicated by a significance value of $0.000 > 0.05$ with a t value of 3.670 . From these results, H_0 is rejected and H_a is accepted which means that the variable motivation of achievement has a significant effect on the learning outcomes of psychomotor aspects.

2) Simultaneous Testing (F test)

In simultaneous testing that is thorough between variable socioeconomic status, peers and motivation to excel on the results of learning psychomotor aspects obtained significant results. This is indicated by a significance value of $0.001 < 0.05$ with an F value of $5,724$ of these results then H_0 is rejected and H_a is accepted which means simultaneously or together the variables of socioeconomic status, peers and motivation of achievement have a significant effect on psychomotor learning outcomes.

c. Affective Learning Outcomes

1) Partial Testing (t-test)

Based on partial test results of socioeconomic status variables against affective learning outcomes obtained insignificant results, this was indicated by a significance value of $0.091 > 0.05$ with a t value of $-1,698$. From these results, H_0 is accepted and H_a is rejected which means that the socioeconomic status variable has no effect on learning outcomes on affective aspects.

In peer variable testing of affective learning outcomes obtained insignificant results, this was indicated by a significance value of $0.000 > 0.05$ with a t value of -0.850 . From these results, H_0 is accepted and H_a is rejected which means that peer variables have no effect on the learning outcomes of affective aspects.

In the testing of motivation variables achieved against affective learning results obtained significant results, this was indicated by a significance value of $0.000 > 0.05$ with a t value of 7.388 . From these results, H_0 is rejected and H_a is accepted which means that the variable motivation of achievement has a significant effect on the learning outcomes of affective aspects.

2) Simultaneous Testing (F test)

In simultaneous testing that is thorough between the variables of socioeconomic status, peers and motivation to excel at the results of learning affective aspects obtained significant results. This is indicated by a significance value of $0.000 < 0.05$ with an F value of $22,717$ from the result then H_0 is rejected and H_a is accepted which means simultaneously or together the variables of socioeconomic status, peers and motivation of achievement have a significant effect on affective learning outcomes.

4. CONCLUSION

Based on the results of the research that has been done, the conclusion can be taken as follows:

- 1) The socioeconomic status has no effect on pjok learning outcomes in students of SMP Negeri 42 Surabaya, whether the results of learning on cognitive, psychomotor or affective aspects.
- 2) Peers have a positive effect on pjok learning outcomes in students of SMP Negeri 42 Surabaya in affective aspects, meaning that the better the relationship between students and

their peers, the better the affective learning outcomes, the worse or negative the relationship with their peers, the worse the pjk learning outcomes in those students.

- 3) However, peers have no effect on pjk learning outcomes in students of SMP Negeri 42 Surabaya in cognitive and psychomotor aspects.
- 4) Motivation of achievement has a positive effect on pjk learning outcomes in students of SMP Negeri 42 Surabaya, both cognitive, psychomotor and affective learning outcomes.
- 5) Socioeconomic status, peers and motivation to achieve simultaneously affect all aspects of PJOK learning outcomes in students of SMP Negeri 42 Surabaya, both cognitive, psychomotor and affective aspects. The amount of influence on each aspect of learning outcomes was 78.3% on cognitive aspects, 66.0% on psychomotor aspects and 24.4% on affective aspects.

Based on the results of the research that has been done, there are several suggestions as follows:

1. For schools, given the importance of outstanding motivation and peer support, it is necessary to make a policy that supports communication with parents in order to increase the motivation of student achievement and through counseling guidance teachers create a climate that creates positive peer relationships.
2. For other researchers, the results of this study can be a reference in further research related to factors that are able to provide positive support to students' overall learning outcomes.

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