Original Article Research

Economic Status to Students' Physical Education Learning in Elementary School, Padang City

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Abstract

This research is based on the school's fact that student learning outcomes are still low from the previous semester, student scores are still below average or below graduation standards. The purpose of this research is to see how big the contribution of nutritional status and economic status to students' physical education. The population in this study were students27 Ulak Karang Elementary School, Padang Citya total of 131 people. The sampling technique was purposive sampling, so the sample in this study was set at 30 people, namely class V and VI girls only. To obtain research data, NHCS was used, a questionnaire to reveal the economic status of parents and learning outcomes from report cards. The data obtained were analyzed by simple product moment correlation, and continued with multiple correlations to get the relationship between the three variables, for the contribution was carried out with the determinant coefficient. The results of the analysis show that, there is a significant relationship between nutritional status and physical education learning outcomes where rcount 0.385 > rtable 0.361 at = 0.05. There is a significant relationship between Economic Status and Physical Education learning outcomes where rcount 0.488 > rtable 0.361 at =0.05.There is a joint relationship between nutritional status and economic status on student physical education learning outcomes27 Ulak Karang Elementary School, Padang Citywhere Rcount 0.555 > Rtable 0.361 at =0.05. Thus, it can be concluded that the economic status in learning, especially physical education for elementary school students in the city of Padang, plays an important role in supporting nutritional health and can provide benefits and education to educators and guardians of students in implementing nutritional and economic status for physical education.

Keywords: Economic Status, Physical Education, Elementary School.

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1. INTRODUCTION

Physical education is very influential and plays an important role in the world of education, because physical education can shape the character of children, especially elementary school students, which in fact is very important to support future personalities. Because in physical education in addition to efforts to learn to improve fitness, it is also taught about nutritional sciences which play a very important role in the growth of elementary school children. However, there is still a lack of government awareness in providing education to the community and parents of students in providing nutritional status services. according to (Munir Ali, Sumaryanti, 2022) The motor development of children today is very different, because the motor of parents in ancient times did not intervene with current technology.

Physical education implemented today is curriculum oriented. The curriculum is one of the tools or means to achieve educational goals. In accordance with the development of science and technology as well as the development of nation building, the tools to achieve the goals must be in line with the demands of the progress itself, as explained in Law No. 20 concerning the National Education System that it is   Physical and health education is a medium to encourage physical growth, psychological development, motor skills, knowledge and reasoning, appreciation of values (attitude, mental, emotional, sportsmanship, spiritual-social), as well as habituation of healthy lifestyles that lead to stimulate growth and development of balanced physical and psychological qualities.

From the quote above, it can be stated that physical education and sports and health taught in schools have a very important role, namely providing opportunities for students to be directly involved in various learning experiences through selected physical, sports and health activities that are carried out systematically. The provision of this learning experience is directed at fostering better physical and psychological growth, as well as forming a healthy and fit lifestyle throughout life and is the main vehicle for developing the quality of human resources, which always improves quality through a pattern of fostering superior insights that can be seen through the acquisition of learning outcomes for each individual who has a learning experience. according to (Dayanti, Sumaryanto, & Nanda, 2021) said Departing from the results of the study that uncover the obstacles and the lack of implementation on the part of Physical, Sports, and Education facilties management, there are several points of concordance with both of the theories and the results of the studies that have previously been conductedon the facilities management. according to Erfayliana, Demirci, & Demirci (2022) physical education (PJOK) learning is an educational process that utilizes physical activity to obtain changes in a person's quality, both in terms of physical, mental, and emotional.

According to Widodo & Najibuzzamzam (2021) physical education is a process of educating a person as an individual or a member of society that is carried out consciously and systematically through various physical activities to obtain physical growth, health and physical fitness, abilities and skills, intelligence and harmonious character and personality development in the context of forming quality Indonesian people based on Pancasila. While according to

Munir, Zahed, Qurtubi, & Wahyudir (2022) in physical education, various aspects are taught among such as cognitive, affective and psychomotor aspects. Physical education can also be interpreted as an educational process through physical activities designed to improve physical fitness, develop motor skills, knowledge and behavior of healthy and active living, sportsmanship, and emotional intelligence. The learning environment is carefully arranged to promote the growth and development of all domains, physical, psychomotor, cognitive, and affective for each student. Physical education is an educational process intended for a person or community member that is carried out consciously and systematically. Physical education is carried out through various physical activities to obtain physical growth, physical health, abilities and skills, intelligence and harmonious development of character and personality in the context of human formation (Kustantri, Rini Sukamti, & Nanda, 2022). While according to (Bangun, 2016) Physical education is a process that will be taken from elementary school to middle school level and above by paying attention to the development of attitudes and intellectuals in everyday life.

Learning outcomes can be seen from changes that occur in students which include cognitive, affective, and psychomotor aspects, where changes that occur are influenced by factors from within students and factors that come from outside students. So learning is clearly influenced by several elements to achieve Objectives. According to (Burhaein, Tarigan, Budiana, Hendrayana, & Phytanza, 2021) In learning physical education, not only in the scope of education but also the scope of the home, but there are many factors in the scope of the house to reduce physical activity, one of which is facilities and infrastructure. So that in order to achieve the results of physical activity learning at school properly. So far we are fixated on the IQ (Intelligence Question) factor of students, where IQ is considered as a determining factor for student success in learning. According to (Burhaein, 2017) In shaping the character of elementary school children, it is closely related to physical activity in general, namely moving, playing, and having fun doing practice directly. According to (Irnani & Sinaga, 2017) In children of primary school age, it is a time when the transition from child development to adulthood, due to the rapid growth of both mentally, emotionally, and physically at that time.

The State Elementary School (SD) 27 Ulak Karang, North Padang District - Padang City as one of the formal education in the city of Padang still lags behind in the quality of physical education subjects compared to other public elementary schools (SD) in the city of Padang. This is evident from the level of ability and learning outcomes obtained by the students. Based on the facts found in the field, physical education learning outcomes for students of SD Negeri 27 Ulak Karang, Padang Utara- Padang City are still low, not implemented properly and not going well as expected and can be seen from their level of presence in the field.

According to (Harmaningsih, 2018) , in order for a student to obtain learning outcomes with good grades, it is influenced by two main factors, namely internal factors or internal factors, namely psychological factors and physiological factors. And factors that come from outside the student or external factors (family environment, school environment, living environment). Psychological factors such as: (1) intelligence, (2) talent, (3) interest, (4) motivation and (5) maturity. And physiological factors such as physical health.

Physical health problems that occur in a person are a result of the nutritional status of that person. Because nutritional status will directly affect brain development, behavior, work ability, creativity, productivity, and resistance to disease. According to (Gunawan, Fadlyana, &

Rusmil, 2016) If the nutritional condition is reduced, it will result in impaired growth and development in students. Lack of parental attention to their children, or it can be said that many children are malnourished so that the concentration of students in exercising is low, the physical condition of students decreases when exercising. Meanwhile, the school environment is quite arid and the school facilities and infrastructure and supporting equipment are not sufficient so that the physical education learning objectives are not achieved. In addition, the economic status of their parents is weak (below standard) who generally make a living as fishermen, so that parents are unable to fulfill, suffice and realize optimal nutritional needs for their children, especially the nutritional needs needed during their growth period. So it is important to pay attention to children's nutrition, because according to (Elisa Pahlevi, 2012) Efforts to improve nutritional status in building quality human resources must essentially start paying attention to nutrition in school-age children.

2. METHODS

2.1. Participants

According to Munir, Nasrulloh, & Nugroho, 2022) A population is a set of organizations that have many objects, while a sample is a set of populations that will be made objects according to predetermined criteria. So that the population of this research is all students of SD Negeri 27 Ulak Karang, North Padang District - Padang City consisting of students from class I to class VI, totaling 131 students. The details are 56 male students and 75 female students. This study uses a purposive sampling technique, namely "sampling is based on a predetermined purpose or with certain considerations". Based on the description above, the number of samples taken in this study were 30 students from the total population, the samples in this study were female students in class V and class VI, totaling 30.

2.2. Research Desain

The research conducted is correlational which aims to see the weight or the closeness of the relationship and how much the contribution between the variables, namely: the independent variable nutritional status (X1) and economic status (X2) on the dependent variable, namely the physical education learning outcomes of students at SD Negeri 27 Ulak Karang District North Padang- Padang City (Y). This research was conducted at SD Negeri 27 Ulak Karang, Padang Utara District - Padang City. While the time of the study was carried out in the odd semester of the 2011-2012 school year.

2.3. Instruments

The instrument used to measure student nutrition is a measuring device for height in meters (Microtoice) the nutritional status of children is measured by NHCS, Employment data and income of parents or guardians of each student obtained from biodata about students and their parents, Learning outcomes Physical education is obtained from the results of exams held at the school, namely learning outcomes in the form of scores from exam results in the first semester report cards for the 2011-2012 school year academic year at SD Negeri 27 Ulak Karang, North Padang District - Padang City.

2.4. Procedures

The research procedure includes measuring nutritional status, parents' income as well as learning outcomes in the ways that are carried out in collecting data related to nutritional status,

namely: Weighing students' body weight with a person's scale in the form of weight units (kg). Measuring the height of the sample in the form of a unit of length, namely meters (m). Calculating Body Weight Index by sample. Look at the classification of children's nutrition. Data on work and parental income per month were obtained from the homeroom teacher of each student which was obtained from biodata about students and their parents. Physical education learning outcomes were obtained from the results of exams held at the school, namely learning outcomes in the form of scores from test results in the first semester report cards for the 2011-2012 school years.

2.5. Data Analysis

Data analysis techniques that need to be carried out are: testing the analysis requirements by means of the normality test and the Liliefors test, according to Ge et al. (2007) Normality test is a test test to find out whether the data taken is normally distributed or not. The data using the variance test of the two sample groups which aims to determine whether the data used come from a population that is normally distributed and homogeneous. The data analysis technique used in this study is to use product moment correlation analysis which aims to see the form of the relationship between the independent variables (X1) and (X2) to the dependent variable (Y). As well as using validity tests to find out whether or not the treatment is valid and the existence of reliability tests in order to see the consistency of the instruments that have been prepared.
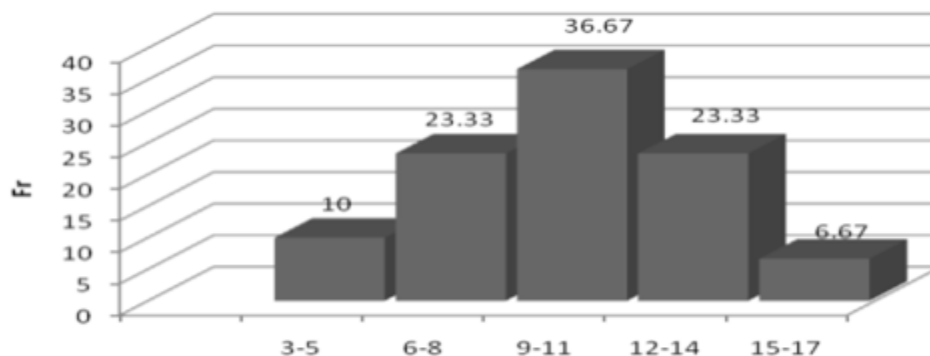
3. RESULT

Measurement of nutritional status was carried out by using a weight test and using the median for body weight using the NHCS formula for 30 samples, the highest score was 104.3, the lowest score was 62.1, the average (mean) was 81.48, standard deviation (standard deviation) 10.91, from the data from this test, a frequency distribution table is made as follows:

Based on the frequency distribution table above from 30 samples, it turns out that as many as 5 samples (16.67%) have nutritional status results with a range of 62.10-70.54, then as many as 9 samples (30%) have nutritional status results with the range of 70.55-78.99, then there are 9 samples (30%) have nutritional status results with a range of 79.00-87.44, then there are 4 samples (13.33%) have nutritional status results with a range of 88, 45-95.89, and the remaining 3 samples (10%) had nutritional status results with a range of 95.90-104.34. For more details, see the histogram:

3.1. Economic Status

The measurement of the Economic Status test was carried out by distributing questionnaires from 20 question items to 30 samples, the highest score was 15, the lowest score was 3, the average (mean) was 9.67, the standard deviation (standard deviation) was 3.13, from the data the results of this test were made. The frequency distribution table is as follows: in 30 samples, it turns out that there are 3 samples (10%) who have Economic Status results in the range of 3-5, then 7 samples (23.33%) have Economic Status results with a range of 6-8, then there are as many as 11 samples (36.67%) had Economic Status results with a range of 9-11, then there were 7 more samples (23.33%) had Economic Status results with a range of 12-14, the remaining 2 samples (6.67 %) has Economic Status results in the range of 125-17, for more details, see the histogram:

Figure 3.1

Histogram of Economic Status

Source: Primary Data

3.2. Physical Education Learning

The measurement of physical education learning outcomes is done by looking at the results of physical education on 30 samples, the highest score is 90, the lowest score is 70, the average (mean) is 77.33, the standard deviation (standard deviation) is 5.37, from the data the results of this test are made a distribution table frequency as follows:

Based on 30 samples, it turns out that there are 6 samples (20%) who have physical education learning outcomes with a value of 70, then 9 samples (30%) have physical and physical education learning outcomes with a value of 75, then 12 samples (40%) have results Physical education learning outcomes with a score of 80, then as many as 1 sample (3.33%) had physical education learning outcomes with a score of 85, and there were 2 samples (6.67%) who had physical and physical education learning outcomes with a value of 90, for more details can be seen in following histogram.

3.3. Relationship Between Nutritional Status And Physical Education Learning

The first hypothesis testing is that there is a relationship between nutritional status and physical education learning outcomes. Based on the analysis carried out, the average physical education learning outcomes obtained is 77.33, with a standard deviation of 5.37. For the average score of nutritional status obtained 81.48 with a standard deviation of 10.91. From the information above, it is obtained an analysis of the correlation between nutritional status and physical education learning outcomes, wherertab at a significant level (0.05) = 0.361 means rhutung(0.385) > rtab (0.361), meaning that the hypothesis is accepted and there is a significant relationship between physical education learning outcomes for students at SD Negeri 27 Ulak Karang, Padang City.

Significant test of variable X1 with Y

$$th = \frac{r\sqrt{n-2}}{\sqrt{1-r2}}$$

$$th = \frac{0,385\sqrt{30-2}}{\sqrt{1-(0,385)2}}$$

$$th = \frac{2,037}{0,923}$$

th= 2,207

With = 0.05 and dk = n - 2, the value of ttable = 1.701 is obtained, namely from 1-α or 0.95 as dk in the numerator and n-2 (28) as dk in the denominator. The test criteria are: if tcount > t table, Ho which states there is no relationship between variables is rejected. On the other hand, if tcount < ttable Ho is accepted, because tcount (2.207) > t table (1.701) then Ho is rejected, and Ha is accepted. Thus it can be concluded that there is a significant relationship between the independent variable and the dependent variable. In other words, there is a meaningful relationshipnutritional status on physical education learning outcomes of students at SD Negeri 27 Ulak Karang, Padang City.

T-test   2,207   ➔T-table (sig. =0.05) =1.701

So th<ttab, then Ho is accepted (Ha is rejected)

The results of the correlation analysis stated that there was a significant relationship between nutritional status and physical education learning outcomes at a significant level of = 0.05.

3.4. Relationship Between Economic Status And Physical Education Learning

Testing the second hypothesis that there is a relationship between Economic Status and physical education learning outcomes. Based on the analysis carried out, the average physical education learning outcomes obtained is 77.33, with a standard deviation of 5.37. For the average score of Economic Status obtained 9.67 with a standard deviation of 3.13. From the information above, it is obtained a correlation analysis between Economic Status and Physical Education and Physical Education learning outcomes, wherertab at a significant level (0.05) = 0.361 means rhutung (0.488) > rtab (0.361), meaning that the hypothesis is accepted and there is a significant relationship between Economic Status and physical education learning outcomes for students at SD Negeri 27 Ulak Karang, Padang City.

Significant test of variable X2 with Y

$$th = \frac{r\sqrt{n-2}}{\sqrt{1-r2}}$$

$$th = \frac{0{,}488\sqrt{30-2}}{\sqrt{1-(0{,}488)2}} \; .$$

$$th = \frac{2{,}582}{0{,}873}$$

th= 2,958

With = 0.05 and dk = n - 2, the value of ttable = 1.701 is obtained, namely from 1-α or 0.95 as dk in the numerator and n-2 (28) as dk in the denominator. The test criteria are: if tcount > t table, Ho which states there is no relationship between variables is rejected. On the other hand, if tcount < t table Ho is accepted, because tcount (2,958) > t table (1,701) then Ho is rejected, and Ha is accepted. Thus it can be concluded that there is a significant relationship between the independent variable and the dependent variable. In other words, there is a meaningful relationshipEconomic Status on Physical Education and Physical Education learning outcomes for students at SD Negeri 27 Ulak Karang, Padang City.

T-test = 2,958   T-table (α=0.05) =   1.701

So T-test > T-table, then Ho is rejected (Ha is accepted)

Note: dk = degrees of freedom

The results of the correlation analysis stated that there was a significant relationship between Economic Status and physical education learning outcomes at a significant level of = 0.05.

3.5. Relationship Between Nutritional Status And Economic Status On Physical Education Learning

Testing the third hypothesis that there is a relationship between nutritional status and economic status on physical education learning outcomes. Based on the analysis carried out, the correlation analysis between nutritional status and economic status on physical education learning outcomes is as follows:

T-test = 5.92   T-table (0=0.05) = 3.35

So T-test > T-table, then Ho is rejected (Ha is accepted)

The results of the correlation analysis stated that there was a significant relationship between nutritional status and economic status with physical education learning outcomes at a significant level = 0.05.

4. DISCUSSION

4.1. Relationship between nutritional status and physical education learning outcomes

Calculation of the correlation between nutritional status (X1) and physical education learning outcomes (Y) using the product moment correlation formula. The test criteria if rcount> rtable, then there is a significant relationship and vice versa (Sudjana 2002:369). From the calculation results of the correlation between nutritional status and physical education learning outcomes obtained rcount 0.385, while rtable at a significant level = 0.05 that is 0.361. It means that in this case there is a relationship between nutritional status and student physical education learning outcomesSD Negeri 27 Ulak Karang, Padang CityThus, the better the nutritional status of the students, the better the physical education learning outcomes. The contribution between the level of physical fitness and nutritional status together with the physical education learning outcomes of SMK students (Sari & Donie, 2014).

(Khumadi, 1994)explains that: nutrients are substances obtained from the food ingredients we eat. Every food we eat has a very important value for the body. Meanwhile, according to Sunita (2001:3) nutrients are "chemical bonds that the body needs to perform its functions, namely: generating energy, building and maintaining tissues and regulating life processes". Prayitno (1989:33) states that, a person is said to be successful in learning physical education if there has been a change in his behavior and this change occurs because of the training and experience he has gone through.

After obtaining the correlation results, it can be seen that the contribution of nutritional status to physical education learning outcomes is 15%, only 15% of which is contributed by nutritional status to learning outcomes, while another 85% is influenced by other factors. (Susilowat & Irawan, 2021) The results of the analysis show that the majority of children with normal nutritional status tend to have a kinesthetic type of learning style. Normal nutritional status is able to maximize children to explore, move actively to support their learning achievement. Increasing the role of parents and the role of schools in providing adequate nutritional intake according to the needs of children so that their nutritional status becomes good. From the results of the analysis above, it can be concluded that there is a significant relationship between nutritional status and student physical education learning outcomesSD Negeri 27 Ulak Karang, Padang City. The nutritional status of students will certainly be better if they do not ignore the factors that can affect physical education learning outcomes.

4.2. The relationship between economic status and physical education learning outcomes

Calculation of the correlation between Economic Status (X2) and physical education learning outcomes (Y) using the product moment correlation formula. The test criteria if rcount > rtable, then there is a significant relationship and vice versa (Sudjana 2002:369). From the results of the calculation of the correlation between Economic Status and physical education learning outcomes obtained rcount 0.488 while rtable at a significant level = 0.05 that is 0.361. It means that in this case there is a relationship between Economic Status and student physical

education learning outcomesSD Negeri 27 Ulak Karang, Padang City, thus the better the economic status of the students, the better the physical education learning outcomes obtained. (Chotimah, Ani, & Widodo, 2017) The amount of the percentage of economic social status of parents to student achievement by 77.3%, while the remaining 22.7% influenced by other variables not examined in this study, such an interest, ingenuity, talent, intelligence, and others.

After getting the correlation results, it can be seen that the contribution of parents' economic status to physical education learning outcomes is 24%, only 24% of which is given the contribution of nutritional status to learning outcomes, while another 76% is influenced by other factors. (Pambayun, Sugiman, & Setyaningsih, 2020) shows that the socioeconomic status of the parents of Satya Dharma Bhakti Banyumas Regency has no effect and is not related to student learning outcomes pasraman. Pasraman's solution to increase the value of unsatisfactory students is by giving homework and also remedial, this is determined by agreement with parents. Learning achievement as an intermediarygreatly affect to further improve the socioeconomic status of parents towardsinterest in college but has no effect on motivation to interest inCollege (Oryza & Agung Listiadi, 2021).

(Fahrurrozi, Sari, & Wiguna, 2022) revealed that many of the children who came from remote areas had to keep following the teaching and learning process as well as possible. This is because they are aware of the importance of the education they do and then it is revealed if the social status of the family affects the learning outcomes of elementary school childrenFrom the results of the analysis above, it can be concluded that there is a significant relationship between Economic Status and student physical education learning outcomes SD Negeri 27 Ulak Karang, Padang City.The level of economic status that students have will certainly be better if they do not ignore the factors that can affect physical education learning outcomes.

4.3. Relationship between nutritional status and economic status on physical education learning outcomes

The relationship of two or more variables, the double correlation formula is used. The test criteria are significant with the F test (Sudjana, 2002: 385). If fcount> f table then there is a relationship and vice versa there is no relationship if fcount < ftable. From the calculation results, it is obtained that the multiple correlation coefficient (F test) is obtained F count = 14.80 while Ftable is obtained with N – K - l/30 – 2 - l = 27 of 3.35 so Fcount > Ftable, then the results of the calculation R (correlation doubled) together with the level of relationship between nutritional status (X1) and Economic Status (X2) with the ability to learn physical and social education outcomes (Y) of 0.555 at =0.05.

After getting the correlation results, it can be seen that the contribution of nutritional status and economic status to physical education learning outcomes is 31%, only 31% of which are given the contribution of nutritional status and economic status together to learning outcomes, while 69% is influenced by other factors. other. (Kurniasari, 2017) that if it can be concluded that there is no relationship between the level of education, employment and parental income with the nutritional status of students related to the results of children's learning intelligence. (Idham, Neldi, Komaini, Sin, & Damrah, 2022) revealed that if there is a direct influence between physical fitness on learning outcomes of 7.2%, there is a direct influence between nutritional status on learning outcomes of 9.7%, there is an influence between social status and nutrition for children followed by learning outcomes achieved 7.2%

(Putri, Rahayu, & Maemunah, 2017) The results showed that almost half the education of the respondent's father was a bachelor, namely 15 people (35.7%); almost half of the respondents' mothers education was undergraduate, namely 15 people (35.7%). almost half of the respondent's father's work is private, namely 15 people (35.7%): most of the respondents' mothers do not work, namely 28 people (66.7%) and most of the 93.9% children have normal nutrition. father and mother and nutritional status of pre-school children. The results obtained from the nutritional status are 49 overweight students and 11 obese students, so the average nutritional status of students is overweight. For the socio-economic status of the parents of students varies, categorized as very less 7 people, less 16 people, enough 21 people, good 10 people, and very good 6 people. So the average socioeconomic status of the students' parents is sufficient. And the physical activity of the students is categorized as less than 9 people, 32 people less, 14 people enough, 5 people good, and 1 person very good. So that the average physical activity of students is less (Wicaksono Abdul Rahman Syam; Indahwati, Nanik, 2021) A person's health is reflected through his nutritional status, someone who has good nutritional status will be free from all pain. On the other hand, someone who has poor nutritional status will disrupt his health, which can cause all his activities to be hampered.

5. CONCLUSION

After obtaining the correlation results, it can be seen that the contribution of nutritional status and economic status to physical education learning outcomes was 31%, only 31% of which were given the contribution of nutritional status and economic status together to learning outcomes, while 69% were influenced by other factors. So it can be concluded that a person's health is reflected through their nutritional status, and those who have good nutritional status will be free from all pain. But on the other hand, a person who has poor nutritional status will interfere with health which can cause all his activities to be hampered. Therefore, this article is to be written in order to educate the public about the importance of paying attention to nutritional and economic status in physical education learning for elementary school children.

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