



Respectful Attitude in Physical Education Learning Outcomes

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Abstract

This research is motivated by finding that students' respectful attitude has not emerged during the physical education learning process. This study aims to determine the relationship between students' respectful attitude and physical education learning outcomes. Furthermore, this correlational study also aims to recognize the influence of students' respectful attitude on physical education learning outcomes. The population in this study were the 10th-grade students at SMA Negeri 1 Pakem (a public senior secondary school in Yogyakarta), totaling 180 students, and the sample used in this study amounted to 144 students. The sampling technique used in this research was the random sampling technique. The data were collected through a questionnaire related to students' respectful attitude and report card value for their learning outcomes in the even semester of the Academic Year 2022/2023. Correlation analysis with the person product moment technique was used to analyze the data. The analysis results showed a strong, positive, and significant relationship between respectful attitude and physical education learning outcomes. The sig value obtained was $0.000 < 0.05$, and the correlation value obtained was $0.710 > 0.163$. The contribution given by the respectful attitude to the learning outcomes of physical education was 35.9%.

Keywords: *Respectful Attitude; Learning Outcomes; Physical Education*

Introduction

Physical education is a fundamental component of a comprehensive educational process. It is an educational approach that utilizes selected physical activities to enhance and refine biological, neuromuscular, cognitive, social, and emotional capacities. Physical education is a fundamental component of the national education system, with the goal of enhancing students' skills through engaging in physical activities. Physical education must be taught to every student at all levels of education. Physical education lesson planning is carried out to meet students' development, growth, and behavioral

needs (Uhlenbrock & Meier, 2021). Physical education aims to develop students' psychomotor, cognitive and affective abilities (Koh, 2021).

Physical education is an effective instrument for educating students physically, emotionally, socially, and intellectually. Physical education has been recognized as a critical component of achieving quality education and become an inseparable part of lifelong learning (Wee et al., 2021). Physical education also contributes to acquiring and appreciating ethical values and encourages implementation in life phases. Physical education serves as a means to promote the growth of motor skills, physical capabilities, knowledge, reasoning, and the cultivation of values (such as attitude, mental, emotional, spiritual, and social). It also fosters the adoption of a healthy lifestyle, which ultimately leads to balanced growth and development (Baena et al., 2021).

Learning outcomes in physical education are obtained from three domains: psychomotor, cognitive, and affective (Kok et al., 2021). The psychomotor domain is related to students' movement skills; the cognitive domain is related to students' understanding of learning materials; and the affective domain is related to students' attitudes and behavior during the learning process. Teachers, followed by the cognitive domain, have implemented the psychomotor domain, while the affective domain has not received the attention as in the other two domains. In their research, Shen and Shao (2022) state that assessing the affective domain in physical education learning still needs to be involved; educators only focus on the psychomotor domain. Furthermore, Fröberg & Lundvall (2022) state that the psychomotor domain is still dominant in determining student learning outcomes, so other domains have not been involved.

The involvement of the affective domain in determining learning outcomes is essential, but it needs to be implemented better in determining learning outcomes. The affective domain must be visible in students' processes and learning outcomes. Therefore, how effective students are during the learning process must be assessed. The affective domain is one of the critical aspects of providing assessments to students. Nevertheless, teachers have yet to adequately consider the affective domain when establishing the learning objectives of physical education for pupils (Yamamoto et al., 2022).

The psychomotor domain is the primary determinant of the learning outcomes in the field of physical education. Nevertheless, it is crucial for teachers to also take into account the emotive domain of pupils in order to ensure that the learning results of physical education are at their highest potential. The impact of the affective domain on learning outcomes is crucial. According to Teraoka et al. (2021), optimal learning outcomes in physical education depend on evaluating students' psychomotor, cognitive, and affective domains throughout the learning process.

Students' respect is a part of the affective domain that needs to be considered by teachers in the learning process. Respectful attitude is the act of respecting others by being kind, polite, and not hurting others (Kitsiou et al., 2020). Furthermore, Vega-Ramirez et al., (2021) state that respect means treating others well, being tolerant, using language with courtesy, and paying attention to others' feelings. Meanwhile, respect in the learning process means showing respect to teachers, peers, and the rules in the learning process (Samsul, 2020). Appreciating and respecting other people's opinions, respecting differences, asking questions and speaking politely, are also signs that students have good respectful attitude (Putri et al, 2021).

Students' respectful attitude is believed contributing to their physical education learning outcomes. The affective domain benefits students who are less dominant in the psychomotor section. In their research, Yanik et al., (2023) state that the affective domain needs to be involved in the assessment

process; this can make students' learning outcomes more optimal. Students with poor movement skills will likely get less optimal learning outcomes if the learning outcomes are only focused on psychomotor. Thus, by incorporating evaluation in the affective domain, specifically focusing on fostering a respectful attitude towards students during the learning process, even children who are less proficient in the physical skills domain still have the chance to achieve favorable learning outcomes in physical education.

It is crucial to investigate the connection between students' respectful attitude and their physical education learning outcomes, as well as to explore the impact of their respectful attitudes on these results, based on the aforementioned issues and literature. Hence, the objective of this study is to uncover the correlation and significant association between students' respectful demeanor and their achievements in physical education, as well as to ascertain the extent to which students' respectful attitude contributes to their learning results. This study can provide valuable insights for educators to consistently incorporate a polite demeanor, an integral component of the emotional domain, when assessing students' achievements in physical education. This research can serve as a valuable resource for other scholars..

Method

Research Design

This correlational study aims to determine the relationship between two or more variables. In this study, the independent variable is the respectful attitude, and the dependent variable is the physical education learning outcomes. Sugiyono (2018) states that correlation analysis is: "To explain the strength and direction of relationships between or among variables." Then, the calculation of the effective contribution of respectful attitude to the learning outcomes of physical education was continued. The purpose is to determine how much the contribution of students' respectful attitude is for the physical education learning outcomes.

Research Subject

The participants in this study consisted of 10th-grade students from SMA Negeri 1 Pakem, with a total population of 180 students. Subsequently, the population will be chosen as a representative sample for examination via the Random Sampling methodology, resulting in a total of 144 students being included in this study. The participants included in this study were categorized into 60 male students and 84 female students. The chosen demographic and sample consisted of students who exhibited a lack of respectful behavior during the physical education learning process. The study was carried out in May 2023.

Data Collection Technique

The method employed to assess the extent of students' polite demeanor is a questionnaire administered using the Google Forms platform. The study employed document analysis to ascertain the educational achievements resulting from students' participation in physical education. The study employed two instruments: a questionnaire to assess students' respectful attitude during the physical education learning process. The questionnaire assessed two dimensions: the level of respect towards teachers throughout the learning process and the level of respect towards peers during physical education classes. The questionnaire employed is a Likert scale-based instrument consisting of statements. The set of indicators has eight elements, while the assertions encompass a total of 24, with 14 being positive and 10 being negative. The scoring criteria derived from completing a positive statement were as follows: "Strongly Agree" received a score of (4), "Agree" received a score of (3), "Disagree" received a score of

(2), and "Strongly Disagree" received a score of (1). The scoring criteria for negative statements are as follows: "Strongly Agree" receives a score of 1, "Agree" receives a score of 2, "Disagree" receives a score of 3, and "Strongly Disagree" receives a score of 4. The student respect instrument has a validity coefficient of 0.825 and a reliability coefficient of 0.849. The instrument utilized to assess the students' physical education learning results is the student report card value acquired during the even semester of the Academic Year 2022/2023.

Data Analysis

The initial data analysis technique employed in this study was descriptive analysis, which involved calculating the mean value of the students' respectful attitude score derived from questionnaire responses, as well as the physical education learning outcomes obtained from the students' report cards during the even semester of the Academic Year 2022/2023. Subsequently, the data about the level of respect displayed and the academic achievements of individuals involved in physical education were computed by considering the proportion of male and female pupils. It aims to determine the students' respectful attitude and physical education learning outcomes with the highest and lowest percentages. Furthermore, a correlation test was carried out to determine the relationship's direction and strength from the students' respectful attitude and physical education learning outcomes. Then, calculate influential contributions to determine the contribution of students' respectful attitude to physical education learning outcomes.

Results and Discussion

Description of Research Data

The research data description seeks to present an overview based on the results obtained by administering a questionnaire assessing respectful attitudes, completed by students, and studying the effects of physical education learning documented. The data obtained was based on filling out a questionnaire on the level of respectful attitude of SMA Negeri 1 Pakem students with a sample size of 144 students obtained a minimum value = 91, maximum value = 142, average (mean) = 116.6, standard deviation = 12.2. Furthermore, the data on the students' physical education learning outcomes based on the report card value obtained in the even semester of the Academic Year 2022/2023 obtained a minimum value = 79, maximum value = 91, average (mean) = 81, standard deviation = 2.26. Descriptive statistics and the percentage of students' respectful attitude and physical education learning outcomes are presented in the following table:

Table 1. Descriptive Statistics of Students' Respectful Attitudes and Physical Education Learning Outcomes

<i>Descriptive Statistics</i>				
Data	Minimum	Maximum	Mean	Std. Deviation
Respectful Attitude	91	142	116.6	12.2
Physical Education Learning Outcomes	79	91	81	2.26

Table 2. Frequency Distribution of Students' Respectful Attitude

No.	Interval	Category	Frequency		Percentage	
			Male	Female	Male	Female
1.	< 97	Very Poor	0	1	0.0%	1.2%
2.	97 - 109	Poor	25	24	41.6%	28.7%
3.	110 - 122	Fair	14	22	23.4%	26.1%
4.	123 - 134	Good	12	19	20.0%	22.6%
5.	> 134	Very Good	9	18	15.0%	21.4%
Total			60	84	100%	100%

Table 3. Frequency Distribution of Students' Physical Education Learning Outcomes

No.	Interval	Frequency		Percentage	
		Male	Female	Male	Female
1.	79	18	25	30.0%	29.8%
2.	80 – 82	11	21	18.3%	25.0%
3.	83 – 85	8	19	13.4%	22.6%
4.	86 - 88	12	11	20.0%	13.1%
5.	> 88	11	8	18.3%	9.5%
Total		60	84	100%	100%

The analysis results from the table above show that no male students are in very low category (0.0%), while there is one female student in very low category (1.2%). Then, in low category, there are twenty-five male students (41.6%), while in female students, there are twenty-four students (28.7%). Furthermore, there are fourteen male students (23.4%) in the fair category, while there are twenty-two female students (26.1%). Then, in the good category, there are twelve male students (20.0%) and nineteen female students (22.6%). Moreover, nine students (15.0%) are in the very good category, while eighteen students are female (21.4%). So, it can be concluded that the respectful attitude for male students is in the low category with a total of twenty-five students with a percentage of (41.6%), as well as female students who are in the low category with a total of twenty-four students with a percentage of (28.7%).

Furthermore, the data from physical education learning outcomes showed that the value obtained by students was 79, which amounted to eighteen male students (30.0%), while the number of female students was twenty-five (29.8%). In the 80-82 class, there were eleven male students (18.3%) and twenty-one female students (25.0%). In 83-85, there were eight male students (13.4%), while nineteen female students (22.6%). In the number of 86-88, there were twelve male students (20.0%), while eleven female students (13.1%). Moreover, out of more than 88 students, eleven were male (18.3%), and eight (9.5%) were female. So, it can be concluded that the learning outcomes of physical education in male students are at 79 with a percentage of 30.0%, as well as in female students whose physical education learning outcomes are at 79 with a percentage of (29.8%).

The Correlation between Respectful Attitude and Physical Education Learning Outcomes

This study employs correlation analysis and practical contribution analysis for the subsequent analysis. The purpose of employing correlation analysis in this study is to ascertain the association between two variables, specifically the independent variable and the dependent variable. The correlation

study employs the Person Product Moment approach at a significance level of 0.05. Practical contribution analysis seeks to quantify the extent to which the independent variable contributes to the dependent variable. This is achieved by utilizing the coefficient of determination or *R square* (R²) value. The study's independent variable is respectful attitude, whereas the dependent variable is the consequences of physical education instruction. The table below displays the outcomes of the correlation test and the practical contribution obtained:

Table 4. Correlation Test Results and Effective Contribution

Variable	Physical Education Learning Outcomes		
	R-Value	Sig	Effective Contribution
Students' Respectful Attitude	0.710	0.000	35.9%

The correlation test findings indicate that the correlation value between Respectful Attitude and Physical Education Learning Outcomes analysis is 0.710, which is greater than 0.164. The significance value is 0.000, which is less than 0.05. There is a robust and meaningful correlation between having a respectful attitude and achieving positive outcomes in physical education learning. In the part on effective contribution, the students' respectful attitude towards physical education learning objectives accounted for 35.9% of the contribution value. The results suggest that the polite demeanor of students has a crucial role in shaping the learning outcomes of physical education. Teachers can utilize these results as a benchmark to consistently monitor students' attitude of respect during the physical education learning process, which in turn influences the determination of physical education learning outcomes. These results can serve as a guide for parents to consistently instruct and demonstrate respect to their children at home, thereby maximizing the educational benefits of physical education for students.

Discussion

The objective of this study is to establish the correlation between students' polite demeanor and their achievements in physical education, as well as to quantify the extent to which respectful behavior influences learning results. Based on the aforementioned findings, it was determined that a respectful attitude exhibits a favorable and substantial correlation with the outcomes of physical education learning. The correlation coefficient between respectful attitude and physical education learning outcomes is 0.710, which is greater than 0.163. The significance value is 0.000, which is less than 0.05. Additionally, the contribution of respectful attitude to physical education learning outcomes is 35.9%. The results indicate that there is a robust correlation between a respectful attitude and the achievement of learning outcomes in physical education.

The male and female students' respectful attitude yields low results, but the learning outcomes in physical education score 79, indicating a tiny margin above the minimum completion criteria. It indicates that the students' lack of respectful attitude has not yet manifested itself during the physical education learning process. Consequently, the learning results of physical education could be significantly improved. Given these findings, it is imperative for teachers to address the respectful demeanor of pupils in order to cultivate a highly commendable attitude during the educational experience. The suboptimal academic achievements of students, in addition to the inadequate development of psychomotor skills in physical education, also reflect a lack of student engagement and respect during the learning process. Therefore, the physical education learning outcomes that students acquire are suboptimal.

Learning outcomes are functions or impacts of teaching and learning activities or learning processes. Learning outcomes are assessed to measure student learning success in the learning process. Learning outcomes are students' abilities due to learning actions observed in psychomotor, cognitive, and affective domains (Utomo & Komarudin, 2022). The affective domain is part of student learning outcomes that are very important and should not be ignored by teachers because the success of the learning process and learning outcomes in the cognitive and psychomotor domains are also determined by the affective conditions of the students themselves. It is in line with the research of Coimbra et al. (2021), which state that a teacher must involve the affective domain in a learning process and assessment of student learning outcomes. Furthermore, Howley et al. (2022) state that good learning outcomes are learning outcomes that include values from the psychomotor, affective, and cognitive domains.

Students' affective conditions can affect learning situations. If the affective condition is good, a conducive learning situation will be created, and vice versa; if the affective condition is not, the learning situation becomes less conducive. These affective conditions can affect student learning outcomes. One of the affective conditions of students includes a good attitude of respect in the learning process. A good respectful attitude is a positive attitude of students participating in the physical education learning process. It is shown by participating in learning earnestly and enthusiastically every time they follow instructions from teachers in the physical education learning process in schools. It is in line with the research of MacPhail et al. (2023), which state that students with a good respectful attitude tend to be actively involved in the learning process and show good behavior toward teachers and peers.

A good respectful attitude will impact students' enthusiasm for the learning materials delivered by the teacher. Students' respectful attitude for physical education subjects is characterized by students who are always enthusiastic in each learning session, follow teacher instructions, obey rules, and pay attention to explanations from teachers and opinions from peers as a form that students grow their respect in learning. In line with the research of Merica et al. (2022), which state that respectful attitude has a significant role in the learning process, the learning process can run conductively with a good respectful attitude. Furthermore, Muñoz-Llerena et al. (2022) stated that an attitude of respect makes the learning process interactive. The attitude of respect is essential in learning and determining learning outcomes. Therefore, teachers need to emphasize that an attitude of respect is always created in every learning process.

The affective domain is vital because this domain is used to determine students' behavior during learning. The affective domain can be measured and can affect student learning outcomes. As research by Rodríguez-Negro & Yanci, Javier (2020) find, that the contribution of respect can be measured by statements and behaviors that focus on how to respect teachers and peers and obey rules in learning. Nicolosi & Ancona (2020) also state that students' respectful attitude can be measured through the attitude shown during the learning process. The respectful attitude that has been measured can then be used to determine student learning outcomes (Bacon & Rachel, 2021). Thus, the higher the respectful attitude of students, the higher the learning outcomes or achievement they acquire. The contribution will further assist students in obtaining optimal learning outcomes. It is expected that students can apply a good respectful attitude in the learning process in daily life.

Teachers have an essential role, so their students can have a good respectful attitude. Therefore, teachers need to set a good example for students so that students can emulate good examples from teachers, in line with the research of Liang et al. (2020), which state that teachers are required to set an example for students by showing respectful behavior to anyone in the learning process, always being polite to anyone regardless of age, gender, ethnicity, and religion, and being fair in giving sanctions to

wrong students and giving appreciation to correct students. Ramírez et al. (2023) also mention that setting a good example for students in the learning process can be an inspiration to behave positively. It can trigger students to do positive things and cause an attitude of respect both in and outside the learning process.

In addition to teachers, parents also have a role that is not less important in fostering students' respectful attitude. The above statement aligns with Kaya's research (2020), which states that parents have a vital role in shaping students' respectful attitude. Students interact a lot with parents; through interaction at home, parents can provide a good example (Tamis et al., 2020). Examples that can be given can be in the form of speaking in a suitable language and in a low tone, showing respectful behavior for children, giving advice always to be respectful to anyone, and also by giving appreciation for the positive things that have been done (Tamis et al., 2020). It can familiarize students to be respectful while at home and can be applied during the learning process at school.

Seeing the role of teachers and parents in fostering students' respectful attitude, it is necessary to collaborate between teachers and parents so that students can have a good attitude of respect. Teachers as educators can encourage students during the learning process through their example in school. Meanwhile, parents who often interact with students at home can give good advice and direct students to respect anyone. The existence of good collaboration between teachers and parents hopes that respect for students can emerge in learning in school and daily life.

Based on the research results and discussion presented, the respectful attitude of students has a positive correlation with physical education learning outcomes. A better respectful attitude of students in the learning process will be directly proportional to good learning outcomes in physical education learning and vice versa. For this reason, a teacher must involve three domains, namely psychomotor, cognitive, and respectful attitude, as part of the affective domain in determining physical education learning outcomes. Thus, students will obtain comprehensive physical education learning outcomes by the objectives and concepts of complete learning. In addition, teachers and parents must set an excellent example for students to have a good respectful attitude in the learning process so that learning process can run smoothly, and the learning outcomes can be optimal.

Conclusion

The study's findings indicate a robust and statistically significant correlation (correlation value of 0.710) between students' respectful attitude and their physical education learning outcomes. The significance level (sig value) of 0.000, which is less than the threshold of 0.05, further supports this relationship. This study further demonstrates that students' attitude of respect during the learning process has a substantial impact on the outcomes of physical education learning. The students' respectful attitude has a significant impact on physical education learning outcomes, accounting for 35.9% of the overall results. Respectful behavior is an essential component of the affective domain in physical education. It plays a crucial role in defining the learning outcomes of students in terms of their cognitive and psychomotor abilities. The success of the learning process in both domains is influenced by the students' emotional and attitudinal states. This research suggests that teachers should consistently use all three domains-psychomotor, cognitive, and affective-when evaluating the learning outcomes of physical education. By doing so, the aim is to maximize the effectiveness of physical education for students.

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