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Differences in Physical Education Learning Outcomes Between Regular Class and Sports Class Students in Grade XI at SMAN 10 Bandung

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ABSTRACT	ARTICLE INFO
<p>This research is a causal-comparative descriptive study aimed at examining the differences between sports classes and regular classes in terms of students' physical education learning outcomes, as well as their sense of personal and social responsibility, among XI-grade students at SMAN 10 Bandung. The method employed in this study is the Ex Post Facto method, with quantitative analysis used to evaluate the data. The data consisted of student report cards from both sports and regular classes. The analysis revealed that students in regular classes demonstrated better learning outcomes compared to those in sports classes, with the difference being statistically significant, as indicated by a p-value of 0.98, which is greater than the 0.05 threshold. This finding aligns with the scores reported in the students' report cards, confirming the existence of a notable difference between the two groups. Specifically, the standard deviation for the regular class was 3.047, while for the sports class, it was 3.072. The average score for regular class students was 83.033, whereas the average for sports class students was 82.866. This study highlights the distinction in learning outcomes between the two groups, with regular classes showing a slight advantage.</p>	<p>Article History: <i>Submitted/Received 10 Sep 2023</i> <i>First Revised 15 Sep 2023</i> <i>Accepted 25 Sep 2023</i> <i>First Available online 28 Sep 2023</i> <i>Publication Date 01 Oct 2023</i></p> <p>Keywords: <i>physical education,</i> <i>learning outcomes,</i> <i>regular class,</i> <i>sports class,</i> <i>senior high school</i></p>
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1. INTRODUCTION

School is a formal educational institution that organizes the learning process to guide, educate, train and develop students' abilities in achieving educational goals (Bariyah, 2019; Medan, 2020). The educational process lasts a lifetime and is carried out in the home, school and community environment. As a formal educational institution, schools are obliged to develop students' potential optimally, which includes the development of cognitive, affective, and psychomotor aspects in a balanced manner. The development of cognitive aspects includes the ability to think logically consisting of knowledge, understanding, application, synthesis, and evaluation. The development of affective aspects includes ethics, attitudes, interests, and discipline. The development of psychomotor aspects is related to motor skills. (Nafiati, 2021).

The educational process has a great influence on each individual, as stated (Puspita, 2018), that education can develop all kinds of aspects in each individual. New student admissions at schools are carried out once a year, in accordance with the regulation of Permendikbud no.44 of 2019 concerning PPDB regulations which have been signed by the Minister of Education and Culture on December 10, 2019. New student admissions in the 2019/2020 academic year are through several systems, namely through zoning, affirmation, achievement and transfer of parents/guardians outside the zoning. The zoning pathway has the largest quota in accepting new students at high school, which is 50%, in this pathway the school will see the residential zone of prospective students with the school, proven by a family card (KK) or a certificate of domicile. The affirmation pathway is a special admission pathway for underprivileged families both inside and outside the school area, proven by a certificate of poverty and having a welfare card provided by the government such as the Smart Indonesia Card (KIP), Prosperous Indonesia Card (KIS) and so on. The affirmation pathway quota is 15%. The transfer path for parents/guardians outside the zoning is a special path for families whose parents are transferred by government agencies, companies or the like as evidenced by a transfer letter with a quota of 5%. The achievement path is a special path for students who excel both academically and non-academically. Academic achievement is proven by the results of school exams or national exams, while non-academic achievement is by showing evidence of participation in championships at city, provincial, national and international levels by getting the title of champion, and the quota for this path is 0-30% or the remainder of other paths and is adjusted based on the needs of schools in each region.

Acceptance of students through achievement pathways in each school is different according to the needs of each school, schools that hold sports classes in an area will accept students who excel in sports, acceptance of students who excel has been explained in the regulations for accepting new students that students who are accepted are returned to the needs of the school and the needs of the local government. Not all schools hold special sports classes because this program is a government program that has been agreed upon by the government and the relevant schools. Sports classes in each school are not many when compared to regular classes in general, because this class only accepts students who excel in sports.

One of the components of education that must be taught in schools is physical education, physical education learning plays a very important role in shaping students' identity where in adolescence students are searching for their identity. Physical education has a very strategic role in the formation of a whole person (Bernstein, 2020; Proios, 2012).

Physical education is essentially an educational process that utilizes physical activity to produce holistic changes in the quality of individuals, both in terms of physical, mental, and emotional directed to encourage, guide, develop, and foster the physical and spiritual (Bete, 2021). Students and their living environment to grow harmoniously and optimally so that they are able to carry out tasks for themselves and for the nation and state.

The existence of PJOK learning in schools plays a very important role according to what has been stated by experts, that the role of physical education in schools is very strategic, so that it can change the quality of individuals both mentally, physically, emotionally, students' sense of responsibility towards themselves and the social environment and other things (Brandes et al., 2022; Nabaskues-Lasheras et al., 2020; Shah et al., 2017). Process Physical education learning can produce various changes in students, one of which is a sense of responsibility of students towards themselves and their social environment. It is undeniable that grade XI is the time when a student seeks to become themselves, so anything can happen including their sense of responsibility which initially did not care about the environment or themselves, so when they have been educated well, the students' sense of responsibility will increase over time. With these changes, the school has succeeded in implementing government regulations as stated in Law Number 20 of 2013 concerning the National Education System, Article 3, which states: "National education functions to develop and shape the character and civilization of a dignified nation in order to educate the life of the nation". The law clearly states that there is the word "character", according to (Nadjamuddin, 2016) that "in Indonesian character means nature, mental traits, morals or manners that distinguish each person". The character of each individual is different, the character of responsibility is one of the components of the character of each individual. The character of responsibility of each individual is different and cannot be equated, (Royakkers & Hughes, 2020; Schlenker et al., 1994; Williams, 2008) state responsibility includes caring for oneself and others, and can create or make the existing world better. As stated by experts, the sense of responsibility that exists in humans is a sense of responsibility towards oneself and others or the surrounding environment.

In its implementation, physical education learning should be equipped with adequate equipment and supplies as an effort to optimize the implementation of the teaching and learning process of Physical Education, Sports and Health in schools. As we know, learning is the most vital key term in every educational process, so that without learning there is actually no education. The success or failure of achieving educational goals depends on the learning process experienced by students. In physical education learning, there are materials that must be mastered by students that have been prepared by teachers in the lesson plans that have been adjusted to the 2013 revised 2016 curriculum, the learning materials taught include, among others, learning big balls (soccer learning, volleyball learning, basketball learning, and futsal learning), learning athletic activities (short distance running, relay running, long jump, and fast walking), next is physical fitness activities (sit ups, back ups, push ups, and skotras), learning floor gymnastics and rhythmic gymnastics that are adjusted to school facilities and the last is learning a healthy lifestyle culture where this learning is related to free association in the outside world such as drugs, free sex and diseases caused by unhealthy living behavior.

All human life activities and achievements are nothing other than the result of the learning process, both formal and non-formal learning processes, one of which is the result of the learning process at school or formally (Gemnafle & Batlolona, 2021). Learning outcomes are the abilities possessed by students after they receive learning experiences,

students are said to be successful in learning if the students have achieved learning objectives and instructional objectives. The increase in learning outcomes obtained by students can be measured from the report card grades they achieve.

Evaluation of psychomotor achievement can be done by observing students' physical behavior and recorded in the observation format for skills in performing certain tasks (Yunianto & Nuryanta, 2020). So that it is expected that the learning outcomes can be mapped for success in facing the next level of education. In an educational institution, learning achievement is an important indicator for measuring the success of the teaching and learning process. (Mahdalena, 2022) states that there are several factors that can influence learning achievement, including factors within the student (internal factors), factors that come from outside (external factors) and factors from the student's own learning approach. In accordance with what was stated by Syah above, it is hoped that learning outcomes can be mapped to determine the success of the learning process, even though in each learning process there are factors that influence it.

The evaluation used by physical education teachers is generally the same because the curriculum used is the same, with what has been done by the students starting from the first meeting to the last meeting whether the students have improved at each meeting or the students' abilities remain in that position. Based on the Minister of Education and Culture Regulation No. 65 of 2013, the evaluation carried out in physical education learning has 3 keywords, the first is attitude, in attitude there are several elements, namely (accepting, carrying out, appreciating, experiencing, and practicing), the next is knowledge consisting of (remembering, understanding, applying, analyzing, and evaluating) and the last is skills consisting of (observing, asking, trying, reasoning, presenting, and creating). Each of the 3 keywords must be owned by students because the success of the physical education learning process is seen from the success of its own evaluation.

Sports class is a class that carries out various sports activities with the aim of fostering and developing the talents and potential of talented athletes from an early age and providing opportunities for students to be fostered in a superior sports class to achieve good and maximum achievements. In addition, this sports class also aims to make it easier for schools and teachers to be able to concentrate on providing lessons to students who excel in sports so that these students do not miss academic lessons at school. Regular classes or general classes are classes that carry out learning activities in accordance with the education curriculum, with the aim according to Law No. 20, Year 2003 concerning the National Education System Article 3, namely to develop abilities and form the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. In other words, regular classes are classes that are as they should be in other high schools that carry out learning activities without any special subjects such as in specialization classes.

SMA N 10 Bandung, which has the status of a National Standard School and implements the 2013 Curriculum, is required to implement 8 National Education Standards which include: Content standards, process standards, graduation standards, education and education personnel standards, facilities and infrastructure standards, management

standards, financing standards and assessment standards. National standard qualifications have implications for improving both academic and non-academic quality.

SMAN 10 Bandung is one of the schools that organizes sports classes which have the following objectives:

1. Developing students' interests and talents in the field of sports
2. Improving academic quality and sports achievements
3. Improving school capabilities in coaching and developing sports activities.
4. Improving physical and mental health. Improving the quality of education is part of character building.

In addition to the differences in the chart, there are also differences in the implementation of KBM, the initial objectives of regular classes and sports classes are the same as stated in Law No. 20, 2003 concerning the National Education System, but in reality there are differences in the implementation of KBM between sports classes and regular classes, regular class students are more regular in the KBM process, both physical education and other subjects, while sports classes which are PPLP athletes who are busy with training schedules and match schedules, they often leave KBM, both in physical education learning or other learning. Regular classes generally start at 06.30 WIB to 15.00 WIB while sports classes sometimes start at 08.15 WIB and end at 13.45 WIB. Regular classes in implementing physical education learning are more regular because they have been scheduled routinely every week, as well as sports classes, but sports classes are slightly irregular because of the busyness of their own students with their daily training agendas.

The evaluation used by teachers at SMA N 10 Bandung has several differences with those listed in the 2013 curriculum to obtain physical education learning outcomes. Regular class evaluation is indeed in accordance with the 2013 curriculum because regular class students carry out learning fully and the results are that teachers can see direct changes every day in physical education learning, but in sports classes teachers provide leniency and consider every time students practice outside of school as a substitute for physical education lessons that students miss. In the 2013 curriculum that is generally used, it is very different from what happens at SMA N 10 Bandung.

Based on the aforementioned perspectives, it can be concluded that achievement is generally divided into two categories: academic and non-academic, each involving distinct processes and yielding different outcomes. Academic achievement is typically associated with performance in various academic subjects, while non-academic achievement, often related to the field of sports, is frequently driven by individuals such as athletes. Non-academic achievements are more prominent in the realm of physical activities, particularly sports, which requires specialized skills and dedication.

Physical education, as one of the core subjects within the curriculum, deserves particular attention due to the fact that not all students exhibit a natural inclination or enthusiasm for this discipline. It is undeniable that many students, at times, experience a level of lethargy or disinterest that can hinder their engagement in physical education, and this challenge is not exclusive to regular students. Even athletes, who are typically more physically

engaged, may experience bouts of reluctance when it comes to participating in physical education classes, similar to their peers in regular classes.

Consequently, the outcomes of physical education learning, whether in regular classes or sports classes, may vary or even align depending on a variety of influencing factors. These factors can include student motivation, physical condition, the nature of the tasks or exercises assigned, and external conditions such as training schedules and fatigue. Additionally, the assessment and evaluation system implemented in these classes also plays a significant role in shaping the learning outcomes. The evaluation criteria and methods used to measure physical education performance may differ between regular classes and sports classes, particularly in schools where the sports class is composed of student-athletes from elite programs, such as PPLP (Center for Student Training and Education). Therefore, understanding these influencing factors is essential in determining the comparative success of physical education learning across different class types.

2. METHODS

Research Design and Procedures

This study utilized a quantitative causal-comparative (ex post facto) design aimed at examining the differences in physical education learning outcomes and students' responsibility—both personal and social—between students in sports-focused classes and regular academic classes. The causal-comparative approach is suitable for analyzing cause-effect relationships in situations where the independent variables cannot be manipulated directly by the researcher, and instead rely on existing group differences. In this context, the study seeks to understand how class type (sports vs. regular) is associated with variations in physical education learning achievement and responsible behavior. The investigation was conducted among Grade XI students at SMAN 10 Bandung, with comparisons made between groups based on data derived from official student report cards and teacher assessments. The researcher focused specifically on comparing cognitive and psychomotor aspects of physical education learning—as reflected in students' academic scores—with affective aspects, including personal and social responsibility, as evaluated by teachers using standardized school assessment rubrics.

Population and Sampling

The population of this study consisted of Grade XI students enrolled in both science (IPA) and social studies (IPS) streams at SMAN 10 Bandung. The sample was drawn purposively to represent two distinct categories: students enrolled in sports-specialized classes and those in regular academic classes. This stratification enabled the researcher to conduct meaningful comparisons between the two groups in terms of both academic performance and character-related outcomes within the subject of physical education.

Instrument

The primary research instrument employed in this study was a documentation analysis, focusing on students' report card data as the main source of quantitative evidence. In educational research, documentation studies serve as a reliable method for accessing standardized, institutionally recorded information over a given period. The report cards

analyzed included scores from physical education learning outcomes, encompassing both knowledge (cognitive) and skill-based (psychomotor) dimensions. Additionally, teacher assessments of student responsibility—as part of the school’s affective domain evaluation—were included to examine differences in personal and social responsibility between the two student groups.

The researcher systematically reviewed and extracted relevant data from the report cards and teacher notes, organizing the results into categories based on class type. This structured approach allowed for comparative analysis between sports and regular classes. The data were then processed quantitatively, using appropriate statistical techniques to determine whether significant differences existed between the two groups.

3. RESULTS

The results of the data analysis reveal a significant disparity in physical education learning outcomes between students enrolled in regular classes and those in sports-specialized classes at SMAN 10 Bandung. The findings indicate that students in regular classes achieved higher average academic performance compared to their peers in sports classes. This is reflected in the average score of 83.033 for regular class students, slightly exceeding the average of 82.866 recorded among students in the sports class. While the difference in mean scores may appear modest, its statistical significance is supported by the p-value of 0.98, which is greater than the significance threshold of 0.05, suggesting that the observed variance is unlikely due to random chance.

Further analysis of data dispersion reveals similar levels of variability within both groups, with the standard deviation of regular classes at 3.047 and that of sports classes at 3.072, indicating comparable consistency in student performance within each cohort. Despite this, the consistently higher performance in the regular class cohort strengthens the assertion that regular students outperform their sports-class counterparts in the cognitive and psychomotor domains of physical education.

These quantitative findings are aligned with the theoretical perspectives put forward by [Chen & Qin \(2023\)](#), who emphasize the adverse impact of physical fatigue on students’ academic achievement. Students enrolled in sports classes typically engage in more rigorous and time-intensive physical training, which may lead to chronic physical exhaustion, reducing their capacity to focus during academic lessons. This fatigue has a direct effect on cognitive functioning, especially in terms of concentration, attention span, and retention, ultimately lowering academic engagement and performance. Moreover, the limited time available for study due to training schedules restricts opportunities for review and reinforcement of academic material, further exacerbating the academic gap between sports and regular class students.

The results also corroborate earlier research by Sumaryana (2015), who found that students in regular classes at SMP Negeri 2 Tempel outperformed those in special sports classes in the 2014/2015 academic year. These consistent findings across different settings and time frames suggest that the academic underperformance observed in sports-focused classes is systemic rather than incidental, rooted in structural factors such as training load, time constraints, and physical stress. The present study thus reinforces the argument that while sports classes may excel in fostering athletic development, they often face significant challenges in maintaining academic parity with regular classes, particularly in subjects that require sustained cognitive effort.

In summary, the results of this study not only confirm the superior academic outcomes of students in regular classes in the subject of physical education but also highlight the underlying physiological and contextual barriers that sports class students face in achieving similar results. These insights underscore the importance of adopting balanced educational models that address both physical training and academic achievement, ensuring that student-athletes are supported holistically in both domains.

4. CONCLUSION

Based on the research results, data processing, and analysis conducted by the researcher, the following conclusions can be drawn: The physical education learning outcomes, in terms of students' knowledge and psychomotor abilities, show that regular classes perform better than sports classes. The analysis reveals a significant difference between the two, as evidenced by the statistical result where the p-value of 0.98 is greater than 0.05. This finding is consistent with the report card data, where the regular class had a standard deviation of 3.047 and an average score of 83.033, while the sports class had a standard deviation of 3.072 and an average score of 82.866. However, in terms of behavioral attitudes, the sports class exhibited better outcomes than the regular class. The superior learning outcomes in regular classes can be attributed to various influencing factors, including family, environmental, and school-related factors. Additionally, emotional factors play a fundamental role, along with the second key factor being the students' reaction or response, indicating their tendency to engage or react in specific ways during learning activities. Based on the results of data processing and analysis, this study concludes that there are notable differences in physical education learning outcomes between regular and sports classes, particularly in terms of cognitive and psychomotor domains. The findings indicate that students in regular classes outperform their peers in sports classes, as demonstrated by a higher average score (83.033 vs. 82.866) and supported by statistical analysis showing a p-value of 0.98, which—although statistically non-significant at the 0.05 level—suggests a consistent trend reinforced by report card data. The relatively lower standard deviation in both groups (3.047 for regular and 3.072 for sports class) indicates a comparable distribution of scores, thus reinforcing the reliability of the observed patterns. Interestingly, in the affective or behavioral domain, the results point to the opposite trend, wherein sports class students demonstrate more positive attitudes and behaviors during learning. This highlights an important distinction between academic performance and character development outcomes in different classroom contexts. The superior affective outcomes among sports class students may be attributed to their routine exposure to collaborative, discipline-based, and physically engaging environments, which foster social interaction, responsibility, and emotional regulation. Several external and internal factors are likely to influence these outcomes. Family support, peer environment, school culture, and emotional engagement play critical roles in shaping students' motivation, attentiveness, and learning responses. Emotional factors, in particular, are central to the development of both learning interest and sustained participation. The students' individual responses to instructional stimuli, including their motivation, concentration, and learning styles, further contribute to the observed differences across class types. In light of these findings, it becomes clear that while regular academic classes may yield better academic scores, sports-oriented classes contribute significantly to affective and behavioral development, which are equally vital in holistic education. This suggests the need for a more integrated instructional approach that balances cognitive achievement with emotional and behavioral competencies. Educators and policymakers are encouraged to recognize and harness the strengths of each educational environment to create more comprehensive and inclusive physical education programs that address all dimensions of student development.

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