



Journal of Physical Education for Secondary Schools

Journal homepage: <https://ejournal.upi.edu/index.php/JPESS>



Ex Post Facto Study of Social Skills Development in Physical Education Learning

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ABSTRACT	ARTICLE INFO
<p>This study was conducted at SMAN 5 Cimahi with the aim of examining the relationship between students' social skills and their participation in physical education learning. The purpose of this research is to provide an overview of how social interactions and interpersonal competencies correlate with students' engagement and performance in physical education classes. The research employed a descriptive quantitative method, using a random sampling technique to select 58 respondents from a total population of 324 students. Data were collected using a questionnaire developed on a Likert scale, designed to measure levels of social skills and perceptions of physical education learning experiences. The analysis involved descriptive statistical techniques as well as Pearson product-moment correlation to examine the strength and direction of the relationship between variables. The results showed that there is a moderate (sufficient) correlation between students' social skills and their learning in physical education, indicating that students with better social abilities tend to demonstrate more positive engagement and interaction during physical education activities. These findings suggest that social competence plays an important role in shaping students' experiences and learning outcomes in physical education. Teachers are encouraged to incorporate collaborative and socially interactive learning strategies to further support the development of both social and physical competencies in school-based physical education programs.</p>	<p>Article History: <i>Submitted/Received 07 Aug 2024</i> <i>First Revised 05 Sep 2024</i> <i>Accepted 24 Sep 2024</i> <i>First Available online 28 Sep 2024</i> <i>Publication Date 01 Oct 2024</i></p> <p>Keyword: <i>skills development,</i> <i>ex post facto,</i> <i>physical education,</i> <i>social skills,</i></p>
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1. INTRODUCTION

As a result, children who fail to develop social skills have a tendency to make adolescent recognitions such as bullying. This phenomenon is common in adolescent children, individual deficiencies in interaction become the problem, the social learning process is mediated by psychological variables and as a group phenomenon (Postigo et al. 2012).

Social skills in the school setting are important for several reasons. Children who experience friendship relationship difficulties have a high incidence of school maladjustment, school suspension/expulsion, school dropout, delinquency, childhood psychopathology, and adult mental health difficulties. (Gresham and Elliott 2008).

According to (Gresham 2016) Some social skill deficits or deficiencies are mainly due to a lack of self-motivation and also a lack of knowledge or learning about how to enact a given social skill. According to (Education 2017) The willingness of individuals to live together makes socializing inevitable. For this reason, communicating for that communicating and maintaining communication, plays a very important role.

important in life. Effective communication begins to develop from childhood and continues to develop throughout life and integrates with education. Physical education which has benefits other than training psychomotor aspects. According to (Irmansyah et al. 2020) emphasizes that consistent child-centered physical education teaching will help children acquire social skills, such as; developing appreciation among others, increasing self-esteem, and appreciating the learning process.

research that supports the above opinion in research conducted in countries in Europe (Frank Jacobsa, 2013) Making sense of teaching social and moral skills in physical education physical education has a role in shaping social skills but little scientific evidence shows physical education has a role in social skills. This study was attended by 158 physical education teachers and the results through qualitative data analysis stated that physical education teachers agreed that physical education has a role in developing social skills. So that the researcher is interested in researching whether there is a relationship between physical education learning and social skills in SMA Negeri 5 Cimahi.

2. METHODS

2.1 Participants

This study uses Ex Post Facto Study research design conducted by distributing Social Skills questionnaire and Physical Education Learning through Affective Domain questionnaire population of Class XI SMA Negeri 5 Cimahi totaling 324 people with a total of 11 classes. ex post facto is a systematic empirical investigation in which the researcher does not control the independent variable directly because the existence of the variable has occurred or because the variable basically cannot be manipulated.

2.2 Sampling Procedures

As for sampling using the Purpose Random sampling technique, the sample of the population to be studied, the researcher is based on Harismi Arikunto's standard, namely if the subject or population is less than one hundred it is better to take all so that the research is population research and if the subject is more than that then it can be sampled between 10-15% or 20-50% or more than that theory, so in this study taking a sample of 10-15% so that a sample of the total population is found 58 students because the total population is 324 students.

2.3 Materials and Apparatus

The questionnaire used for this research uses 2 questionnaires, the first is a Social Skills questionnaire Social to obtain data on Skills Questionnaire The indicators revealed are cooperation, assertion, responsibility, empathy, and self-control.

For the skills questionnaire, researchers made 60 statements made to reveal social skills, while for Physical Education Learning, researchers used a questionnaire that revealed students' affective attitudes with indicators of regarding "behavior profile in physical education" regarding "social, emotional / attitude tests". Based on this opinion, the author can draw the conclusion that the indicators that must be revealed in the affective domain instrument are cooperation, leadership, fair play, participation, initiative, there are 15 questions researchers adopted a questionnaire from a thesis written by Komarudin (2012) with the title "*the influence of the evaluation model on student learning outcomes in physical education learning*".

2.4 Procedures

The questionnaire was first tested on SMA Negeri 2 Cimahi students as many as 30 respondents for the Social skills instrument, the researcher made 60 statements which were declared valid using the formula $r_{count} > r_{table}$, so the question items in the questionnaire were valid. The validity test results can be seen in the corrected item-total correlation using Statistical Product and Service Solution (SPSS) version 20 with the processing steps click Analyze → Scale → Reliability Analysis enter all items into the Items column then click Statistics select Scale if items deleted continue make sure the model used is Alpha, then Ok. If $r_{count} > r_{table}$ then the questions in the questionnaire are valid. Researchers made 60 statements about social skills obtained 36 statements $r_{count} > r_{table}$ and there were 24 statement items $r_{count} < r_{table}$. For the affective domain instrument questionnaire of the 15 statements made all valid statements $r_{count} > r_{table}$.

For the level of reliability of the Social skills instrument, the calculation result is 0.714 for the Affective domain instrument, the Alpha value reliability level is 0.911, it can be stated that the instrument used is reliable because it exceeds the minimum reliability coefficient of 0.6.

2.5 Design or Data Analysis

The data analysis technique of this study consists of analyzing the Variable Description and Pearson Correlation Correlation Test. In the normality test, data can be said to be normally distributed if the Kolmogorov Smirnov test results show a significance value above 0.05.

Descriptive analysis of the research variables was carried out to determine the dominance of respondents' answer choices from each statement item contained in the questionnaire. Thus, data analysis can be carried out based on the frequency of each item score, so as to produce useful and more easily understood information.

The correlation test using Pearson Correlation aims to find the magnitude of the relationship between the Social Skills Variables and physical education learning. The relationship will be said to be positive if the results of $r_{count} > r_{table}$. to determine the qualification of the relationship or linkage that occurs between the two variables. For more details, it can be seen in the linkage qualification table.

Table 1. Correlation Coefficient Classification Table

r	=	,00	:	no correlation
r	=	$\pm .01 \pm .20$:	low
r	=	$\pm .21 \pm .50$:	medium
r	=	$\pm .51 \pm .70$:	sufficient
r	=	$\pm .71 \pm .90$:	high
r	=	± 1.00	:	perfect

The correlation coefficient is compared with the r_{table} value (table correlation) If the correlation coefficient $> r_{table}$ then there is a significant correlation (Ha Accepted) If the correlation coefficient $< r_{table}$ then there is no significant correlation (H0 Accepted).

3. RESULTS

The results of the research conducted, the authors found the findings described in the discussion division in this section. Regarding the social skills of class XI in SMA Negeri 5 Cimahi, the findings are that the assertion indicator has the greatest support for the formation of social skills, with a large support of 22.02%, then the second rank is the self-control indicator of 16.23%, the third rank is the cooperation indicator with a large support of 14.45%, then the fourth rank is the responsibility and empathy indicator with a large support of 14.39%. Meanwhile, for the Affective domain instrument in physical education learning, the Fairplay indicator becomes the indicator with the largest support of 21.06%. As for the Affective domain instrument in physical education learning, the Fairplay indicator is the indicator with the greatest support of 21.06%.

The relationship between physical education learning with social skills is after being processed through spss version 25 obtained based on the Correlations table obtained a value of $0.512 > 0.254$ thus it can be concluded that the social skills of students have a significant relationship categorized as sufficient with physical education learning class XI in SMA Negeri 5 Cimahi. Calculation of the determination index of physical education learning support to the social skills of students in class XI at SMA Negeri 5 Cimahi. Calculation of the determination index of physical education learning support to the social skills of students in class XI at SMA Negeri 5 Cimahi.

$$\begin{aligned}
 ID &= r^2 \times 100\% \\
 &= (0.512)^2 \times 100\% \\
 &= 26.21\%
 \end{aligned}$$

The amount of support for physical education learning on social skills is 26.21%. This is in line with (Cronin et al. 2018) Social skills can be obtained from physical education because the goals of modern education demand not only grades, results in learning, identify and develop students' personalities are other results in learning.

Table 2

Indicator	Factual score	Absorption rate (percentage)	Rangking
1. Cooperation	1509	14.45	3
2. Assertion	2299	22.02	1
3. Responsibility	1502	14.39	4
4. Empathy	1502	14.39	4
5. Self-control	1694	16.23	2

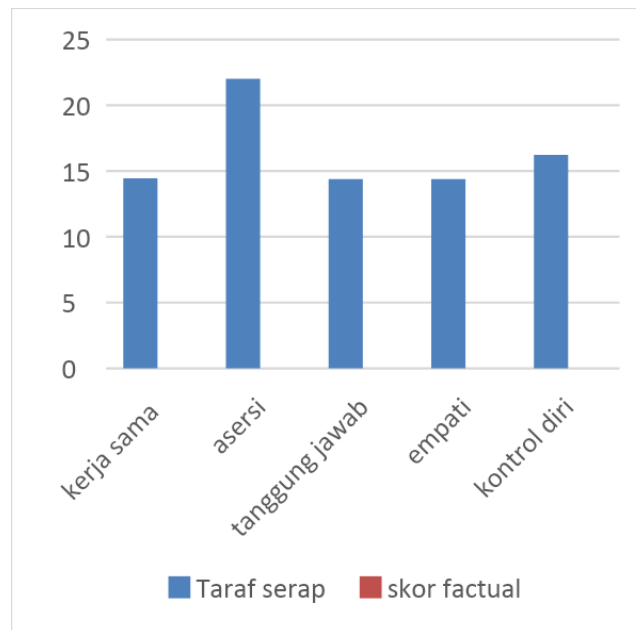


Diagram 1

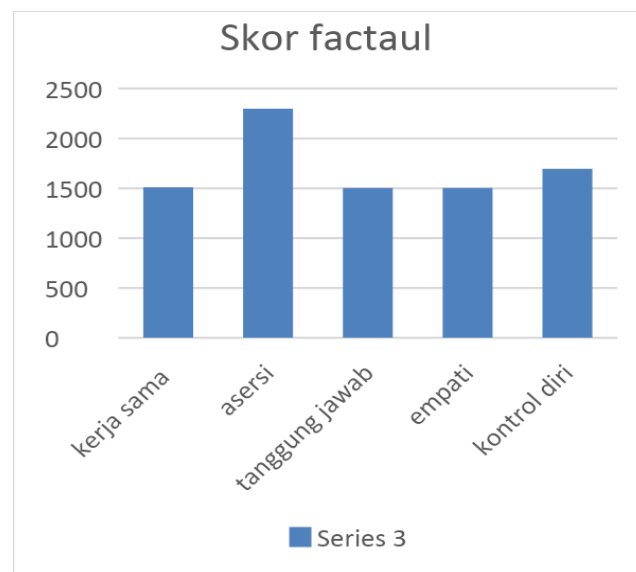


Diagram 2

The assertion aspect becomes an indicator that has the largest percentage in Social skills in SMA Negeri 5 Cimahi For the Affective domain in physical education learning Fair play attitude becomes an indicator with the largest percentage. Cooperation and Responsibility aspects have the smallest presentation in the aspect of social skills in SMA Negeri 5 Cimahi.

4. DISCUSSION

The findings that show this research is that physical education has a sufficient relationship to develop social skills According to (Diahwati et al. 2016) Social skills are a person's ability to interact and behave in accordance with certain situations. social skills are the ability to interact with others in certain social contexts in certain ways that are socially acceptable or appreciated and at the same time personally beneficial, mutually beneficial, or beneficial especially for others. With the many interactions in physical education learning, students' social skills will be trained as research conducted (Ferguson & Shapiro, 2016) researchers have utilized the positive aspects of sports to provide Social Training Programs (SST) for children in the context of sports (Ferguson and Shapiro 2016), have shown positive benefits by combining sports skills and social skills training procedures for children with poor social skills. Developments include conducting SST programs in the context of sports summer camps. (Ferguson and Shapiro 2016) with the findings produced by researchers Based on the description above, physical education learning is a form of learning that can develop a person's social skills. This is because the revealed affective aspects will form a social situation that can provide opportunities for individuals to interact with others.

The results indicated that physical education, if organized with a focus on teamwork, communication, and cooperation, significantly enhanced the social skills of the students. Students for whom PE programs placed emphasis on collaborative activities were found to exhibit greater improvement in social skills compared to those whose activities had been more individualistic in nature or based on competition.

One explanation for these findings is that collaborative and supportive PE environments allow the students to role-play some significant social skills, such as empathy, active listening, conflict resolution, and leadership. They would have more opportunities to be put into naturalistic situations requiring working together toward common purposes. Conversely, those PE programs that emphasize individual performance or competitive success would restrict the student's opportunities for meaningful social interaction and thus could hold back the development of these critical skills.

Moreover, it also shows that the social learning occurring within the PE environment has wider implications for students beyond that of academic and personal lives. Improved social skills facilitate many aspects of academic and personal life: better class interactions, improved performance of pupils, and finally peer relationships-all this forms part of a wholesome education.

This means that any interpretation based on the ex post facto research design has its limits, as the design does not provide for variable manipulation or consideration of cause-and-effect relationships. While the study thus presents a critical overview of the association that exists between learning in PE and the development of social skills, confirmation of the results of the present study, as well as an explanation of the mechanisms of action constituting the underpinning of the subject under investigation, may come from further experimental studies.

The current study, therefore, contributes to the developing evidence base that physical education can make a very important contribution to the social development of learners well

beyond mere physical fitness. This is done through the deliberate inclusion in the physical education curriculum of social skills training that will help students develop the interpersonal competencies needed to be successful both in and outside the classroom. Therefore, the research in the future must be directed to articulate how these different PE instructional strategies can best optimize social skills development and further reinforce holistic educational outcomes.

5. CONCLUSION

With the many interactions in physical education learning provides an opportunity for individuals to interact with others who indirectly train the individual in order to train how to behave in certain circumstances. According to Gresham and Elliot (1990) assertive behavior this aspect describes how individuals convey or ask for help from others when needed and how these individuals convey or express existing problems.

6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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