

A Descriptive Study on Basketball Extracurricular Activity, Social Behavior and Physical Fitness

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Abstract: This study was aimed at describing the correlation between students' basketball extracurricular activities, social behaviors and physical fitness. To this end, a descriptive method was employed. The samples were 25 students, consisting of tenth and eleventh graders, selected purposively from the whole basketball extracurricular participants at SMA Negeri 9 Bandung. Their social behaviors were measured using Krech, Cruchfield, and Ballachey's social behavior test. The indicators of this test included teamwork, respectfulness, honesty, hostility, and competitiveness. To collect the data of social behaviors, the writers used questionnaires. The participants' physical fitness was measured using the Indonesia Physical Fitness Test (TKJI). Based on the data analysis result, it was concluded that there was a significant correlation between basketball extracurricular activities and social behaviors, and between basketball extracurricular activities and students' physical fitness.

1 INTRODUCTION

A school as a formal educational institution serves to provide students with knowledge, ability, and all required skills for them to address future challenges. Physical education in schools can become a means to develop students' potentials.

Educational processes in schools are divided into intracurricular, cocurricular, and extracurricular activities. Students' interests and potentials are developed in the extracurricular programs (Kurniawan et al., 2010). A programmed extracurricular activity can facilitate students to utilize their spare time positively.

2 METHODS

A method is a way to discover truths objectively. The truth is the objective, and the method is the way. A method is used in order for the discovery to be scientific (Remler and Van, 2010). This study employed a descriptive method. According to Arikunto (2007), a descriptive study is a study intended to collect information about an existing phenomenon. The use of descriptive method in this study is to describe the contribution of basketball

extracurricular activities to students' social behaviors and physical fitness at SMA Negeri 9 Bandung.

The samples were selected using a purposive sampling technique, which according to Sugiyono (2012), is technique to select samples based on certain consideration. The samples in this study were tenth and eleventh graders who participated in the basketball extracurricular program based on the following criteria:

- Only basketball extracurricular participants;
- Active participants of the basketball extracurricular program;
- Tenth and eleventh graders;
- Having been basketball extracurricular participants for at least one year.

The study was conducted based on the following procedure:

- Determining the population and sample;
- Distributing questionnaires about extracurricular participation and social behavior;
- Measuring the samples' physical fitness using Indonesia Physical Fitness Test (TKJI);
- Data analysis;
- Conclusion.

Data collection requires instruments. The instruments of this research were questionnaire and test (Patrick et al., 2002).

Since this study had three variables, there were three instruments in this study: one test and two questionnaires. To measure extracurricular activities, the researchers used Krathwohl's parameters cited in Suhendar (2011) including acceptance, response, and assessment. To measure social behaviors, the researchers used Crutchfield and Ballachey's parameters cited in Ibrahim (2001) including collaboration, respect, honesty, fighting, feud, and competition. To measure physical fitness, the researchers used TKJI tests including a 50-meter sprint, vertical jump, pull up, sit up, an 800-meter run, and a 1000-meter run. An instrument needs a measuring scale to generate accurate quantitative data (Sugiyono, 2012).

The questionnaires in this study used the Likert scale. According to Sugiyono (2012), the Likert scale is used to measure attitudes, opinions, and perceptions of an individual or a group of people about social phenomena. These questionnaires had five options including: strongly agree (SA), agree (A), undecided (U), disagree (D) and strongly disagree (SD).

The collected data were then analyzed using the following procedure:

The collected data were then analyzed using the following statistical formula:

- a. To find the average of every variable, the following formula was used:

$$X = \Sigma x/n \quad (1)$$

Note:

X = average
 Σx = total score
 n = sample size

- b. The following formula was used to calculate the standard deviation.

$$S = \frac{\sqrt{n \Sigma x^2 - (\Sigma x)^2}}{n(n-1)} \quad (2)$$

Note:

S = Standard deviation
 $n \Sigma x^2 - (\Sigma x)^2$ = sample size is multiplied by total of squared score minus total score squared
 $n(n-1)$ = sample size minus one

- c. The following formula was used to calculate the percentage

$$P = \frac{\Sigma x_1}{\Sigma x_n} \times 100\% \quad (3)$$

Note:

P= percentage
 Σx_1 = total score
 Σx_n = total of ideal score

This test aims at finding out the correlation between two variables, stated in the following coefficient: $(-1, 0, -1) \approx -1 \leq n \leq 1$ (Sugiyono, 2000).

$$r_{xy} = \frac{\Sigma xy}{\sqrt{\Sigma x^2 y^2}} \quad (4)$$

3 RESULTS AND DISCUSSION

3.1 Assessment Criteria for Research Result

3.1.1 Basketball Extracurricular Participation

The calculation resulted in the following mean, standard deviation, minimum score, and maximum score:

Every item in the basketball extracurricular assessment has maximum score of five. There were 25 respondents, so the total of ideal score for this variable was 7,625. The result of data analysis revealed that the total score of basketball extracurricular activities was 6,669. Thus, the participation was $6,669/7,625 \times 100\% = 87\%$. This percentage is in the category of very strong (Weiss and Friedrichs, 1986).

As earlier mentioned, the basketball extracurricular activities were measured using the following subcomponents: (1) awareness, (2) willingness to accept, (3) control to accept, (4) accepting responses, (5) willingness to respond, (6) satisfaction in responding, (7) accepting a value, and (8) realizing about a value (Hoffman et al., 1996).

3.1.2 Social Behavior Level

The calculation resulted in the following mean, standard deviation, minimum score, and maximum score:

Every item in the social behavior assessment has maximum score of five. There were 25 respondents, so the total of ideal score for this variable was 5,500. The result of data analysis revealed that the total score of social behavior was 4,621. Thus, the percentage was $4,621/5,500 \times 100\% = 84.01\%$. This indicates that social behavior is in the category of very strong.

As earlier mentioned, the social behavior was measured by (1) cooperation, (2) respect, (3) honesty, (4) fighting, (5) feud, and (6) competition.

3.1.3 Physical Fitness Level

The calculation resulted in the following mean, standard deviation, minimum score, and maximum score:

Every item in the physical fitness assessment has maximum score of five. There were 25 respondents, so the total of ideal score for this variable was 625. The result of data analysis revealed that the total score of physical fitness was 441. Thus, the percentage was $441/625 \times 100\% = 70.56\%$. This indicates that the physical fitness was in the category of strong.

As previously mentioned, the physical fitness was measured using (1) a 50-meter sprint, (2) pull up, (3) sit up, (4) vertical jump, and (5) a 1,000-meter run test.

3.2 Result of Correlational Test

3.2.1 Variables X with Y1

The correlation coefficient (r) between basketball extracurricular activity (X) and social behavior ($Y1$) was 0.661. This coefficient is higher than the observed r of 0.423. In other word, there are significant correlation between basketball extracurricular activity and social behavior.

3.2.2 Variables X with Y2

The correlation coefficient (r) between basketball extracurricular activity (X) and physical fitness ($Y2$) was 0.491. This coefficient is higher than the observed r of 0.423. In other word, there are significant correlation between basketball extracurricular activity and physical fitness.

The result of the calculation and data analyses has answered the research questions in this study. This study was conducted to find out if there is a significant correlation between basketball extracurricular activity and social behavior and between basketball extracurricular activity and physical fitness. Based on the observation during the research conduct at SMA Negeri 9 Bandung, the basketball extracurricular participants looked fit physically. Since basketball extracurricular activity needs a lot of oxygen to be distributed to all over the body through heart and blood vessels, it has a positive impact on physical fitness (Bailey et al., 2009).

4 CONCLUSIONS

Based on the result of data analysis, it can be concluded that:

- There is a significant correlation between basketball extracurricular activity and students' social behavior;
- There is a significant correlation between basketball extracurricular activity and students' physical fitness.

This study also recommends the following:

- Extracurricular activity is very necessary for the development of students' potentials, social behavior, and physical fitness. Therefore, it is expected that related stakeholders can maximize extracurricular programs;
- It is recommended that schools provide and support extracurricular programs to improve students' social behaviors and physical fitness;
- It is recommended that the parents also motivate their children to actively participate in various positive extracurricular activities to maximize their development;
- It is recommended that students can utilize their free time by participating in positive and beneficial activities like extracurricular activities;
- It is also recommended that further studies to investigate similar research problems but with taking into account some other variables so that the result will be more comprehensive.

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