



The Influence of Physical Education on the Socio-Emotional Development of Children in Elementary Schools SD Inpres Pa'baeng-Baeng Makassar City

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ABSTRACT

This study aims to examine the influence of physical education on the social-emotional development of children at SD Inpres Pa'Baeng-Baeng, Makassar City. Using a quantitative research design with a quasi-experimental approach, as many as 60 students in grades IV and V were randomly divided into two groups: an experimental group that participated in a structured physical education program and a control group that participated in a standard physical education program. Data were collected through social-emotional development questionnaires, observations, and interviews before and after the implementation of the program. The results of the analysis showed that the experimental group experienced a significant improvement in social-emotional development compared to the control group ($t = 3.45, p < 0.05$). Observations and interviews supported these findings by showing improved positive social interaction, cooperative skills, and emotional management in the experimental group. These findings confirm that structured physical education can effectively improve children's social-emotional development and, therefore, should be integrated into the primary school curriculum. This study provides the basis for further research on the impact of physical education on other aspects of child development.

INTRODUCTION

Physical education has an important role in children's development, not only from the physical aspect but also from the social and emotional aspects, Anggara, F. (2023). At the Pa'Baeng-Baeng Presidential Instruction Elementary School (SD) in Makassar City, the implementation of physical education is one of the main components in the school curriculum. Physical education is considered to be able to have a positive impact on children's social-emotional development which ultimately contributes to the overall success of education, Syofian, M., & Gazali, N. (2021).

Development is a change in behavior based on a person's psychological or spiritual condition. This change is obtained by everyone through habituation and practice or learning, as development is a process that cannot be present with the concept of 'simsalabim' in a person. Learning is a development that comes from practice and effort. Through learning, children acquire the ability to use inherited resources in a way that children must get learning opportunities to develop. Tusyana, E., Trengginas, R., & Suyadi, S. (2019).

The foundations of psychosocial development include the child's emotions and early experiences with the parents. Children have a need to interact with others. This need as a social creature has been actively developed by children since birth (Papalia and Feldman, 2001). At the age of 6 months, the child has been able to get to know his mother and family members who often interact with him. At this stage, children begin to distinguish social expression signals from their environment, such as smiling, angry, screaming, affection and so on. Children's attitudes, especially in social and emotional skills, will be in accordance with the experiences gained from their interactions with others. As children get older, they develop increasingly complex social needs and relationships with the environment (Sukatin, 2020)

The function of emotions in children's development includes, first, a form of communication. Emotions, as a form of communication, make children able to express all their needs and feelings towards others. Second, emotions play a role in influencing children's personalities and self-adjustment to their social environment. For example, the child's emotional behavior displayed is a source of environmental assessment of him; namely, if a child expresses his discomfort by crying, his social environment will judge him as a whiny child.

The development that occurs in each individual, the results and changes created are certainly different from one another. This is factored in by one's knowledge, mental and soul health, experience, and sense of social and Godly instincts. Therefore, student development experts classify development into several aspects, including: cognitive development, language and art development, motor development, social and emotional development, and religious and moral development. In this discourse, what will be studied is the achieved and unattained socio-emotional development in elementary age students. This is because social-emotional development is a factor that greatly affects a child's success. Emotions play an important role in a child's life to interact or socialize with their environment, both the family environment, the school environment and playmates, and the wider community environment.

Social development in this sense, children are able to behave in accordance with social demands so that children are able to socialize. So, social-emotional development in this discourse on how emotions affect social interactions and how children learn to behave socially acceptable

Children's social-emotional development includes the ability to interact with others, manage emotions, and build positive relationships, Hidayah, F., & Khadijah, K. (2023). This process is very important for children of primary school age because it will affect how they adapt to their social environment. Physical education, through physical activity and sports, provides opportunities for children to interact, work together, and develop their social and emotional skills, Pratiwi, E. (2021).

This study aims to examine the influence of physical education on the social-emotional development of children at SD Inpres Pa'Baeng-Baeng. Through this study, it is hoped that a deeper understanding of the extent to which physical education activities contribute to the socio-emotional development of students, as well as what factors can maximize the positive impact.

The research method used in this study is a quantitative approach with an experimental research design, Abdussamad, H. Z., & Sik, M. S. (2021). The research sample was taken from students in grades IV and V of SD Inpres Pa'Baeng-Baeng which were randomly divided into two groups, namely the experimental group that participated in a structured physical education program, and the control group that followed the standard physical education program. Data collection was carried out through observations, questionnaires, and interviews to measure aspects of children's social-emotional development. Creswell, J. W. (2017).

The results of this research are expected to contribute to the development of a more effective and holistic physical education curriculum in elementary schools. In addition, the results of this research can also be used as a basis for policy-making at the school and local government levels in order to improve the quality of education in Makassar City

From a practical perspective, the results of this study can provide insight for teachers and educators about the importance of integrating physical education in daily teaching and learning activities, Salahudin, S., & Satriawan, R. (2021). Thus, it is expected that children not only develop academically but also have good emotional balance and social skills, Slavin, Robert E., (2010).

Overall, the study seeks to answer the question of how physical education can serve as an effective tool to support children's social-emotional development. The findings of this study are expected to pave the way for further research in this field and make a real contribution to improving the quality of basic education in Indonesia.

METHODOLOGY

Research design

This study uses a quantitative design with a quasi-experimental approach. This design was chosen to test the influence of physical education on the socio-emotional development of children at SD Inpres Pa'Baeng-Baeng, Makassar City. This study involved two groups, namely the experimental group that received treatment in the form of a structured physical education program and the control group that received a standard physical education program.

Population and sample

The population in this study is all students in grades IV and V of SD Inpres Pa'Baeng-Baeng Makassar City. The research sample was taken randomly by cluster random sampling technique. The number of samples taken was 60 students, with 30 students each in the experimental group and 30 students in the control group.

Research Instruments.

The instruments used in this study consist of several measuring instruments, including:

Social-Emotional Development Questionnaire: This questionnaire is developed based on the theory of children's social-emotional development and adapted from instruments that have been tested for validity and reliability.

Observation Sheet: Used to observe students' social and emotional behavior during physical education activities.

Interview Guide: Used to dig up more in-depth information about students' experiences and views on physical education activities.

Research Procedure.

Preparation: The researcher coordinates with the school to obtain permission and support in the implementation of the research. Furthermore, the development and testing of research instruments was carried out.

Group Division: Students are divided into two groups at random. The experimental group will follow a structured physical education program for 8 weeks, while the control group will follow a standard physical education program.

Program Implementation: Structured physical education programs involve physical activities designed to improve social and emotional skills, such as group games, team sports, and activities that promote cooperation and communication.

Data Collection: Data is collected through questionnaires, observations, and interviews before and after the implementation of the program. Questionnaires were given to students to fill out independently, while observations were made by researchers during the activity. Interviews were conducted with several students from each group to obtain qualitative information.

Data Analysis.

The data obtained from the questionnaire were analyzed using descriptive and inferential statistics. The t-test is used to compare social-emotional development between the experimental group and the control group. Data from observations and interviews were analyzed qualitatively to complement the quantitative findings and provide a more comprehensive picture of the influence of physical education on children's social-emotional development.

Validity and Reliability.

The validity of the instrument is tested through the validity of the content by involving experts in the field of physical education and child psychology. The reliability of the instrument was tested using the Cronbach's Alpha reliability test to ensure the internal consistency of the questionnaire used.

Research Ethics

This research was conducted by paying attention to the ethical aspects of the research, including obtaining written permission from students' parents, maintaining the confidentiality of student data, and ensuring that participation in this research is voluntary and does not harm students.

With this methodology, it is hoped that the research can provide a clear and accurate picture of the influence of physical education on the social-emotional development of children at SD Inpres Pa'Baeng-Baeng, Makassar City.

RESEARCH RESULT

Research Results.

Data Description.

Data from this study were collected through questionnaires, observations, and interviews conducted before and after the implementation of the physical education program. Here is a description of the data results:

Social-Emotional Development Questionnaire, The average score of social-emotional development of students in the experimental group before the program was 65.2 and after the program was 78.5. Meanwhile, the control group had an average score before the program of 64.8 and after the program of 66.3.

Observation, Observation showed an increase in positive social interaction in the experimental group, such as increased cooperation, communication, and empathy. In the control group, no significant changes were noticeable.

Interviews with students in the experimental group revealed that they felt more comfortable interacting with friends and felt more able to manage their emotions during and after physical education activities.

Statistical Analysis. The t-test was used to compare the average social-emotional development score between the experimental group and the control group. The results of the analysis showed a significant difference between the

two groups ($t = 3.45, p < 0.05$), where the experimental group showed a greater improvement compared to the control group.

Qualitative Observation: Observation data indicate that students in the experimental group are more active in participating in group activities and show an increase in sharing, helping, and constructive conflict resolution.

DISCUSSION

The Influence of Physical Education on Social-Emotional Development
The results of this study show that structured physical education has a positive influence on students' social-emotional development. The increase in the average score of social-emotional development in the experimental group showed that specially designed physical activity and exercise can improve children's social and emotional skills. This is in line with the theory of child development which states that social interaction and physical activity can help children develop social-emotional skills.

Components of Effective Physical Education: Components of physical education involving group games, team sports, and activities that promote cooperation and communication have been shown to be effective in improving students' social-emotional skills. These activities allow students to practice social skills, such as sharing, working together, and resolving conflicts, in a fun and supportive context.

Differences between the Experimental and Control Groups, Significant differences between the experimental and control groups suggest that structured physical education is more effective than standard physical education programs. The experimental group showed greater improvements in social-emotional aspects, which included the ability to interact with friends, manage emotions, and build positive relationships.

Implications for the School Curriculum, These findings indicate that the integration of structured physical education programs in the primary school curriculum can provide significant benefits for children's social-emotional development. Therefore, schools and policymakers in Makassar City should consider adopting a more structured and holistic physical education program.

This study provides a solid basis for further research on the influence of physical education on other aspects of a child's development, such as cognitive and physical. In addition, future research may explore different types of physical activity and learning methods that can be more effective in improving children's social-emotional development.

Overall, the results of this study confirm the importance of physical education in the social-emotional development of children in elementary school. By implementing a structured physical education program, schools can help students develop social and emotional skills that are essential for their academic success and social life.

CONCLUSIONS AND RECOMMENDATIONS

This study aims to examine the influence of physical education on the social-emotional development of children at SD Inpres Pa'Baeng-Baeng,

Makassar City. Based on the results of the research that has been carried out, several important points can be concluded as follows:

Positive Influence of Structured Physical Education: Structured physical education has a significant positive influence on children's social-emotional development. Students who take part in this program show improvement in the ability to interact with friends, manage emotions, and build positive relationships.

Improvement of Social-Emotional Scores, The average social-emotional development scores of students in the experimental group experienced a significant improvement after participating in a structured physical education program compared to the control group that followed a standard physical education program. This shows the effectiveness of the program in improving students' social-emotional skills.

Components of an Effective Program, Physical activities involving group games, team sports, and activities that promote cooperation and communication have been shown to be effective in improving children's social-emotional skills. These components provide students with the opportunity to practice and develop social skills in a supportive environment.

Significant Differences between Experimental and Control Groups: Significant differences between the experimental and control groups suggest that structured physical education programs are more effective than standard physical education programs in improving children's social-emotional development.

Implications for the school curriculum, The results of this study provide a strong basis for schools and policymakers to consider the integration of structured physical education programs in the elementary school curriculum. The program is not only beneficial for physical health but also for students' social-emotional development

Recommendations for Further Research: This study opens up opportunities for further research on various aspects of physical education and its impact on child development. Future research may explore the effects of physical education on children's cognitive and physical development, as well as test different types of physical activity that are more effective in improving social-emotional skills.

Overall, this study emphasizes the importance of physical education in the social-emotional development of children in elementary school. By implementing a structured and holistic physical education program, schools can help students develop social and emotional skills that are essential for their academic success and overall life

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