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The Relationship Of Self Esteem And Physical Fitness To Learning Achievement In Jabal Toriq Boarding School Students

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Abstract

Learning achievement is the result of evaluating students using tools after the learning process is carried out in a planned manner, both in terms of material and time. The desired learning achievement is adjusted to the types and activities in research or measurement. Whether or not participants achieve optimal performance can be influenced by several factors, including psychological factors (self-esteem) and physiological factors (physical fitness). This study aims to determine the relationship between self-esteem and physical fitness on learning achievement. The research subjects were 120 Jabal Toriq Boarding School Senior High School. This research is quantitative research with a correlational design. The study results show a significant relationship between self-esteem and physical fitness in the learning achievement of Jabal Toriq Boarding School High School students in 2021/2022, Even during the Semester Academic Year on PJOK subject matter. This is evidenced by the value of $p < \text{significance level}$ ($0.000 < 0.05$) and also the correlation level of 0.892, which is included in the interval (0.80 – 1.000) powerful category.

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INTRODUCTION

Physical education is an integral part of the overall education system. According to Akhmad (2016), Physical Education as an educational process through physical activities chosen to develop and improve fitness, and

mental, social, and emotional abilities for students, with a vehicle for physical activity. Meanwhile, according to (Tauhidman & Ramadan, 2018; Rudianto et al., 2017), Physical education is a process of someone's education as an individual or as a member of the community that is carried out consciously

and systematically through intensive physical activities in order to obtain an increase in physical abilities and skills, growth of intelligence and the formation of character. Therefore physical education is so important and must continue to be applied in schools.

The purpose of physical education in schools is one way to stimulate students' physical growth and development. This is in line with the opinion of Sudirjo et al. (2019) that the purpose of physical education taught in schools is to provide opportunities for students to be directly involved in various learning experiences through physical, sports and health activities. Briefing of learning experiences is directed to foster physical growth and better psychological development while forming a healthy and fit lifestyle throughout life. In addition to the purpose, there are some functions of physical education in schools for students. According to Suharto et al. (2019), its function is as one of the tools to achieve learning goals, among others is petrified in the formation of the body, the formation of achievements, social formation, mental balance, the speed of the process of thinking and the formation of the child's personality, the background of the problem Find by researchers were in learning physical education.

Learning is the heart of students, and learning is a process marked by student changes. Change as a result of the learning process can be shown as a form of knowledge, attitudes, skills, behaviour, habits and other aspects that exist in individuals (Ramadan,

2022; Aditia, 2019). Likewise, what happens to students who attend an education is always an assessment of the learning outcomes. Assessment of a student's learning outcomes to determine the extent to which he has achieved learning goals is called learning achievement. Learning achievement is the result of evaluating students using the assessment tool after the learning process is planned; both material and time and the desired learning achievement are adjusted to the type and function of the assessment or measurement (Cleopatra, 2015).

The purpose of the learning process is to achieve optimal learning achievement. This optimal learning achievement is expected that all students will be able to obtain satisfying achievements. Every student will try to achieve exemplary achievements. However, not all students can achieve achievements according to their potential, and many do not display optimal results. Student learning achievement is obtained through teacher assessment of the results of subject tests called report cards. So through report cards, students can be seen the advances that have been achieved in their learning. The Success of the learning process by the expected goals to achieve optimal achievements can be influenced by several factors, including psychological and physiological factors (Juniar et al., 2019; Subarjah, 2016). Including psychological factors, one of which is self-esteem students and included in physiological factors is students' physical fitness.

View (Rustini, 2014) that self-esteem is a positive or negative orientation of a person to himself or can also be said to be a comprehensive evaluation of how someone judges himself. As for other views by Julia (2017), the self-esteem owned by each individual varies, some are low, and some are high; this happens because of the process of forming different self-esteem. The sense that positive thinking habits about yourself can raise self-esteem, but instead, the habit of negative thinking about yourself will be able to reduce self-esteem. The importance of understanding individual self-esteem is closely related to negative impacts. If someone does not have strong self-esteem, it will be challenging to deal with social behaviour, feeling awkward, and even feeling inferior in their ability. If this happens, it can affect students' physical fitness levels. So, physical fitness is considered a physiological aspect of improving the quality of life of a person.

In connection with the understanding of physical fitness, according to Fox (in Lengkana 2013), fitness can be understood as comprehensive fitness (total fitness), while physical fitness is part of comprehensive fitness. Subarjah (2016) also added that physical fitness is one aspect that is often associated with the ability to carry out motion activities. Meanwhile, students who carry out their motion activities require high self-esteem to assess themselves positively. If high self-esteem will make the amount of trust in the ability, meaning, Success and worth of body activity to carry out endurance, flexibility,

coordination and agility. Conversely, if self-esteem makes students insecure about their ability to do motion activities.

Regarding movement activities, Jabal Toriq high school students always do it, and that will affect their physical condition. However, the environment is also very influential in all student activities. A good level of physical fitness will cause good physical abilities as well. However, the benefits of physical fitness are not only related to human physical performance but also related to the achievement of learning achievement (Subarjah, 2016). Students who are always active in moving physical fitness will be good, so their learning achievement will be better than students with low physical fitness levels. Therefore, the motion activity must be chosen and adjusted to the student's level of development.

Jabal Toriq High School is a secondary education level that prioritizes students' preparation to continue higher education with specialization. The purpose of the specialization is the existence of learning that is more effective in achieving students in achieving higher education can be achieved. When a child enters the education stage in high school, children enter adolescence, where they are looking for identity by trying new things that have not been previously encountered. Adolescence is the age when children become more concentrated on their physical selves. Unfamiliar and physical changes must be integrated into the self-concept. At this stage, the school environment

will further develop their mindset and expand children's social life. The centre of children's activity at school age is related to school, intellectual tasks, relationships with teachers, and friends, norms and social demands, and learning achievement.

Every student competes to obtain learning achievement by the expectations they have determined. However, not all individuals can achieve exemplary learning achievements infrequently; also, an individual can take unexpected actions to obtain exemplary achievements. Children with self-esteem and high physical fitness will easily interact with other children, be able to express opinions without any doubts and respect the opinions of others, be able to act and think positively, and be successful and worth the activities of their motion activities. However, on the contrary, children with low self-esteem and physical fitness will find it challenging to communicate and think and feel that they cannot rival other children.

From the observations made at Jabal Toriq High School, the problem was found: students who lack self-esteem or the sense children lack in rewarding themselves. This impacts students who need more confidence in their ability to carry out motion activities. When children are told to practice one of the movements that their teachers have explored in the subject matter in front of their friends, it can be seen that the child is still ashamed to do it because he is not sure that he can master the material provided by the subject of physical education subjects. Then the child also tends to

be ashamed when asking questions to the teacher if they feel unclear about the teacher's explanation. Many children still feel they are not sure of their abilities. Not only that, but children also, when jogging, are reluctant to do it so it will impact the child's physical fitness.

The previous research that several researchers had conducted, the first by Abduh (2020) regarding the analysis of the relationship between the level of physical freshness to student learning outcomes. The results of the study showed that there was a relationship between physical freshness to the academic achievement of students of SMANOR TADULAKO, Central Sulawesi, with a correlation value (R) 0.304 Probability (0.005) $< \alpha = 0.05$. It is recommended that teachers, trainers and students can maximize physical activity that supports physical freshness so that it can have an impact on student learning outcomes. In addition, extracurricular programs are more massive and involve many students so that physical activities can be carried out and support the achievement of better physical fitness. The second research was conducted by Hidayat and Perdana (2019) regarding the effect of self-efficacy and self-esteem on student achievement at the Cirebon College of Health Sciences. The results of the study showed that there was a partially significant influence on self-efficacy on student achievement. There is a significant influence on self-esteem on student achievement. So it can be concluded that self-efficacy and self-esteem significantly affect student achievement. Departing from

these conditions, the researcher tries to research learning achievement.

METHODS

Sugiyono (2017) states that research methods are scientific ways to obtain data with specific uses. Based on the objectives of this thesis, the research method to be used is a quantitative research method with a correlational design. According to (Ramadan & Juniarti, 2020; Herdiana., 2015), Correlational research aims to investigate the extent to which variations in a variable are related to variations in one or more other variables based on the correlation coefficient.

This study can obtain information about the level of relationships that occur, not about the effect of one variable on another variable.

The correlation technique used in this study is multiple correlations. According to Budiwanto (2017), multiple correlation techniques are used to calculate the tendency of the relationship between one dependent variable (dependent variable) with two or more independent variables (independent variables). The level of relationship between variables depends on several independent variables stated in the double correlation coefficient with the R. symbol. The following states how to calculate the double correlation between X_1 , X_2 , against Y .

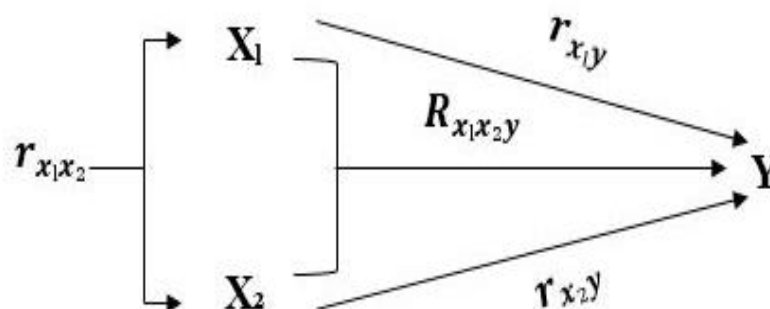


Figure 1. Research Design (Hasanah, 2020)

(Description: x_1 = self esteem, x_2 = physical fitness; and y = learning achievement)

Arikunto argues in Ningtyas (2014), stating that a research instrument is a tool or facility used by researchers in activities to collect data so that the activity becomes systematic, complete, fast and easy. Self-esteem measurement uses a Self Esteem Scale measuring device (Rosenberg scale) with ten statements. This scale has been tested for its validity. In addition, the reliability test results are $0.776 > 0.6$. The Self Esteem scale uses the

assistance of the Inquiry/Questionnaire Scale Likert.

Measurement of physical fitness levels is measured using the bleep test method as a measuring instrument, that is, running back and forth with the rhythm determined at a distance of 20 meters, which aims to monitor the development of complete oxygen collection (VO_{2max}) and subsequently consulted with the physical fitness norm table in the age group (Hadiono, 2019). The bleep

test instrument has a validity of 0.915 and a reliability coefficient of 0.868 (Nurhasan & Hasanudin Cholil, 2007). Furthermore, learning achievement is measured using the instruments used to determine students' learning achievement in Jabal Toriq Boarding School High School using the second semester (DHS) (DHS) list. Based on DHS semester one, it will be able to know the Success of students learning for one semester (Rismayanti, 2012). Data collection is carried out to assist researchers in analyzing the conditions and collecting data related to the research (Umami, 2018). The data collection was carried out: observation, interview techniques, questionnaires, tests and measurements, literature studies, and documentation.

In this study, several data will be presented from raw data obtained from respondents to the final data obtained from the results of the analysis in this study which will

be presented with descriptive statistical models, normality tests, correlation coefficient tests, and mean tests (independent sample t-test). The data testing process up to the data analysis process in this study was assisted with Microsoft Excel 2013 and SPSS software version 26.00.

FINDINGS AND DISCUSSION

Findings

This study aims to determine the relationship between Self Esteem and Physical Fitness to learning achievement in Jabal Toriq Boarding School students in the academic year 2021/2022 semester 2 (even). The population of all Jabal Toriq high school students is 480 students. However, in this study, the number of samples was only attended by 120 students with the following details: Class X was attended by 37 students, 45 students attended class XI, and 38 students attended class XII.

Table 1 Correlation Test X1 and X2 to Y

Variabel	R Square	Sig (p-value)	α	Interpretasi
Self Esteem (X1)			0,05	Terdapat korelasi yang signifikan
Physical Fittnes (X2)	0,892	0,000	0,05	
Prestasi Belajar (Y)			0,05	

The calculation of correlational analysis data shows a significant positive relationship between self-esteem, physical fitness, and learning achievement in Jabal Toriq Boarding School high school students. This is evidenced by the simple calculation results using the Pearson Correlation value listed in the SPSS

26.0 output and significance (P). If the significance (P) <0.05, then correlates, but if the opposite significance (P) is calculated > 0.05) then it is not correlated (Safitri, 2014). In the Self Esteem (X1) variable with a correlation coefficient value of 0.834 with a value of P = 0,000 if the P value is smaller

than the level of significance ($\alpha = 0.05$) ($0,000 < 0.05$). Furthermore, the physical fitness (X2) variable on the learning achievement variable (Y) shows a correlation coefficient value of 0.928 with a value of $P = 0,000$, where if the P value is smaller than the level of significance

($\alpha = 0.05$) ($0,000 < 0.05$). In addition, the calculation of the level of relationship between the self-esteem variable and the physical fitness variable with the student achievement variable is also very strong.

Table 2. Learning Achievement Category

Interval	Kategori	Frekuensi	Persentase
< 62	Sangat Kurang	0	0%
63 – 69	Kurang	26	21,7%
70 – 82	Cukup Baik	56	46,7%
83 – 95	Baik	38	31,7%
> 95	Baik Sekali	0	0%
Jumlah		120	100%

Based on Table 6. The description of the level of learning achievement possessed by Jabal Toriq Boarding School students in the academic year 2021/2022 Semester 2 on PJOK material that can be categorized into a good level of learning achievement is 38 students with a percentage of 31.7% (grades 83 -95), and students who have a level of learning achievement categorized at the lack of achievement levels are 26 students with a

percentage of 21.7% (grades 63-69). At the same time, students with a level of learning achievement that is categorized as a relatively good level of achievement are 56 students with a percentage of 46.7% (grades 70-82). Thus, the description of students' level of learning achievement in the academic year 2021/2022 semester two on PJOK material tends to be quite good.

Table 3. Self Esteem Category

No.	Skor Nilai	Kategori	Frekuensi	Presentase
1.	≥ 34	Tinggi	54	45%
2.	$29 \leq x < 34$	Sedang	44	37%
3.	$X < 29$	Rendah	22	18%
Jumlah			120	100%

Based on Table 7. The following picture is regarding the level of self-esteem owned.

Overview of the Self-esteem Level owned by Jabal Toriq High School students in the

academic year 2021/2022 Semester 2 in PJOK material that can be categorized into high self-esteem levels is 54 students with a percentage of 45%, and students who have a self-esteem level which is categorized in low self-esteem levels is 22 students with a percentage of 18%.

In comparison, students with a self-esteem level categorized as moderate self-esteem level are 44 with a percentage of 37%. Thus, the picture of the level of self-esteem that students have in the academic year 2021/2022 semester 2 on PJOK material tends to be moderate.

Table 4. Kategori Physical Fitness

	Frequency	Percent	Valid Percent	Cumulative Percent
< 25 (Sangat Kurang)	2	1.7	1.7	1.7
26 - 37 (Kurang)	32	26.7	26.7	28.3
38 - 44 (Cukup Baik)	46	38.3	38.3	66.7
Valid 45 - 50 (Baik)	33	27.5	27.5	94.2
51 - 55 (Baik Sekali)	7	5.8	5.8	100.0
> 55 (Istimewa)	0	0	0	0
Total	120	100.0	100.0	

Then an overview of the level of physical fitness possessed by Jabal Toriq Boarding School High School students for the 2021/2022 semester 2 academic year on PJOK material. The level of physical fitness that is categorized into an exceptional level of physical fitness is as many as 0 students with a percentage of 0%, and students who have a level of physical fitness that is categorized as an excellent level of physical fitness are as many as 7 students with a percentage of 5.8%, 33 students with a percentage of 27.5% in a good level of physical fitness, 32 students with a percentage of 26.7% in a less physical fitness level, and 2 students with a percentage of 1.7% in a low level of physical fitness. At the same time, students with a level of physical fitness categorized as a relatively good level of physical fitness are as many as 46 students with a percentage of 38.3%. Thus, the description of the level of physical fitness possessed by female students for the

2021/2022 semester 2 academic year in PJOK material tends to be quite good.

Based on the results of the analysis that has been carried out on the study achievement data of respondents according to gender, it is known that the learning achievement of Jabal Toriq Boarding School female students with a total (N Valid) of 60, a mean value of 71.18, and a standard deviation value of 4,813. While the learning achievement of SMA Jabal Toriq Boarding School boys with a number (N Valid) of 60, a mean value of 85.02, and a standard deviation of 4,485. By looking at these results, it is clear that there are differences in the learning achievement scores of Jabal Toriq Boarding School High School students between women and men. Differences in learning achievement of female students and this is in line with research conducted by Putra (2018) on "The Relationship between Self-Esteem and Learning Outcomes in Grade IX Students of SMP Somba Opu Sungguminasa Gowa". The

results of this study show that there is a relationship between self-esteem and learning outcomes. Student learning outcomes will be affected by the attitude and willingness of individuals to participate in the learning process; factors that influence learning outcomes are internal factors (physical and psychological) and external factors (family, school, community).

Discussion

Therefore, by having self-esteem, female and male students will gain self-confidence, responsibility for working independently without supervision, enthusiasm, motivation, work efficiently, work well in teams, and maximum results in mastering the subject matter. Physical education lessons. In addition, students will also be brave in practising the movements in physical education material, one of which is physical fitness. Budiarti (2016) says, "physical fitness related to health is defined as the ability to carry out daily activities that require energy as well as the quality and capacity associated with a low risk of developing diseases associated with a lack of physical activity". Although there is no significant difference between women's and men's self-esteem, Rosenberg explains that there is a possible relationship between self-esteem and gender; women have a more robust experience of self-acceptance and rejection, while men have more experience. robust against Success and failure.

The magnitude of the relationship between self-esteem and physical fitness to learning achievement can be seen from the magnitude of the R Square value of 0.892, which means that the self-esteem variable and physical fitness variable contributed 89.2% to the learning achievement level of Jabal Toriq Boarding School high school students in teaching 2021/2022 semester 2 on PJOK material. In other words, self-esteem and physical fitness have a relationship with learning achievement by 89% and the remaining 10.8% are other factors that can also provide a relationship with the level of learning achievements, such as motivation, methods, teaching materials, advice and infrastructure, and other variables which are related.

Furthermore, this positive relationship is also by the correlation test results, which show a positive relationship between the three variables, which is seen based on the Pearson correlation of 0.944. Thus, if students' self-esteem and physical fitness are high, learning achievement is also high. Conversely, learning achievement is also low when students' self-esteem and physical fitness are low.

Based on the results of the study which stated that there was a relationship between self-esteem and physical fitness on learning achievement in Jabal Toriq Boarding School High School students for the 2021/2022 semester 2 academic year on PJOK material, this is in line with the theories put forward in chapter two. The theory from Subarjah (2016) says that the Success or failure of the learning

process in accordance with the expected goals to achieve optimal performance can be influenced by several factors, including physiological and psychological factors. In line with that, (Ningrum, 2011) also said that the factors that affect learning achievement include physiological factors (illness, unhealthy, and disabilities) or physical fitness, and psychological factors (intelligence, talent, interest, motivation, and mental health (one of which is self-esteem).

This study's results are from previous research by Mahdoni et al. (2017), which examined the relationship between self-esteem and learning achievement of underachiever students and their implications for guidance and counselling services. In addition to self-esteem, similar research belongs to Subarjah (Subarjah, 2016), which examines the relationship between Physical Fitness and Learning Motivation and Student Learning Achievement. The results of the two studies show a positive and significant relationship between self-esteem and learning achievement or physical fitness and learning achievement. According to Mahdoni, et al. (2017), the higher the students' self-esteem, the higher the student's learning achievement. Furthermore, according to Subarjah (2016) if someone has a good level of Physical Fitness, then that person will be able to persist in learning and being active longer when compared to those with a low level of Physical Fitness. So that in the end, the longer they study and do activities, the more lecture material they will

digest, which will have direct implications for results, namely Learning Achievement.

Thus, the results of this study are by previous studies, that self-esteem and physical fitness have a significant relationship to learning achievement. This means that the higher the self-esteem and physical fitness possessed by Jabal Toriq Boarding School High School students for the 2021/2022 academic year, the higher the learning achievement they will have. Conversely, the lower the level of self-esteem and the level of physical fitness the student has, the lower the level of learning achievement he has.

CONCLUSION

Based on the results of research that were conducted on 120 Jabal Toriq Boarding School High School students for the 2021/2022 semester 2 academic year in the Physical Education Sport and Health (PJOK) subject, it is known that students tend to have a level of self-esteem, a level of physical fitness, and a level of achievement relatively good study. The number of students with a level of self-esteem, level of physical fitness, and level of learning achievement classified as high and low or excellent and good enough is similar. In addition, based on statistical correlation testing that has been done, it can be concluded that there is a significant positive relationship between self-esteem and physical fitness on learning achievement in Jabal Toriq Boarding School High School students. The results of calculations evidence this on the Self Esteem variable (X1) with a correlation

coefficient value of 0.834 with a p-value = 0.000 where the p-value is smaller than the significance level ($\alpha=0.05$) ($0.000 < 0.05$). Furthermore, the physical fitness variable (X2) on the learning achievement variable (Y) shows a correlation coefficient value of 0.928 with a p-value = 0.000, where the p-value is smaller than the significance level ($\alpha = 0.05$) ($0.000 < 0.05$).

Thus, the relationship between the self-esteem and physical fitness variables to the learning achievement variable is positive. The higher or better the self-esteem and physical fitness level of students, the higher or better the level of learning achievement. Conversely, if there is a decrease in self-esteem and physical fitness level in students, then there will also be a decrease in the level of learning achievement.

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