



The Differences in Social Attitudes between Students Participating in Sports Extracurricular and Students Participating in Non-Sports Extracurricular Activities

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Abstract

Sports extracurricular activities can impact students' social attitudes, yet few extracurricular hours exist. There are more non-sports extracurricular activities, which encourages students to engage in more social interactions. This study sought to determine whether there were any differences in the social attitudes of students at SMP N 1 Tempel in Sleman Regency who participated in extracurricular sports activities and those who did not. This study is a comparative study that uses a survey method. The instrument employed was a questionnaire with 29 statement items. The study included 71 students who participated in non-sport extracurricular activities and 72 students who participated in extracurricular sports. Techniques for data analysis utilizing the independent sample t-test. The study's results obtained t count (5.208) > t table (1.980), and p value (0.000) < 0.05, indicating that Ha: accepted and Ho: rejected. Therefore, it can be inferred that there is a significant distinction ($p = 0.000$) between students who participate in extracurricular activities in sports and those who do not. Students who participate in extracurricular activities that are related to sports have better social attitudes than students who participate in activities that are not related to sports.

Keywords: *Social Attitude; Extracurricular; Sport; Student*

1. Introduction

Good attitudes and behaviors will help a person socialize better (Tintori et al., 2021). Similarly, while dealing with a large group of people in a specific setting, certain rules must be followed in order to behave and socialize properly. Social attitudes are required to create interactions with other individuals in everyday life; nevertheless, social attitudes can also impair a person's health and quality of life (Sharifian et al., 2022). Social attitude is an action that can overcome many difficulties in society by thinking as a whole (Saiful et al., 2020). Social behaviors required for a person to function in society include showing respect for and supporting one another. Social attitudes must be cultivated in order to foster a peaceful, harmonious, comfortable, and calm living environment. When a person is aware enough to act regularly and concretely toward social objects based on experiences, that person has a social attitude.

According to (Ansary, 2023) attitude is an organization of opinions, a person's conviction in a reasonably stable object or circumstance that is accompanied by specific feelings, and that serves as a basis for that person to make a reaction or behave in a particular way that he chooses.

Individuals' social attitudes are created as a result of their social interactions (Wang et al., 2019). In social interactions, there is a reciprocal relationship that influences how each individual behaves as a part of society as well as a relationship of mutual influence between individuals. The relationship between people and their social and physical surroundings includes the culture that people have created through communication tools like television, radio, and the news, among others.

Humans interact constantly because social interaction is necessary for the emergence and formation of social attitudes in life, particularly during their teenage years, which are a period that garners a lot of attention due to their particular characteristics and crucial roles in the lives of individuals in adult society. The traits of teenagers can be observed in a variety of contexts, including their physical development, sexual development, cognitive styles, sense of community, feelings, moral development, personality development, and social development. Junior high school students are in a transitional period between childhood and adolescence (Vazsonyi & Cho, 2022). The behavior created during this transition period creates many situations in which students cannot regulate their emotions. Every aspect of human existence has a social aspect, one of which is the social behavior that people engage in everywhere, at any time, and with anyone.

SMP N 1 Tempel is located at Ngebong Margorejo Tempel, Sleman Regency, and is one of the top schools because it offers facilities that promote study as well as adequate extracurricular activities to channel each student's abilities and interests. Students in classes VII and VIII who participate in extracurricular activities must select one or a maximum of two options. All students are expected to participate in extracurricular activities. The SMP N 1 Tempel, Sleman Regency offers a number of non-sports extracurricular activities, including reading and writing the Qur'an, *batik*, *hadroh*, wall magazines, KIR, dancing, and graphic design. Basketball, volleyball, badminton, futsal, soccer, and taekwondo are some of the extracurricular sports offered at SMP N 1 Tempel, Sleman Regency.

Based on field observations, it was determined that a number of things were not quite right. For example, some students were not focused during class, were preoccupied with activities that would distract them, chatted excessively, and irritated their friends. The majority of students in one class show up late to the schoolyard when it is time for sports lessons to take place outside the classroom. In contrast, most students participated fully in the volleyball extracurricular, but a few students arrived late and appeared unconcerned when the activity began, and there were still students using phones. The non-sports extracurricular activity at SMP N 1 Tempel, Sleman Regency, is going quite well. *Hadroh* extracurricular, for instance, every time students who participate in *hadroh* extracurricular practice for contests when they get back from school. This procedure is carried out punctually and systematically because the competition is drawing near. Non-sports extracurricular offer more activities since they are offered more regularly than sports extracurricular, allowing for more frequent student interaction.

The purpose of extracurricular activities is to help students develop their abilities. (Munadi et al., 2021) assert that extracurricular activities, particularly those that are scientifically based on sports, nationalism, and skills, play a significant role in the development of student potential in addition to intracurricular education.

On this basis, it feels necessary to investigate the social attitudes of students who participate in sports extracurriculars against students who participate in non-sport extracurriculars at SMP N 1 Tempel, Sleman Regency.

2. Method

2.1. Research Method

This study employs a comparative descriptive research methodology. A study that analyzes two or more phenomenon is known as a comparative descriptive research study (Creswell & Creswell, 2018).

2.2. Research Sample

According to Sugiyono, (2015), "the population is the entire research subject". In this study, the population consisted of all students in class VIII, which consisted of six classes with a total of 192 students. Purposive sampling is used for sampling. Nurhidayat et al., (2019) stated that purposive sampling that need specific consideration in choosing the sample. The sample is determined by the following criteria: (1) willingness to be a sample, (2) students who participate in sports extracurriculars only, and (3) students who participate in non-sport extracurriculars only. Based on these criteria, 143 students were sampled, 72 of whom participated only in extracurricular activities related to sports and 71 of whom participated exclusively in extracurricular activities unrelated to sports.

2.3. Data Collection Technique

A questionnaire is used to collect data. The questionnaire employed in this study is valid and reliable for use in research with a validity value of 0.724-0.824 and a reliability value of 0.962. The total number of survey questions was 29, and they covered 29 different indicators and dimensions, including: 1). Honesty, 2). Discipline, 3). Responsibility, 4). Tolerance, 5). Teamwork, 6). Polite and Courteous, and 7). Self-confident.

2.4. Data Analysis

The t-test is used in this study to compare the social attitudes of students who participate in sports extracurriculars to students who participate in non-sport extracurriculars. Before the analysis test was carried out using the t-test, the results of the research were described based on predetermined categories. The categorization of students' social attitudes is based on the ideal mean (M_i) and the ideal standard deviation (SD_i). According to these steps, the categorization using a five-point scale is as follows in this study (Arikunto, 2013: 53).

Table 1. Classification Formula

Coefficient Interval	Relationship Level
$M_i + 1,5 SD_i$ and above	Very High
$M_i + 0,5 SD_i$ s.d $M_i + 1,5 SD_i$	High
$M_i - 0,5 SD_i$ s.d $M_i + 0,5 SD_i$	Average
$M_i - 1,5 SD_i$ s.d $M_i - 0,5 SD_i$	Low
$M_i - 1,5 SD_i$ and below	Very Low

Furthermore, after categorizing, the percentage of acquisition for each category is computed using the percentage formula.

Then a pre-test is carried out before the t-test (different test) is carried out. Pretests for different test are normality tests and homogeneity tests. The Kolmogorov-Smirnov test was employed in this study to determine the normality. To determine the normal distribution of the data for each variable, look at the significance results; if the sig count is ≥ 0.05 , the data is said to be normally distributed. Then, using the Anova test (F test), homogeneity is determined by determining whether the sign count value is ≥ 0.05 .

3. Findings and Discussions

3.1 Findings

3.1.1 Data Distribution of Social Attitudes of Students Participating in Sports Extracurricular

The findings of a study on the social attitudes of students who participate in extracurricular sports at SMP N 1 Tempel, Sleman Regency, obtained a minimum value of 78, a maximum value of 113, a mean of 99.31, a median of 100, a mode of 101, and a standard deviation of 7.23. To determine the social attitudes of SMP N 1 Tempel, Sleman Regency students who participate in extracurricular sports, first calculate the ideal mean (M_i) = $1/2 (X_{max} + X_{min})$ and the ideal standard deviation (SD_i) = $1/6(X_{max} - X_{min})$. The values of (X_{max}) is $4 \times 29 = 116$ and (X_{min}) is $1 \times 29 = 29$. Mean ideal (M_i) = $1/2 (X_{max} + X_{min}) = 1/2 (116 + 29) = 72,5$. The ideal standard deviation (SD_i) = $1/6 (X_{max} - X_{min}) = 1/6 (116 - 29) = 15,5$. Then categorized based on the following conditions:

Table 2. Descriptive Test Results for Sports Extracurricular Social Attitudes

Category	Interval	Frequency	Percentage
Excellent	> 95,75	54	75
Good	80,25 s/d 95,75	17	23,61
Average	65,25 s/d 80,25	1	1,39
Poor	49,25 s/d 65,25	0	0
Very Poor	< 49,25	0	0
Total		72	100

Based on the data in the table above, it can be concluded that most students who participate in extracurricular sports fall into the category of very good social attitudes. There are zero students in the very poor category (0%), zero students in the poor category (0%), one student in the average category (1.39%), seventeen students in the good category (23.61%), and fifty-four students in the excellent category (75%). It can be seen in the diagram below:

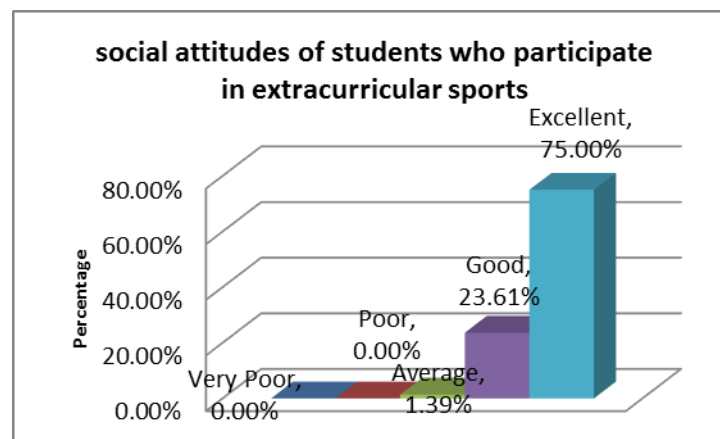


Figure 1. Descriptive Test Diagram of Sports Extracurricular Social Attitudes

3.1.2 Data Distribution of Students' Social Attitudes in Non-Sports Extracurricular Activities

The study's findings on the social attitudes of SMP N 1 Tempel, Sleman Regency students who participated in non-sports extracurricular activities obtained a minimum score of 79 and a maximum score of 106; a mean score of 93.19; a median score of 93; a mode score of 97; and a standard deviation of 6.84. To find out the tendency of social attitudes of students who take part in non-sport extracurricular activities at SMP N 1 Tempel, Sleman Regency, first calculate the ideal Mean (M_i) = $1/2 (X_{max} + X_{min})$ and ideal

Standard Deviation (SDi) = $1/6 (X_{max} - X_{min})$. X_{max} is $4 \times 29 = 116$ and (X_{min}) is $1 \times 29 = 29$. Mean ideal (Mi) = $1/2 (X_{max} + X_{min}) = 1/2 (116 + 29) = 72,5$. The ideal Standard Deviation (SDi) = $1/6 (X_{max} - X_{min}) = 1/6 (116 - 29) = 15,5$. Then classified according to the following criteria:

Table 3. Descriptive Test Results for Non-Sport Extracurricular Social Attitudes

Category	Interval	Frequency	Percentage
Excellent	> 95,75	33	46,48
Good	80,25 s/d 95,75	37	52,11
Average	65,25 s/d 80,25	1	1,41
Poor	49,25 s/d 65,25	0	0
Very Poor	< 49,25	0	0
Total		71	100

Based on the above table, which shows that the social attitudes of students who participate in non-sports extracurricular are in the very poor category (0%), the poor category is zero (0%), the average category is represented by one student (1.41%), the good category is represented by 37 students (52.11%), and the excellent category is represented by 33 students (46.48%), it can be concluded that the social attitudes of students who participate in non-sports extracurricular are mostly categorized. It can be seen in the diagram below:

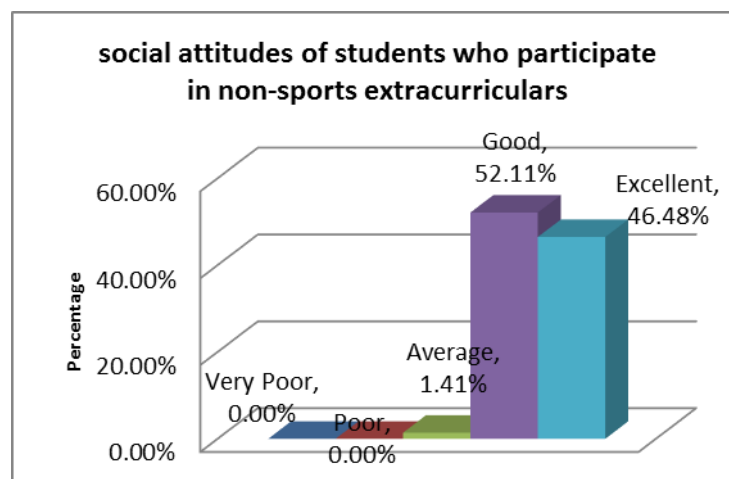


Figure 2. Descriptive Test Diagram of Non-Sports Extracurricular Social Attitudes

Based on the descriptive test results, the research data on the social attitudes of students participating in sports extracurriculars and students participating in non-sports extracurriculars at SMP N 1 Tempel, Sleman Regency have been described. The study found that the average social attitude of students who participated in sports extracurriculars was 99.31, while the average social attitude of students who participated in non-sports extracurriculars was 93.17. Knowing the average value of the research findings, it is clear that students who participate in extracurricular sports activities have a greater or better average social attitude than students who participate in non-sport extracurriculars.

3.1.3. Hypothesis Test Results

Pretests, including the normality and homogeneity tests, were performed before to testing the hypothesis.

Based on the results of calculations using the Kolmogorov-Smirnof test, it is known that the data on the social attitudes of students who participate in sports extracurriculars has a value of $p (0.533) > 0.05$, while the data on the social attitudes of students who participate in non-sport extracurriculars has a value of $p (0.215) > 0.05$, implying that the research data is normally distributed. As shown in the table below:

Table 4. Normality Test Result

Variable	Z	P	Sig 5 %	Description
Social Attitudes of Students Participating in Sports Extracurriculars	0,807	0,533	0,05	Normal
Social Attitudes of Students Participating in Non-Sports Extracurriculars	1,055	0,215	0,05	Normal

In order to determine if the sample variance chosen from the population is homogeneous or not, it is useful to assess the sample's similarity as part of the homogeneity test. The $F_{\text{count}} < F_{\text{table}}$ is considered homogenous, whereas the $F_{\text{count}} > F_{\text{table}}$ is considered non-homogeneous. The following table shows the results of the study's homogeneity test:

Table 5. Homogeneity Test Result

Test	df	F table	F hit	P	Description
Social Attitudes of Students at SMP N 1 Tempel	1:141	3,91	0,115	0,803	Homogeneous

According to the table above, it can be inferred that the variance is homogeneous based on the results of the homogeneity test of the social attitudes of students who participate in extracurricular sports activities at SMP N 1 Tempel compared to students who participate in non-sport extracurricular activities, which obtained an $F_{\text{count}} (0.115) < F_{\text{table}} (3.91)$.

Then a different test was performed using the t-test (independent sample t-test) at a significant level of 5%. The results of the hypothesis test (t-test) can be seen in the table below:

Table 6. Hypothesis Test Results (T-test)

Test	Df	T table	T count	P	Sig 5 %
Differences in Social Attitudes between Students Participating in Sports Extracurricular and Students Participating in Non-Sports Extracurricular Activities	141	1,980	5,208	0,000	0,05

These findings show that the t_{count} is greater than the t_{table} based on the data analysis results, the t_{count} (5.208) > t_{table} (1.980), and the p value (0.000) < 0.05. According to these findings, H_0 is a rejected while H_a is accepted. These findings indicate that there are social attitudes that differ between students at SMP N 1 Tempel, Sleman Regency who participate in extracurricular sports activities and students who participate in non-sport activities.

3.2 Discussions

Attitude is defined as a mental preparedness for a process that occurs within a person that, along with each individual experience, drives and decides responses to different objects and situations (Szeto et al., 2019). Attitude is a concept formed by three components, namely cognitive, affective, and behavior (Tunca et al., 2021). Every idea and concept relevant to the attitude object is contained in the cognitive component. The knowledge of the subject of the attitude is included in the content of one's thoughts. This knowledge can take the shape of answers or beliefs, impressions, attributions, and judgments regarding the subject of the attitude.

A person's attitude or behavior can be influenced by different environmental influences. Habits and routines in social interactions help people develop mature attitudes. The goal of this study was to compare the social attitudes of students who participated in extracurricular sports activities with those who participated in non-sport activities. According to the findings of the descriptive analysis study, 75% of students who participate in extracurricular sports have social attitudes that fall into the excellent category. While the social attitudes of students who take part in non-sports extracurricular are mostly in the excellent category at 46.48%. Looking at the percentages, it is clear that the percentage of students that participate in extracurricular sports is higher, implying that they have more positive social attitudes. The findings of this study have been supported by a study (Tilindiené et al., 2014), which found that teenagers who participate in sports had higher self-confidence levels than those who do not.

Based on the study's findings, it can be concluded that there is a difference in the social attitudes of students at SMP N 1 Tempel, Sleman Regency who participate in extracurricular sports activities compared to students who participate in non-sport extracurricular activities (t_{count} (5.208) > t_{table} (1.980). These findings can be taken as showing that students who participate in extracurricular sports have different social attitudes from students who do not. Based on the study's findings, it was discovered that students who participated in sports had better social attitudes. This is demonstrated by the finding that students who participate in sports-related extracurricular activities tend to have better social attitudes than students who participate in non-sport-related extracurricular activities.

In this situation, students who participate in extracurricular sports might learn new skills as well as respect for authoritative figures, how to handle challenges, and how to have fun with friends. According to study on Australian schoolchildren, participation in extracurricular sports activities decreased alcohol usage, decreased absenteeism, and increased a student's sense of school ownership (Hayes & Tevis, 1977).

Extracurricular activities will help children become more mature in their interactions with their peers. Students that participate in extracurricular sports are taught to team up frequently during games and matches, which improves student interaction among friends. This suggests that extracurricular activities, particularly sports, will foster positive connection and collaboration, which will afterward boost positive social attitudes among classmates. For instance, in order for a soccer match to go well and efficiently, it is essential that all players can communicate well and are familiar with one another. According to this theory, teenagers who participate in extracurricular sports develop social attitudes toward their friends faster. This social attitude will continue to shape students' personalities because extracurricular activities are a key possibility for strengthening students' social attitudes.

In social interactions, there is a reciprocal relationship that shapes the behavior patterns of each individual as a part of society. The relationship between people and their social and physical surroundings includes the culture that people have created through communication tools like television, radio, and the news, among others.

The factors that influence social attitudes are classified as internal factors and external factors (Yufrinalis & Uran, 2023). Internal factors, such as selectivity and interest in a social object, come from the human being himself. As a result of the person's self-selection and attention, discipline, responsibility, and teamwork are internal factors in this situation. While external factors are those that come from sources other than a human being, such as a family, community, or educational setting where there is a mutually beneficial interaction. In this instance, interaction and cooperation are qualities that are present in the home, school, and community settings.

Conclusions

Based on the findings of this study, it is reasonable to conclude that there is a significant distinction ($p = 0.000$) between students who participate in sports and non-sports extracurricular activities. Students who participate in extracurricular sports activities tend to have better social attitudes than students who participate in extracurricular activities that are not related to sports.

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