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Physical Education, Sports and Health in Forming Tolerance Attitudes In SMPN 3 Patokbeusi

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Abstract

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This study aims to determine the tolerance attitude of class VIII students at SMPN 3 Patokbeusi in learning physical education, health and recreation. This research uses descriptive qualitative and quantitative methods. The sample is students of class VIII. The data collection process uses triangulation and statement questionnaires with the Guttman scale. The data analysis from the attitude indicator of tolerance using the univariate formula. The results show that the tolerance attitude of class VIII students at SMPN 3 Patokbeusi is very positive.

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INTRODUCTION

Education is one of the approaches to help students develop their abilities. Education is also one of the ways to equip students with competencies that are useful for themselves in the life of society, state, and nation (Ramadan and Iskandar 2018; Antczak et al. 2020). Education is integral to the progress of a country (Hidayat 2020). The better a country's education, the more developed the country is. This is because a good education process will produce good quality human resources,

enabling them to build a better country. As stated in Government Regulation 17 of 2010 concerning the Management and Implementation of education, the implementation of primary and secondary education aims to build a foundation for developing the students' potential (Liu et al. 2020). 1) Have faith to and fear of God Almighty, have a noble character, and have a dignified personality. 2) Knowledgeable, capable, critical, creative, and innovative, 3) Healthy, independent, and confident, and 4)

Tolerant, socially sensitive, democratic, and responsible (Ramadan et al. 2020).

Based on the description above, the aim of Indonesian education is not only to prioritize cognitive aspects but also to influence behavioural and psychomotor aspects (Chang et al. 2021; Anggita et al. 2019). From a cognitive point of view, the aim of education in Indonesia is to teach students to have broad and intellectual knowledge. In addition, from the point of view of the psychomotor or skills aspect, Indonesian education aims to teach students to acquire skills that are useful for themselves in society (Fan & Song 2020). Regarding the relationship aspect, Indonesian education aims to form citizens who have relationships by the character values of Indonesia.

Education is responsible for the character growth of the nation's children to improve the suitability and quality of education (Ramadan et al. 2020). However, until now, the character education of junior high schools throughout the country still touches on introducing norms or values. It still needs to be at the level of internalization in actual actions in daily life (Zeng et al. 2017). Stated that character education is a genuine effort to help someone understand, care, and act on a core basis of ethical values. In line with this, (Pereira et al. 2016) argued that character education is a process of giving guidance to students to become human beings as a whole with character in their hearts, mind, body, as well as sentiment and intentions.

Character education aims to promote the strengthening and development of specific

values so that they are manifested in children's behaviour, both during and after school (after graduating from school) (Julius et al. 2016). Meanwhile, the functions of character education, include (1) developing and shaping the essential potential of children to be kind, think well and behave well by Pancasila; (2) The function of improvement and strengthening is to improve negative characters and also strengthen the role of families, communities, educational units and the government to participate and be responsible for developing potential towards an advanced, independent, prosperous and characterized nation; (3) The function of filtering is to sort out one's cultural values and filter other nations' cultures that are positive and by the noble character of Indonesia (Nur, Giyartini, and Sumardi 2020).

Based on the statements above, researchers conclude that the purpose of character education is to improve the results of learning education as a whole that leads to character education and is concerned with shaping and developing the essential potential of children, the function of improvement and strengthening children as well as the function of filtering. Character building must be developed and included in every learning material and everyday life.

Physical education is an educational process that includes physical activities for students' optimal growth and development, which takes place entirely in schools from primary to secondary school. "Physical education is a process through physical activity, which is designed and structured to

develop and improve individuals organically, neuromuscularly, perceptually, cognitively, and emotionally within the framework of the national education system" (Bennett and Hastie 1997).

Meanwhile, "Physical sports and health education are an integral part of the overall education system, aiming to develop aspects of health, physical fitness, skills, critical thinking, emotional stability, social skills, reasoning and moral action through activity"(Keegan, Barnett, and Dudley 2017).

Physical education is an integral part of the entire educational process to improve human achievement through physical activity to develop and maintain the human body. Therefore, physical education and sports can be interpreted as activities to educate children in the educational process through physical activities and sports to improve students' fitness and health. Based on the understanding above, tolerance can be understood as an attitude of mutual respect and humbly accepting the differences that arise. Tolerant people are patient, generous, grateful, and accepting. With this attitude, it is easier to incorporate tolerance into the life of a diverse society.

Tolerance can provide various benefits for life, including creating harmony and unanimity, strengthening relationships between people, increasing a sense of unity and integrity, and creating a comfortable and peaceful community environment. Tolerance is a key to helping individuals socialize in a world full of differences, which they can teach and learn. Problems that often occur in

learning physical education are when teachers provide teaching materials. Students sometimes like to put themselves in a group with friends with more abilities in the sports field being taught and prefer to be opponents with less skilled friends.

Furthermore, the researchers' intention in conducting a further study at SMPN 3 Patokbeusi is that researchers want to provide education about the importance of tolerance. In addition to providing teaching materials, subject teachers must be able to shape student behaviour by what is taught in class and the field.

METHODS

As written in the background, this study aimed to determine students' tolerance attitude in class VIII at SMPN 3 Patokbeusi. This study is descriptive in the form of qualitative and quantitative data. The method used in this study is a questionnaire method using a targeted sampling technique. (Ramadan Another term for the targeted sample is the researcher selecting the sample according to the specified criteria. The population in this study was 279 students of class VIII SMPN 3 Patokbeusi, and 40 people were selected as samples. The data were analyzed using Microsoft Excel, filled with student statements who filled out the questionnaire. This study aimed to describe the tolerance attitude possessed by class VIII students of SMPN 3 Patokbeusi. Data collection was carried out using data triangulation by conducting field observations, interviews with parties

determined in the study, and documentation as physical evidence of conducting the study. Student responses regarding statements in this questionnaire were then processed into scores that describe students' tolerance attitudes that were being analyzed using a univariate formula using software called SPSS25. The research instrument for this study was a tool used to measure natural and social phenomena that can be observed.

FINDINGS AND DISCUSSION

The learning process at SMPN 3 Patokbeusi is carried out from Monday to Friday, with two sessions. The first session is for the eighth (VIII) and ninth (IX) grades, and then the second session is carried out for the seventh (VII) grade. The learning process was divided into two sessions because six classrooms were being renovated, so it had to be divided into two learning sessions, the morning for session one and the afternoon for session two. Regarding the teaching and learning duration, each lesson hour is 40 minutes. However, because some rooms are being repaired, one lesson hour is changed to 25 minutes.

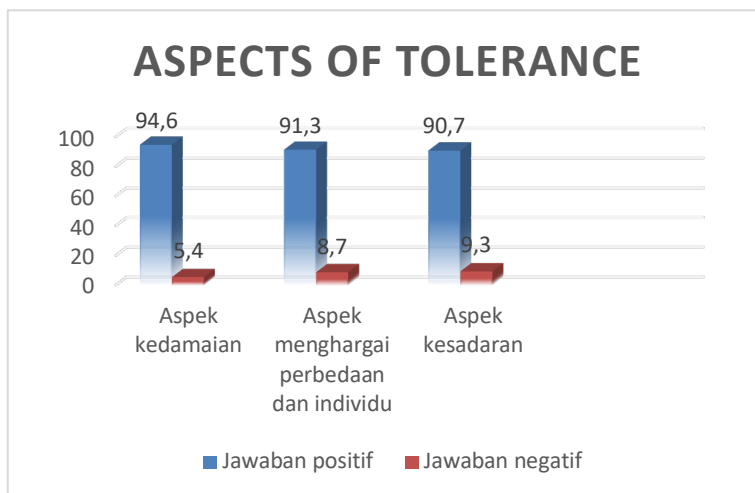
Moreover, SMPN 3 Patokbeusi always carries out mandatory ceremonial activities every Monday before teaching and learning activities as a form of love for the homeland, Indonesia, and carries out routine activities every Friday where Surah Yasin is being read together as a form of character and moral education. Then the duration of the PE class is 3 lesson hours per week. So, the duration of the PE class is 25 minutes x 3 lesson hours = 75 minutes.

Based on the questionnaire statements that the students have filled out, it can be concluded that students fill out the questionnaire consciously, and each statement shows positive answers. It can be seen from these results that the tolerance attitude of each student is excellent. There are a total of 240 respondents from indicator 1, and the result for "YES" is 227 and "NO" is 13. The percentage of "YES" is 94.6%, and "No" is 5.4%. Thus, the results of indicator 1 show a positive answer. There are 680 respondents from indicator 2, and the result for "YES" is 621 and "NO" is 59. The percentage of "YES" is 91.3%, and "NO" is 8.7%. Thus, the results of indicator 2 show a positive answer.

Awareness aspect					
		Frequency	Per cent	Valid Percent	Cumulative Percent
Valid	NO	26	9.3	9.3	9.3
	YES	254	90.7	90.7	100.0
	Total	280	100.0	100.0	

There are 280 respondents from indicator 3; the total result of "YES" is 254, and "NO" is 26. The percentage of "YES" is

90.7%, and "NO" is 9.3%. Thus, the results of indicator 3 show a positive answer.



From the three indicators above, the researchers conclude that the percentage of all indicators shows that the tolerance attitude of the students of class VIII at SMPN 3 Patokbeusi shows more positive than negative results. It can be seen from the results obtained through the percentage of indicators described above.

CONCLUSION

From the discussion in the previous chapters, it can be concluded that the tolerance attitude of the students of class VIII of SMPN 3 Patokbeusi in PE class is quite good; Students have a sense of tolerance by helping their friends when they have difficulties as a form of appreciating friendship, students do not discriminate against their friends of different religions, take care of each other's feelings and do not insult as a way of respecting life in peace.

Students help, support and encourage friends during the learning process as a form of loving each other, Students learn seriously to show that they have self-regard. Students strive to always be honest and open with fellow students, Students discuss with friends as a form of negotiation between students, Students appreciate their friends who have carried out learning practices as a form of praising the courage of students, Students strive to always be open and friendly to others in order to maintain a harmonious relationship between students, Students participate in group assignments as a form of collaboration between students in learning, and Students avoid or prevent undesirable things from happening during the learning process.

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