



Correlation of Volleyball Extracurricular Activities Against Student Discipline at SMA Negeri 1 Panggarangan

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ABSTRACT

The background of this research is the massive interest of students in volleyball extracurricular activities at school, so it can be used as a research problem in looking at the relationship between volleyball extracurricular activities and student discipline. The purpose of this study was to see the relationship between volleyball extracurricular activities and student discipline. The method in this study used a quantitative correlation method with a population of 30 people. The sampling technique in this study used total sampling with a total of 30 people. Data collection methods include questionnaires and interviews graded on a scale of 1 to 5. The data analysis technique used is the correlation and regression test. The results of proving the hypothesis by comparing the value of t count with t table are that $t \text{ count} > t \text{ table} = 2.977 > 2.763$, so that the hypothesis testing shows significant results. The magnitude of the correlation coefficient between the independent variables and the dependent variable (r) shows a value of 0.49, so that the magnitude of the coefficient of determination (KD) is 24.01%. Thus, the null hypothesis is rejected (H_0) and the research hypothesis is accepted (H_a).

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INTRODUCTION

In carrying out education, it is necessary to create a healthy climate so that students' creativity can develop optimally. The problem that arises is how to use free time with useful activities, for example, by doing sports activities as well as other positive activities. These activities are carried out outside of school hours and are called extracurricular activities. In other words, extracurricular activities are additional activities that are complementary to compulsory lessons.



Extracurricular activities are an integral part of the learning process that emphasizes meeting the needs of students; between intra and extracurricular activities, the two cannot be separated; even extracurriculars are an extension, complement, or reinforcement of intracurriculars to channel talents and encourage the development of students' potential to a certain level. maximum. Extracurricular activities are very useful for cultivating students' habits by utilizing positive free time for coaching, developing student personality, and forming positive attitudes, namely fostering discipline. Here it is revealed that discipline is closely related to a person's attitude towards the rules and regulations to which he is bound in an organization or school, namely his attitude and actions in carrying out his duties and responsibilities. Discipline is the level of characteristics and types of regular conditions in a particular school or the ways in which that orderly state is obtained, maintaining conditions that assist in the efficient achievement of school functions.

Learning will be more effective if intracurricular activities are followed by extracurricular activities (Rejeki et al., 2021). The purpose of extracurricular activities is to increase insight and skills between mindset and physical activity. Likewise, in learning skills, there is coordination in applying theoretical and practical understanding based on certain principles. It is expected that students engage in a variety of learning activities by experiencing themselves, doing things that they have learned, not only hearing or seeing them but also practicing them through extracurricular activities that are carried out on a regular and systematic basis outside of official class hours or during school holidays.

One of the most popular extracurricular activities for students at school is sports, especially volleyball. The majority of students choose volleyball as an extracurricular because it suits their interests and talents and can give them hope to hone their achievements in this sport without having to leave their co-curricular activities.

Based on the descriptions above, the volleyball extracurricular is a tool or way to use free time with positive activities, namely carrying out sports activities that are both prestigious and recreational and can be used as activities in the framework of fostering student discipline at school. The purpose of this study was to determine the correlation of volleyball extracurricular activities to the level of student discipline. The benefits of this research are that it is an actual source of information for physical education teachers, serves as policy material in carrying out the process of extracurricular activities at schools, and provides input for institutions related to improving the quality of education in schools.

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Sports extracurricular activities are basically motion teaching, where there is a relationship between coaches and students. What becomes a pressure point and must be addressed by the supervisor is the development and growth of educational elements such as character development and skill improvement (Akbar et al., 2019). The role of extracurricular activities is expected to be able to develop the movement, interests, and potential contained in students (Webiantoro, E., Wiradihardja, S., & Nuraini, 2020). It is hoped that things that have not been reached through the intracurricular program can be overcome through this program. Volleyball extracurricular activities can better accommodate students' interests and potential because students who do not have interest or potential will not take part in extracurricular programs (Rizqi Azizah & Pujo Sudarto, 2021).

The extracurricular role of volleyball for students includes improving physical health, increasing students' physical development and growth, increasing knowledge and experience, and forming noble character (Mustafa et al., 2016). From these four things, it can be concluded that volleyball extracurricular activities have great benefits for children's education because sport is an activity that is liked by many people, including students, especially game sports, which cannot be separated from the world of the implementation of sports extracurricular programs must be adapted to the needs of students, student interests, and student talents so that the expected goals can be achieved properly.

Extracurricular activities must be implemented on clear grounds so that their presence contributes to curriculum achievement (Prakoso & Hartoto, 2015). Thus, in addition to involving all personnel, it must also be carried out in collaboration between parents and the community (Hanggara et al., 2018). Students who take part in extracurricular activities must become richer, both in terms of knowledge and skills and in terms of changes in attitude. Thus, the potential that exists in students can be developed so that they can achieve the achievements expected by all parties.

Teachers have traditionally had the responsibility to teach and foster appropriate student behavior in schools. Such hope has existed for a long time. There seem to be two reasons why teachers are always responsible for good discipline. First, because schools have always been seen as institutions and places for students to learn not only to read, write, and do arithmetic (Mustafa et al., 2016). At school, students are expected to learn properly, together with other friends in the group, and interact with group members. The second reason, to foster discipline, requires a good learning environment. Teachers have a great responsibility to educate, teach, and train their students so that they become disciplined children in all activities.

Discipline is closely related to a person's attitude towards the rules and regulations under which he is bound in an organization. A person's attitude will be seen in his behavior and actions in carrying out his duties and responsibilities. Discipline Aside from actions or behaviors that follow the rules and regulations, what is more important is awareness and a high level of responsibility for what one does.

Students' discipline is made up of two components: intrinsic and extrinsic factors. Discipline caused by intrinsic factors means that students carry out all duties and responsibilities and comply with applicable regulations based on awareness, full of

willingness, and happy to do so. Discipline arises from the individual students themselves, not from outside rewards or motivation or interference from other parties, because they go to school based on their talents and interests, as well as other supporting factors, so that going to school is fun. This will result in a high sense of responsibility and a willingness to develop oneself, as well as a willingness to learn with passion, honesty, and responsibility.

Discipline caused by extrinsic factors means that students carry out their duties and responsibilities and comply with applicable regulations based on feelings of compulsion because they are afraid of sanctions or punishments that have been determined in the regulations (Kurniawan & Ramadan, 2016). Discipline is carried out because it is based on power and restrictions by the leadership, as well as teaching, punishment, threats, rewards, and the interference of other parties. If this discipline is developed, it will give rise to what is known as "pseudo-discipline," in which students comply with these rules out of compulsion or fear of sanctions or punishment if they do not.

MATERIALS AND METHODS

The quantitative correlation research method is used in this study, with a number of variables including the independent variable and the dependent variable. The population in this study was all students who took part in volleyball extracurricular activities, which included 30 students. The sampling technique used in this study used a total sampling technique, so the sample in this study was the entire population, namely 30 students.

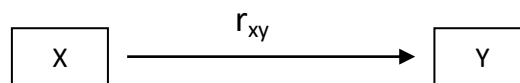


Figure 1. Research Design

Data collection techniques in this study used questionnaires and interviews conducted with all research samples. Data analysis techniques were carried out based on data from questionnaires and interviews using correlation and regression tests. The instrument in this study was a questionnaire with a scale of 1–5 and the following description:

Table 1. Questionnaire instrument scoring

Score	Description
5	Strongly Agree
4	Agree
3	Undecided
2	Disagree
1	Strongly Disagree

RESULTS AND DISCUSSION

Based on the research data, an average score of 24.20 was obtained for the volleyball extracurricular variable with a standard deviation of 3.40. In the student discipline variable, an average score of 41.73 was obtained with a standard deviation of 2.75. The

results of calculating the average score and standard deviation can be seen in Table 2 as follows:

Table 2. Variable Average Score

Variable	Average score	Standard Deviation
Volleyball Extracurricular	24,20	3,40
Student Discipline	41,73	2,75

Before testing the hypothesis with a statistical approach using the t test, the data from each variable must be tested for normality. In testing the normality of data distribution, the authors use the normality test formula with the Lilliefors approach. The results of the normality test of the two variables studied can be seen in the following table.

Table 3. Data Normality Test Results

Variable	L _{count}	L _{table}	Description
Ekstrakurikuler Bola Voli (x)	0,124	0,187	Normal
Disiplin siswa (Y)	0,140	0,187	Normal

Because L arithmetic volleyball extracurricular variables are smaller than L tables, the results of the normality test for these variables are normal. Likewise, the L count of the student discipline variable is also smaller than the L table, so the results of the normality test for these variables are also normally distributed.

The correlation (r) between the independent variable volleyball extracurricular activities (X) and the dependent variable student discipline (Y) is 0.49. The magnitude of the correlation between volleyball extracurricular activities and student discipline at SMA Negeri 1 Panggarangan obtained a result of 24.01%. A significance test of the magnitude of the correlation between the independent variable volleyball extracurricular activities (X) and the dependent variable student discipline (Y) in students participating in the volleyball extracurricular activity at SMA Negeri 1 Panggarangan was conducted with the criteria for accepting the hypothesis that the t count is greater than the t table. The calculated t value is 2.977, while the t table value is 2.763.

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CONCLUSION

Based on the results of data processing and analysis from the questionnaire given to students participating in volleyball extracurricular activities at SMA Negeri 1 Panggarangan, it can be concluded that there is a positive correlation between volleyball extracurricular activities and the level of student discipline. Thus, volleyball extracurricular activities are one of the factors that influence the level of student discipline at SMA Negeri 1 Panggarangan.

The above is proven by testing the hypothesis by comparing the value of t count with t table, where $t \text{ count} > t \text{ table} = 2.977 > 2.763$, so that the hypothesis testing shows significant results. The magnitude of the correlation coefficient between the independent variables and the dependent variable (r) shows a value of 0.49, so that the magnitude of the coefficient of determination (KD) is 24.01%. Thus, the null hypothesis is rejected (H_0) and the research hypothesis is accepted (H_a).

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