

Physical Fitness Level Of Students Of Kassi-Kassi Elementary School, Makassar City

Suriah Hanafi  ^{A-E}

Elementary School Physical Education, Health and Recreation Study Program, Faculty of Sports and Health Sciences, Makassar State University, Makassar City, South Sulawesi, Indonesia

suriah.hanafi@unm.ac.id

Authors' contribution:

A. Conception and design of the study; **B.** Acquisition of data; **C.** Analysis and interpretation of data; **D.** Manuscript preparation; **E.** Obtaining funding

Received: 2024-06-17

Accepted: 2024-06-25

Published: 2024-06-28

ABSTRACT

The type of research in this study is quantitative descriptive. This study is a collection of data that will later be poured into a report and description to determine the level of physical fitness of students of SD Inpres Kassi-Kassi, Makassar City. The method used is a descriptive method, normality test and categorization. The population in this study was 88 students and the population of male students in grades V-VI of SD Inpres Kassi-Kassi, Makassar City consisted of 30 students. The selection/determination of the sample, namely female students. This was done intentionally (purposive) with the consideration that the average level of physical fitness was almost the same. The sample to be studied using the purposive random sampling technique (random) by lottery so that the number of samples was 60 students of SD Inpres Kassi-Kassi, Makassar City. The techniques used in this study were interview techniques, observation, tests and documentation. The research results obtained were from 30 students who took the physical fitness test on 5 test items of elementary school students in Kassi-Kassi, Makassar City, as many as 18 students were in the "Moderate" category or 65%, 12 students were in the "Less" category or 40%. Based on the research results obtained and referring to each discussion, it can be concluded that the level of physical fitness of students in SD Inpres Kassi-Kassi, Makassar City is in the moderate classification.

Keywords : Physical Fitness; Students.

INTRODUCTION

Physical fitness is a person's ability to complete daily tasks without experiencing significant fatigue (Armen, 2017), with sufficient energy expenditure to meet their movement needs and enjoy their free time (Masakke & Prihatno, 2017) and to meet their movement needs and enjoy their free time and to meet emergencies when needed at any time (Prasetio et al., 2017). Physical fitness is one of the total fitness. Physical fitness is a person's ability to carry out daily tasks easily (Fahrizqi et al., 2020), without feeling excessively tired and still having energy reserves to enjoy their free time and for urgent needs (Wirnantika et al., 2017). Fitness is the body's ability and capability to make adjustments (adaptations) (Sahudin Wibowo, 2017) to the physical release given to it (from daily work) without causing excessive fatigue (Hardiansyah & Syampurma, 2017). Everyone needs good physical fitness (Wibowo, 2019), to be able to carry out daily work or activities

effectively and efficiently without experiencing fatigue (Kamaruddin, 2018). Physical fitness is a quality of physical condition that allows a person to face the challenges of life from a total environment, achieving healthy physical performance (Arifin, 2018). This means being able to withstand pressure from outside the environment without experiencing excessive fatigue and still having remaining energy to play (Sepriadi et al., 2018). Physiologically, pressure on physical work can be in the form of changes in the heart and lung system (cardiorespiratory system) (Supriyadi & Muhammad suhd, 2020), hormonal changes, and the energy system used (Nurul, 2018). This is also influenced by the readiness and suitability of the body structure to the workload or physical tasks performed (Hasiati & Budi Prihanto, 2018) based on several opinions above, it can be concluded that physical fitness is the body's ability to carry out activities and still have remaining energy to carry out activities with family or there are sudden needs.

One of the goals of physical education in schools is to improve physical fitness (Syahrin & Bustamam, 2017). Therefore, physical education is a stage or aspect of the overall educational process related to the development and use of individual motor abilities carried out on their abilities and is beneficial and with reactions or responses that are directly related to mental, emotional, and social (Komarudin & Prabowo, 2020). Both are very closely related and influence each other, Physical education is not just about developing physical aspects (Putria et al., 2020), and maintaining physical health to avoid physical losses but through physical activities that aim to instil real (positive) life norms in children (Bangun & Yunis, 2016).

Elementary school age is a very decisive period in the possibility of achieving very good growth and development in the future. The role of physical education as an educational tool to achieve comprehensive goals (Maryono, 2017). It is called comprehensive because what is to be achieved through providing movement experiences for students (Haris et al., 2021), is not only physical development (physical fitness and basic movement skills) (Clarita et al., 2021) but also intellectual development (problem-solving skills), feelings and emotions (positive self-concept and (cooperation skills) (Setiawan & Wisnu, 2019). Therefore, educators must be able to create conditions that are appropriate to the level of growth, development and maturity of elementary school children and follow the needs to achieve a certain level of development that is expected (Suganda et al., 2021). The importance of good physical growth and movement development is truly based on physical education teachers in elementary schools (Herlina & Suherman, 2020) because, at the age of elementary school children, growth will continue. Children become taller, heavier, stronger and learn more various skills (Saitya, 2022).

However, what is of concern at SD Inpres Kassi-Kassi, Makassar City, is that physical education learning is only one time a week and there are only extracurricular activities, healthy gymnastics or mass gymnastics that are usually carried out by schools in general. Although physical education teachers or sports teachers have taught efforts to improve students' physical fitness (Irfan, 2019), the number of student sports activities is still lacking because students only do sports once a week at school, namely during physical education/sports lessons, even though physical education has a very important role in intensifying the implementation of education as a lifelong human development process (Jayul & Irwanto, 2020). Physical education provides opportunities for students to be directly involved in various learning experiences through physical activities, playing, and exercising, which are carried out systematically, directed, and planned (Komarudin & Prabowo, 2020).

Good physical fitness will greatly assist students in carrying out their daily activities both at school and in other activities (Hudah et al., 2020). Students will not easily feel

sleepy, lethargic and weak if they have good (high) physical fitness and students will not easily get tired in carrying out daily activities (Taqwim et al., 2020). In reality, it was identified that there were still several male students in grades V and VI of SD Inpres Kassi-Kassi, Makassar City who easily implemented student sports because students only did sports once a week at school, namely during physical education/sports lessons, even though physical education has a very important role in intensifying the implementation of education as a process of human development that lasts a lifetime (Prasetyo et al., 2019). Physical education provides opportunities for students to be directly involved in various learning experiences through physical activities, playing, and exercising, which are carried out systematically, directed and planned (Taufan et al., 2018). Most children have to drive to school, either by private vehicle or public transportation, so that physical activity is not too channelled (Herlina & Suherman, 2020). The condition of students there every day helps their parents go to the garden or as fishermen to meet their daily needs, children whose parents work as State Civil Apparatus, may be equipped with a playstation, online games, and sophisticated cellphones so that their children are less active, visiting family or neighbors' homes even though the distance is quite close must be by motorbike, do not want to walk so that triggers physical activity is not too spread.

METHODS

The type of research in this study is quantitative descriptive. This study is a collection of data that will later be poured into a report and description to determine the level of physical fitness of students in grades V - VII of SD Inpres Kassi-Kassi, Makassar City. The method used is a descriptive method, normality test and categorization. The population in this study was 88 students and the population of male students in grades V-VI of SD Inpres Kassi-Kassi, Makassar City, Bulukumba Regency, consisting of 30 students. Given that the population in this study is quite large, it is necessary to select a sample that follows the needs of the sample in this study. The selection/determination of the sample is female students. This was done intentionally (purposively) with the consideration that the average level of physical fitness is almost the same. The sample to be studied using the purposive random sampling technique (random) by lottery so that the number of samples was 60 students of SD Inpres Kassi-Kassi, Makassar City. The techniques used in this study were interview techniques, observation, tests and documentation. Each data collection technique is carried out to obtain some information from sources related to the research being carried out, the data collection techniques in this research are:

1. An interview test is the process of obtaining information for research purposes using questions and answers, while face-to-face between the questioner or interview with the answerer using an interview guide. The interview was conducted by asking questions to students of SD Inpres Kassi-Kassi, Makassar City about their level of physical fitness. The interview was submitted to obtain a value as a reference in knowing how good their fitness level is.
2. The observation technique is a method used in data collection by directly observing the object to be studied to obtain accurate data. In this study, observations included students of SD Inpres Kassi-Kassi, Makassar City.
3. The test technique is a data collection method used to find out the results of the study by directly measuring the abilities of the object to be studied to obtain accurate data to be processed and then presented.

4. Documentation technique is a data collection method by taking pictures directly of the sample.

Calculations in data analysis produce percentages of achievement which are then interpreted with sentences. The collected data are converted into a table of values in each category of the Indonesian Physical Fitness Test for children aged 10-12 years, to assess achievement and each test item is then analyzed using a descriptive percentage norm table to determine the classification of physical fitness levels (Depdiknas, 2010:24). The value table and norm table used are the value table and norm table of the Indonesian physical fitness test. The table is as follows:

Table 2.

Indonesian Physical Fitness Value Table for 10-12 year old boys

Grade	40 Meter Run	Hanging elbow bend	Lie down Sit for 30 seconds	Vertical Jump	600 Meter Run	Grade
5	Sd-6,3"	51"ke atas	23 ke atas	46 ke atas	Sd,2'09"	5
4	6,4"-6,9"	31"-50"	18-22	38-45	2'10"-2'30"	4
3	7,0"-7,7"	15"-30"	12-17	31-37	2'31"-2,45"	3
2	7,8"-8,8"	5"-14"	4-11	24-30	2,46"-3,44"	2
1	8,9"-dst	4"dst	0-3	23 dst	3,45"dst	1

Table 3.

Indonesian Physical Fitness Test Norms

No	Total value	Classification	Category
1.	22 – 25	Very Good	VG
2.	18 – 21	Good	G
3.	14 – 17	Medium	M
4.	10 – 13	Less	L
5.	05 – 09	Very Less	VL

RESULTS AND DISCUSSION

Result

The research results obtained by male students were then analyzed to obtain an overall descriptive analysis of male students in the physical fitness research at SD Inpres Kassi-Kassi, Makassar City, presented in the following table and figure:

Table 3.

Physical Fitness Level of Students at Kassi-Kassi Elementary School, Makassar City

No	Classification	Frequency	Percentage
1.	Very Good	0	0%
2.	Good	0	0%
3.	Currently	18	60%
4.	Less	12	40%
5.	Very Less	0	0%
Total		30	100%

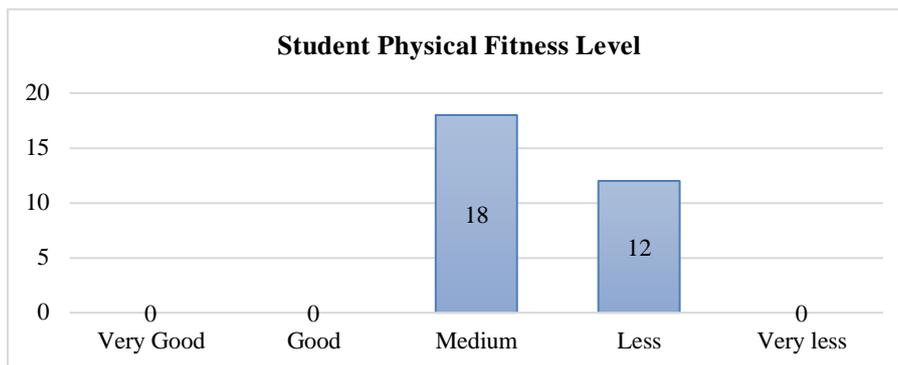


Figure 1.

Bar Chart of Physical Level of Students of Kassi-Kassi Elementary School, Makassar City

From Table 3 and Diagram 1 above, the overall level of physical fitness of students at SD Inpres Kassi-Kassi, Makassar City can be explained that out of 30 students who received a very good classification, there were 0 students with a percentage of 0%, a good classification of 0 students with a percentage of 0.0%, a moderate classification of 18 students with a percentage of 60.0%, a poor classification of 12 students with a percentage of 40.0%, a very poor classification of 0 students with a percentage of 0.0%. Most of the physical fitness levels of students at SD Inpres Kassi-Kassi, Makassar City are included in the moderate classification.

Descriptive analysis of each test item

The results of the descriptive analysis for each test item conducted on male students at SD Inpres Kassi-Kassi, Makassar City are as follows:

40 Meter Run

Table 4.
40 Meter Run

Grade	Frequency	Percentage
1	0	0%
2	0	0%
3	15	50%
4	15	50%
5	0	0%
Total	30	100%

From the table of 40-meter running test results, it can be explained that out of 30 students who got a score of 1, there were 0 students with a percentage of 0%, a score of 2, there were 0 students with a percentage of 0%, a score of 3, there were 15 students with a percentage of 50%, a score of 4, there were 15 students with a percentage of 50%, a score of 5, there were 0 students with a percentage of 0%.

Hanging Elbow Bend

Table 5.
Hanging Elbow Bend

Grade	Frequency	Percentage
1	2	6,7%
2	15	50%
3	13	43,33%
4	0	0%
5	0	0%
Total	30	100%

From the table of results of the elbow bend, it can be explained that out of 30 students who got a score of 1, there were 2 students with a percentage of 6.66%, a score

of 2 was 15 students with a percentage of 50%, a score of 3 was 13 students with a percentage of 22.6%, a score of 4 was 1 student with a percentage of 0%, a score of 5 was 0 students with a percentage of 0%.

30 Seconds Sitting Lie

Table 6.
30 Seconds Sitting Lie

Grade	Frequency	Percentage
1	1	3,3%
2	6	20%
3	15	50%
4	8	26,7%
5	0	0%
Total	30	100

From the table of results of the 30-second lying-sitting test, it can be explained that 30 students who got a score of 1 were 1 student with a percentage of 3.3%, a score of 2 was 6 students with a percentage of 20%, a score of 3 were 15 students with a percentage of 50%, a score of 4 was 8 students with a percentage of 26.7%, a score of 5 was 0 students with a percentage of 0%.

Vertical Jump

Table 7.
Vertical Jump

Grade	Frequency	Percentage
1	6	20%
2	12	40%
3	9	30%
4	2	6,7%
5	1	3,3%
Total	30	100%

From the table of vertical jump results, it can be explained that out of 30 students who got a score of 1, there were 6 students with a percentage of 20%, a score of 2 12 students with a percentage of 40%, a score of 3 was 9 students with a percentage of 30%, a score of 4 was 2 students with a percentage of 6.7%, a score of 5 was 1 student with a percentage of 3.3%.

600 Meter Run

Table 8.
600-meter run

Grade	Frequency	Percentage
1	8	26,7%
2	20	66,7%
3	2	6,7%
4	0	0%
5	0	0%
Total	30	100%

From the 600-meter running results table, it can be explained that out of 30 students who got a score of 1, there were 8 students with a percentage of 26.7%, a score of 2 20 students with a percentage of 66.7%, a score of 3 was 2 students with a percentage of 6.7%, a score of 4 was 0 students with a percentage of 0%, a score of 5 was 0 students with a percentage of 0%.

Discussion

The results of the study that has been conducted on students at SD Inpres Kassi-Kassi, Makassar City, using 5 Indonesian physical fitness test items, so that researchers can determine the level of physical fitness of students at SD Inpres Kassi-Kassi, Makassar City with a moderate category. Most of the physical fitness levels possessed by students at SD Inpres Kassi-Kassi, Makassar City are classified as moderate, the results of descriptive analysis for each test item conducted on male and female students at SD Inpres Kassi-Kassi, Makassar City.

According to some students when taking the test, they expressed the reason that they easily get tired when taking part in physical education lessons, are too lazy to do sports at home because they use their cellphones more so they tend to be lazy to move, resulting in low test scores. Thus, it is necessary to support this by doing routine physical activities because the higher the physical activity that is done, the better the level of a person's physical fitness.

Physical fitness is very important and useful. The benefits of physical fitness are the development and endurance of muscles such as bone strength, joints that will support sports and non-sports activities, increased aerobic endurance, and increased flexibility. In the process of growth and development of the body, it is the main task for someone to maintain the body to have good physical fitness and also supported by the school.

From the description of the research results above, many students at SD Inpres Kassi-Kassi, Makassar City have moderate physical fitness. Considering the importance of physical fitness for a person or student who functions to develop abilities, capabilities and endurance to increase the power of work and study activities, it will not be separated from the factors that influence a person's physical fitness. So it is possible that one person will be different from another and these factors are food and nutrition, sleep and rest, physical exercise and sports, healthy living habits and environmental factors (Wibowo Andi Candra, 2007).

Several factors affect physical fitness. Six factors, namely food and nutrition factors, rest factors, and exercise factors, age factors, healthy living factors, and exercise factors, vitamins. The six factors can be explained as follows:

Food and nutrition factors

Food is a process of consuming food. Food is needed by the body as a source of energy. Without food, the body will feel weak and powerless. In addition to being a source of energy, food is also very necessary as a means of growth and development of body organs. The food consumed must be healthy and nutritious so that the body can grow and develop optimally (Wibowo Andi Candra, 2007) explains that the requirements for a balanced healthy diet are foods that contain elements such as carbohydrates, fats, proteins, vitamins, minerals, and water in them. According to Wibowo Andi Candra, (2007) stated that the determining factor in the success of education is the health and nutritional status of school children. Schoolchildren are included in the vulnerable nutritional group, a group of people who are prone to nutritional disorders if a community lacks the provision of food ingredients.

Rest Factor

The amount of physical activity done will cause fatigue. Fatigue is one indicator of limited body function (Wibowo Andi Candra, 2007). Rest is needed by the body to restore energy when fatigue occurs. Often rest is also identified with sleep. With enough sleep time, the body will be fresh again and ready to be active again the next day. The sleep time needed in a day is approximately 7-10 hours at night.

Age Factor

According to Wibowo Andi Candra, (2007), the ageing process can be slowed down if you have a good level of physical fitness.

Healthy Living Factors

According to (Wibowo Andi Candra, 2007) regular physical has both short and long-term health benefits in adults.

Sports and Exercise Factors

Exercising is one of the most effective and safe ways to gain physical fitness, of course, the exercise or training that is done must be patterned and regular. Patterned training is training that meets the following training principles:

- a. Systematic; Systematic means it must be done in order. Exercises must be done starting from warming up, core and ending with cooling down.
- b. Continuous; Continue means that exercises must be done continuously with regular time frequency.
- c. Overload; Overload means that exercises must experience additional loads at each level of exercise from the lightest to the heaviest.

Vitamin

Vitamins function as guards to keep the body normal. Fulfilment of vitamin needs in the body must be maintained because a certain vitamin deficiency causes certain diseases. But if it is excessive, it does not function. A deficiency of one vitamin is called avitaminosis. The main function of vitamins is to regulate the process of protein, fat and carbohydrate metabolism. So it can be concluded that vitamins play a role in regulating metabolism in the body, and people with normal metabolism will also have good physical fitness. (Wibowo Andi Candra, 2007).

CONCLUSION

Based on the research results obtained and referring to each discussion, it can be concluded that the level of physical fitness of students at SD Inpres Kassi-Kassi, Makassar City is in the moderate classification.

REFERENCES

- Bangun, & Yunis, S. (2016). Peran Pendidikan Jasmani Dan Olahraga Pada Lembaga Pendidikan di Indonesia. *Publikasi Pendidikan*, 6(3).
<https://doi.org/10.26858/publikan.v6i3.2270>
- Clarita, N., Raibowo, S., Prabowo, A., & Nopiyanto, Y. E. (2021). Peran guru pendidikan jasmani dalam pelaksanaan sekolah siaga bencana pada kawasan pesisir pantai. *Altius: Jurnal Ilmu Olahraga dan Kesehatan*, 10(2), 143–154.
<https://doi.org/10.36706/altius.v10i2.14718>
- Haris, F., Taufan, J., & Nelson, S. (2021). Peran Guru Olahraga bagi Perkembangan Pendidikan Jasmani Adaptif di Sekolah Luar Biasa. *Jurnal Basicedu*, 5(5), 524–532.
<https://doi.org/https://doi.org/10.31004/basicedu.v5i5.1469>
- Herlina, H., & Suherman, M. (2020). Potensi Pembelajaran Pendidikan Jasmani Olahraga Dan Kesehatan (PJOK) Di Tengah Pandemi Corona Virus Disease (Covid)-19 Di Sekolah Dasar. *Tadulako Journal Sport Sciences And Physical Education*, 8(1), 1–7.
<http://jurnal.untad.ac.id/jurnal/index.php/PJKR/article/view/16186>

- Hudah, M., Widiyatmoko, fajar A., Pradipta, G. D., & Maliki, O. (2020). Analisis Pembelajaran Pendidikan Jasmani di Masa Pandemi Covid-19 Di Tinjau dari Penggunaan Media Aplikasi Pembelajaran dan Usia Guru. *Jurnal Porkes*, 3(2), 93–102. <https://doi.org/10.29408/porkes.v3i2.2904>
- Irfan. (2019). Pengaruh Profesionalisme Guru penjas Terhadap Hasil Belajar Penjas Siswa SMA Negeri 1 Kajuara Kabupaten Bone. *E-Prints, Universitas Negeri Makassar*. <http://eprints.unm.ac.id/14470/>
- Jayul, A., & Irwanto, E. (2020). Model Pembelajaran Daring Sebagai Alternatif Proses Kegiatan Belajar Pendidikan Jasmani di Tengah Pandemi Covid-19. *Jurnal Pendidikan Kesehatan Rekreasi*, 6(2), 190–199. <https://doi.org/https://doi.org/10.5281/zenodo.3892262>
- Komarudin, K., & Prabowo, M. (2020). Persepsi siswa terhadap pembelajaran daring mata pelajaran pendidikan jasmani olahraga dan kesehatan pada masa pandemi Covid-19. *MAJORA: Majalah Ilmiah Olahraga*, 26(2), 56–66. <https://doi.org/10.21831/majora.v26i2.34589>
- Maryono, M. (2017). Peran Guru Dalam Menerapkan Pembelajaran Tematik Di Sekolah Dasar. *Jurnal Gentala Pendidikan Dasar*, 2(1), 72–89. <https://doi.org/10.22437/gentala.v2i1.6819>
- Prasetyo, E., Setyawan, A., & Citrawati, T. (2019). Evaluasi Pelaksanaan Pembelajaran Pendidikan Jasmani Olahraga dan Kesehatan di Kelas III SDN Buluh 2. *Prosiding Nasional Pendidikan: LPPM IKIP PGRI Bojonegoro*, 1(1), 76–82. <https://prosiding.ikipgribojonegoro.ac.id/index.php/Prosiding/article/view/1015>
- Putria, H., Maula, L. H., & Uswatun, D. A. (2020). Analisis Proses Pembelajaran dalam Jaringan (DARING) Masa Pandemi Covid- 19 Pada Guru Sekolah Dasar. *Jurnal Basicedu*, 4(4), 861–870. <https://doi.org/10.31004/basicedu.v4i4.460>
- Saitya, I. (2022). Pentingnya Perencanaan Pembelajaran Pada Pelajaran Pendidikan Jasmani Olahraga dan Kesehatan. *PIOR: Jurnal Pendidikan Olahraga*, 1(1), 9–13. <http://jurnal.habi.ac.id/index.php/Pior/article/view/53>
- Setiawan, W., & Wisnu, H. (2019). Survei Peran Guru Pendidikan Jasmani Kesehatan Dan Rekreasi Terhadap Terlaksananya Pendidikan Kesehatan Di SMP Se- Kecamatan Lakarsantri Kota Surabaya. *Jurnal Pendidikan Olahraga dan Kesehatan*, 7(2), 267–271. <https://jurnalmahasiswa.unesa.ac.id/index.php/9/article/view/27489>
- Suganda, O., Syafrial, S., Sutisyana, A., Arwin, A., & Prabowo, A. (2021). Peran Guru Pendidikan Jasmani Olahraga dan Kesehatan (PJOK) Dalam Kegiatan Pelaksanaan Usaha Kesehatan Sekolah (UKS) Di SMK Negeri Se-Kabupaten Bengkulu Utara. *SPORT GYMNASTICS: Jurnal Ilmiah Pendidikan Jasmani*, 2(2), 319–327. <https://doi.org/10.33369/gymnastics.v2i2.17102>
- Syahrin, A., & Bustamam, A. (2017). Peran Guru Pendidikan Jasmani Dalam Membentuk Karakter Siswa Pada MTs Se-Banda Aceh Tahun Pelajaran 2016-2017. *Jurnal Ilmiah Mahasiswa Pendidikan Jasmani, Kesehatan dan Rekreasi*, 3(2), 76–91. <http://www.jim.unsyiah.ac.id/penjaskesrek/article/view/3276>
- Taqwim, R. I., Winarno, M. E., & Roesdiyanto, R. (2020). Pelaksanaan Pembelajaran Pendidikan Jasmani, Olahraga, dan Kesehatan. *Jurnal Pendidikan: Teori, Penelitian, dan*

Pengembangan, 5(3), 110–116. <https://doi.org/10.17977/jptpp.v5i3.13303>

Taufan, J., Ardisal, A., Damri, D., & Arise, A. (2018). Pelaksanaan Pembelajaran Pendidikan Jasmani Adaptif bagi Anak dengan Hambatan Fisik dan Motorik. *Jurnal Pendidikan Kebutuhan Khusus*, 2(2), 19. <https://doi.org/10.24036/jpkk.v2i2.496>

Wibowo Andi Candra. (2007). *Survei Tingkat Kesegaran Jasmani Siswa SMA Negeri 1 Candirotto Kabupaten Temanggung*.