International Journal of Business, Law, and Education
E-ISSN : 2747-134X
Publisher: IJBLE Scientific Publications Community Inc.
Volume 5, Number 1, 2024
https://ijble.com/index.php/journal/index

The Relationship Of Attitude And Physical Activity Barriers In Kids' Athletic Learning In Bandung City

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ABSTRACT
This research aims to determine the relationship between attitudes and physical activity barriers in children's athletic learning. The research method uses a quantitative descriptive method with a correlational approach. The sample for this research is 35 students of SDN 197 Karang Taruna, 35 MIS Baitur Rahim, and 25 students of SDS YWKA Bandung City, with a total sample size of 95 people. The sampling technique used in this research was purposive sampling. The instrument used in this research is the Physical Activity Barriers Quiz, which consists of 20 statements representing seven indicators, namely lack of time, social influence, lack of energy, lack of willpower, fear of injury, lack of skills, and lack of resources, to measure Sports Attitudes are taken from the opinion of Schiffman & Kanuk, dividing responses that express attitudes or attitudes through three factors, namely affective, conative and cognitive. For kids' athletics, we use the Kids' Athletics Guidelines. The research results show a relationship between Physical Activities Barriers and sports attitudes in children's athletic learning. The novelty of this research is that it provides information that attitudes and physical activity habits are related to children's athletic learning.

Keywords:
Physical Activities, Barriers, Attitude, Kids Athletics.

INTRODUCTION

Activity, both activities that require a lot of energy or a little. According to WHO (2015), physical activity is body movements produced by skeletal muscles that require energy expenditure. Moving/physical activity is any body movement that increases energy and energy expenditure (calorie burning).

In the current new average era, exercise is mandatory for all people, old, young, and children, as it increases each individual's body's endurance and immune system (Polero et al., 2021). Exercise is also an alternative therapy for boredom at work and as a natural medicine to prevent heart attacks (Sweden Professional Associations for Physical Activity, 2010). In essence, sports can be said to be physical activity that meets the needs of our bodies, and sports must have a goal that must be achieved.

Physical activity is an element of life that is very important for the needs of all humans. Physical activity itself can affect the quality of human life. This is in line with what was stated by Sun et al. (2020): "Physical activity is an evidence-based approach to improving physical, cognitive, and emotional quality of life." Physical activity takes place to fulfill the needs of life for a better quality of life. However, if the need for physical activity is unmet, it can damage the quality of life. According to Eronen et al. (2014), "Unmet physical activity needs are feelings of inadequate levels of physical activity, which means that a person wants to be more active than he is capable of. This is undesirable and can potentially damage the quality of life."

Physical activity is an activity that is obtained from the movement of the human body. This physical activity fulfills all human life. According to WHO (2015), physical

activity is defined as any movement of body parts that skeletal muscles can produce, and this activity requires energy expenditure in the body. Regular physical activity has many health benefits and is an important part of a healthy lifestyle (Westerterp, 2013).

The World Health Organization WHO recommends getting enough physical activity to maintain health. WHO recommends doing 150 minutes of moderate-intensity physical activity within a week or 75 minutes of vigorous-intensity activity. Based on recommendations from WHO, it is hoped that students can do moderate-intensity physical activity for at least 15 minutes per day.

Physical activity based on energy needs is classified into light, moderate, and heavy. Light physical activity moves the body, like walking and household work. Moderate physical activity is an activity that requires continuous muscle movement with light intensity, such as cycling, jogging, and fast walking. Heavy physical activity is body movement that requires a lot of muscle movement and burns a lot of calories, including activities such as swimming, mountain climbing, and lifting weights (Department of Health and Human, 2008).

The primary purpose of doing physical activity is to gain health, physical fitness, and recreation (Teodora, 2011). Regular physical exercise provides many health benefits, including reducing the risk of cardiovascular disease, cancer, and diabetes (Hernández et al., 2013). Physical activity can also negatively impact if done excessively in individuals who are not conditioned or not used to doing physical activity, resulting in damage due to oxidative stress and muscle injury (Angulo et al., 2020).

Sports activities are necessary for every individual to maintain their fitness, in addition to balanced, nutritional food and a good lifestyle. In this modern era, many people ignore sports activities for various reasons, including not having free time to do sports. Physical activity has long-term health effects on bones, body weight, and height (Hervás et al., 2018). Physical activity in the form of running and jumping has an effective effect on increasing bone strength. Physical activity has a good impact on reducing depression and can improve a person's mood (Singh et al., 2023).

Sports truly is a solid legal umbrella for sports organizations in the country (JDIH, 2022). This regulation is also a form of national commitment from the executive and legislative parties. At a more operational level, Presidential Decree no. 86 of 2021 concerning DBON elaborates on the policies, strategies, and achievements of three areas of sports, namely educational sports, recreational sports, and achievement sports for the period 2021-2045 (JDIH, 2021). Regarding regulations, it is sufficient, even more than enough, to operationalize work in the sports sector. The irony is that there has not been much change in the achievements of sports development in the last three decades. Even at certain levels, there has been a decline. The fitness level of children and adolescents continues to decline over time. This report states that the physical fitness of students in the "poor" and "very poor" categories is 82.7% for elementary school/equivalent, 85.8% for middle school/equivalent, and 83.9% for high school/equivalent (Mutohir, Toho, et al., 2023). This condition is genuinely worrying amidst efforts to realize a Golden Indonesia in 2045, where we will get a demographic bonus. The same situation also occurs with the general fitness level of society, especially those aged 30-60 years. Low fitness leads to a considerable risk of non-communicable diseases: heart disease, stroke, hypertension, and diabetes.

Because physical activity has many benefits, the WHO recommends that the physical activity guidelines be>150 minutes/week maximum or a minimum of 75

minutes/week. Regular physical activity during the midlife period, in particular, improves health and prevents or delays morbidity and mortality in older adults (Shin et al., 2018).

Although physical activity is vital for life, several internal and external obstacles exist. Justine et al. (2013) state that "internal barriers include time, energy, and motivation. Meanwhile, external barriers include costs, facilities, and transportation." As humans, we need to understand the internal and external barriers to physical activity to control the quality of our lives. Payán et al. (2019) "Understanding the barriers and facilitators to physical activity is very important in designing feasible and effective interventions to improve dyadic functional capacity and quality of life."

Internal barriers to physical activity vary greatly depending on individual personal characteristics. This aligns with what Herazo-beltrán et al. (2017) said: "Background Perceptions of personal barriers to physical activity vary according to the social support of the individual's sociodemographic characteristics." External barriers to physical activity can be seen through a lack of support and fear of exposure to sports injuries caused by facilities. According to Herazo-beltrán et al., (2017), "have a higher risk of experiencing barriers such as lack of motivation, individuals with partners who do not perceive a lack of social support, and fear of injury as barriers to physical activity." Internal and external barriers to physical activity can affect quality of life, causing depression and other disorders. According to Glowacki et al., (2017), "internal and external barriers to physical activity or exercise can cause depression."

Barriers to physical activity in adults tend to have a more significant impact than on teenagers. This is proven by research conducted by Justine et al., (2013). "Research conducted by the Centers for Disease Control and Prevention, United States, in 1996 revealed that more than 60% of adults did not participate in physical activity and 25% were sedentary. Similarly, a study from Hong Kong reported that one-fifth of registered deaths among people aged ≥ 35 years in the country were associated with low levels of physical activity".

Sport is one of the educational media that should and should be a pillar in building a generation with a quality of life both spiritually and physically. We can get positive things through sports activities because sports are not just activities oriented towards physical factors but can also train attitudes and mentality to shape the character of people who do sports activities.

Education is an investment in the future. Through education, mentality and character can be developed. To fulfill this, a grand design for character education is needed as part of efforts to build national character. Character education regulations are regulated in Law No. 20 of 2003 (JDIH, 2022) concerning the National Education System. In Article 3, it is stated: "National education functions to develop abilities and shape the character and civilization of a dignified nation to educate the life of the country, aiming to create the potential of students to become human beings who have an essential role in national development. One effort can be made through the educational process implemented in schools and, of course, to promote the growth of morals (inner strength, character) of the child's mind and body, and these parts must not be separated to facilitate the perfection of life. Our children. This is what people have been complaining about lately.

The world of sports education and achievements cannot be separated from the role of character (Suriagiri et al., 2022). These character values play a significant role in a person's success in activities both in the world of sports education and sports

achievements. These character values are found in various types and functions. One of the character values found in sports is the value of self-confidence and hard work. Self-confidence is one of the character values contained in sports activities.

Athletics is the basis of every other form of sport, divided into three main categories, namely running and walking events, jumping events, and throwing events. Each category can be broken down further: Running and walking numbers include short-distance running, middle-distance running, long-distance running, and obstacle course running. In the fast-walking event, participants must move as fast as possible with the rule that one foot must always be in contact with the ground. The jump events involve the long jump, high jump, triple jump, and pole vault, which compete in national and international competitions. Throwing events include shot put, javelin, discus, and hammer throw in competitions at both national and global levels.

Athletics, as the basis of all sports, is the key to understanding the basics of movement in every other sport. Athletic learning is an essential preparation for developing skills in different sports (Lumintuarso, 2019). Sports that can shape a person's character certainly have the intensity that a person does regularly because it will impact their character when they behave in the sport, such as honesty, sportsmanship, cooperation, and leadership. This means that sports provide a solution to forming a person's character (Ghildiyal, 2015).

Athletics, as one of the world's leading sports, is the parent of all existing sports fields. Athletics has been competing at Olympic events since ancient times, so it is not surprising that athletics is one of the oldest sports in the world. As in the past, now, athletics is also a sport that is played as a means of achieving. However, in attaining this achievement, many supporting components must be considered, both direct and indirect or main and supporting components. As time passes, athletics develops more and more advanced in training and competitions. This aims to make things easier for athletes and coaches and provide effectiveness in every athletic activity. Therefore, sports should be introduced to children to increase their fundamental movement skills, including athletic sports, which can fulfill their movement needs and learning process.

Movement experience from an early age is the basis for forming movement patterns in the future. The younger the child, the better the potential for physical growth. The best physical growth occurs at the age of 10 to 15 years. At this age, children's basic movements have the potential to develop optimally. For this reason, parents and teachers need serious attention to observe children's motoric development so that they can direct their sporting talents to specific branches. Lumintarso (2013) also said that the unstable sports performance in Indonesia is due to the low foundation of movement development from an early age.

Athletics has training stages for each age group. These stages are Kids Athletics, Multi-events, Event Group Development, Specialization, and Performance (IAAF, 2009). These five stages have different characteristics, targets, and treatments. World Athletics has developed Kids Athletics since 2001 when the given movements refer to adult athletics but have been adapted to their limited abilities. These movements are also simplified in the hope that they will not interfere with the child's growth and development due to physical activity. In Indonesia, Kids Athletics has also competed at the elementary school level, namely the O2SN event, although not all events are held. In implementing Kids Athletics at O2SN, safety for the participants is always considered. All equipment is made from materials that are not harmful and friendly to children's physical abilities. Holding this activity is to provide joy and

experience of competing for children. The prizes are an appreciation and additional motivation to practice diligently and to become a better athlete.

Kids Athletics is a game created by experts in the field of sports to stimulate children or provide motivation for children to move like real athletic learning. For young children between the ages of 8-14 years, Kids Athletics is an alternative to learning about athletics at an early age. This is so that children like learning about athletics, which so far has the impression of being heavy, requiring extra energy, and boring. Knowing that it is fun for children, children will feel that the games they play will not feel tedious and tiring. They will think of a feeling of wanting to play longer and a more significant curiosity.

Apart from that, the Kids Athletics game has an element of challenge, with competition between opponents or friends who play. In this way, the Kids Athletics game can be played in an open field, or for schools that don't have a large yard, this game can be played anywhere. Kids Athletics is a game with the essential movement elements of running, jumping, and throwing. Kids Athletics can also improve young children's physical fitness because this game has elements of endurance, strength, speed, agility, and coordination in practice.

Kids Athletics, which follows the rules of World Athletics, is often forgotten; many coaches only focus on achievements, thus ignoring the essential thing, namely building and providing movement experiences to children. The world of children who prefer learning while playing turns into a tedious and tiring activity because the demands for achievement are too high. So, children cannot participate in training until they reach the peak of their performance because they choose to stop practicing due to wrong training patterns and methods from the start.

Attitude is widely used in academics and everyday life (Littlejohn & Foss, 2009). The concept of attitude is needed to explain consistency in individual behavior in various situations, so much research from different disciplinary backgrounds aims to develop the relationship between attitudes and behavior (Martinez & Tindale, 2014). The statement put forward by Abe & Mangan (2010) regarding the meaning of attitude is as follows:

"Attitude is a closed reaction or behavior, and attitude is a readiness to react to an object. In everyday life, attitudes are emotional reactions to social stimuli." Attitudes cannot be assessed directly, as explained by Ajzen (2005), who explains attitudes as follows:

"Attitude or attitude is a tendency to respond favorably or unfavorably to objects, people, institutions, or events. Although there are many definitions of attitude, most social psychologists agree that the main characteristic of attitude is its evaluative nature. Namely, there are pros or cons, likes or dislikes towards the object of attitude or attitude. Attitude is a multidimensional concept. Attitude is a construct that cannot be observed directly and can only be observed based on measured responses. In other words, certain responses can measure attitudes as dimensions within attitudes. The measured response must show the individual's evaluative assessment of the attitude object. There are no restrictions on the types of responses that can be observed. More responses or dimensions may need to be measured to determine attitudes. Researchers can divide responses that indicate attitudes or attitudes based on three dimensions, namely cognitive responses, affective responses, and conative responses, and each dimension is divided into two responses, namely written (verbal).) and unwritten (nonverbal)."

After explaining several definitions of attitude or attitudes, the following will discuss the meaning and explanation of sports. Sport comes from the word sport. Sports are physical activities with various positive values for national life, including friendship, cooperation, struggle, sportsmanship, competition, honesty, and many more. This research defines sports attitude as the high or low level of likes and dislikes of an individual's feelings towards sports activities.

Attitude is a depiction of personality, as are students' attitudes. The attitude that a person has will give color to the behavior or actions of the person concerned. To determine a person's attitude, you can decide which response or behavior the person concerned will take regarding a problem.

Based on observations at school, many problems were found. As time passes, today's young generation is more easily influenced by globalization, eroding their attitudes and national spirit. They are exposed to an arrogant attitude that doesn't care and is indifferent to their environment. When given a task, they are reluctant to carry it out and are irresponsible. Responsible for all forms of actions they commit. School rules that should be disciplined for students are instead deliberately violated, for example, Not wearing a tie and hat during the flag ceremony, arriving late, skipping classes while the learning process is in progress, throwing rubbish carelessly, speaking rudely, and fighting among friends.

Based on the description above, regular sports activities can be an alternative to building student character. Therefore, researchers must research the relationship between attitudes and Physical Activity Barriers in Kids' Athletics learning in Bandung City.

METHOD

Correlational. In this study, there are two independent variables, namely attitude (X1) and physical Activity Barriers (X2), and one dependent variable, namely children's athletic learning (Y). The sample for this research was 35 students from SDN 197 Karang Taruna, 35 MIS Baitur Rohim, and 25 students from SDS YWKA Bandung City, with a total sample size of 95 people. The sampling technique used in this research was purposive sampling.

The instrument used in this research is the Physical Activity Barriers Quiz, which consists of 20 statements representing seven indicators: lack of time, social influence, lack of energy, willpower, fear of injury, lack of skills, and lack of resources. The indicators on the Sports Attitude scale are taken from the opinion of Schiffman & Kanuk (2004), who explains that we can divide responses that express attitude or attitude into three factors: affective, conative, and cognitive. For kid's athletic instruments, use the Kids Athletics guidelines based on the theory of Wasserman (2002), namely the Kanga Escape Game, Frog Jump, Turbo Throw, and Slalom. For data analysis techniques in this research, the SPSS 20 application was used.

RESULTS AND DISCUSSION

Barriers to physical activity fall into one or more of seven categories: lack of time, social influence, lack of energy, lack of willpower, fear of injury, lack of skills, and lack of resources. A score of 5 or above in any category indicates that this is a significant obstacle to overcome.

International Journal of Business, Law, and Education
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Table 1. Overall data on physical activity barriers by school

MARK	SCHOOL			
	SDN 197 Karang Taruna	SDS YWKA	MI Baitur Rahim	TOTAL
Lack of Time	6	15	19	40
Percentage	17,1%	42,8%	76%	42,2%
Social Influence	5	15	15	35
Percentage	14,3%	42,8%	36,9%	36,9%
Lack of Energy	12	25	17	54
Percentage	34,3%	72,5%	68%	56,8%
Lack of Willpower	5	8	15	28
Percentage	14,3%	22,9%	60%	29,5%
Fear of Injury	16	14	12	42
Percentage	45,7%	40%	44%	44,2%
Skills Shortage	5	8	7	20
Percentage	14,3%	22,9%	28%	21%
Lack of Resources	20	23	15	58
Percentage	57,7%	65,7%	60%	61%

Based on Table 1, overall, each indicator of barriers to physical activity by school is below 70%. The most frequent is the indicator of lack of resources, as much as 61% or 58 people out of a total of 95 people, followed by lack of energy, as much as 56.8% or 28 people out of a total of 95 people, so the most dominant obstacle to physical activity is based on elementary schools in the city of Bandung. Namely, Lack of resources and Lack of energy. Meanwhile, attitude data can be seen in the table below.

Table 2. Attitude data

School	N	Min	Max	Average	Standard Deviation	Total score
SDN 197 Karang Taruna	35	135	156	138,2	4,69	4837
SDS YWKA	35	110	134	121,3	5,84	4248
MI Baitur Rahim	25	98	117	108,7	5,98	2174

Table 2 shows the overall attitude data obtained. This data was obtained from 95 elementary school student respondents in Bandung, consisting of 35 students from SDN 197 Karang Taruna, 35 students from SDS YWKA, and 25 from MI Baitur Rahim. Separately, the total score obtained was 4837 for SDN 197 Karang Taruna, an average of 138.2, with a standard deviation of 4.69 with a minimum score of 135 and a maximum score of 156, while for SDS YWKA, the total score obtained was 4248, the average average 121.3, standard deviation 5.84 with a minimum score of 110 and a maximum score of 134, then for MI Baitur Rahim the total score obtained was 2174, an average of 105.4, a standard deviation of 5.98 with a minimum score of 98 and a maximum score 117.

Therefore, researchers created score criteria using norm reference assessment guidelines (PAN) to provide further insight. The criteria results were obtained based on these criteria guidelines, as shown in Table 3 below.

Table 3. Attitude score criteria

No	Vulnerable Score	Criteria
1	>160	Very good
2	137 – 159	Good
3	111 – 136	Enough
4	98 – 110	Not enough
5	<97	Very less

Based on the attitude score criteria in Table 3, researchers can provide motivation criteria for Bandung City Elementary School students. The overall data summary, previously displayed in Table 4.9, shows the average, minimum, and maximum scores. By referring to the score criteria that have been designed, SDN 197 Karang Taruna has an overall average score of 138.2, which falls under the suitable criteria. Meanwhile, the minimum score of 135 is included in the adequate criteria, and the highest score of 156 is included in the appropriate criteria. The overall average of SDS YWKA with a score of 121.3 is within the adequate criteria.

Meanwhile, the minimum score of 110 is included in the sufficient criteria, and the highest score with a score of 134 is included in the adequate criteria. Meanwhile, MI Baitur Rahim's overall average score of 105.4 falls into the poor criteria. Meanwhile, the minimum score of 98 is included in the inadequate criteria, and the highest score with a score of 117 is included in the sufficient criteria.

Before testing the hypothesis, it is necessary to test the requirements first. This test is carried out to determine the hypothesis test used through parametric or non-parametric statistical calculations. The first test requirement is the normality test. The normality used in this research is the Lilliefors test at a significance level of α = 0.05. The following are the results of the normality test for the cohesiveness data of the experimental group, which can be seen in the table below

Table 4. Normality test

	Lilliefors	Sig.	Information
Attitude	0,293	0,200	Normal
PAB	0,201	0,532	Normal

Data is declared normal if the significance value is above 0.05 (sig > 0.05). Based on the output data on the normality of quality of life for older people, the Lilliefors value = 0.293 and sig = 0.200 > 0.05 for attitude data. Because the sig value is above 0.05, the data is declared normal. The data is declared normal in PAB with a Lilliefors value = 0.201 and sig = 0.532 > 0.05. The data normality test results show that all data have normality values above the specified standards. Therefore, the following analysis requirements test is carried out, namely the data linearity test.

Table 5. Variable linearity test

Variable	DF	F count	F count	Sig	Information
X1 → Y	1:95	0,847	3,96	0,623	Linear
X2 → Y	1:95	0,668	3,96	0,861	Linear

The results of the linearity test for variables X1 and Y in Table 12 show that the calculated F value is 0.847, and the F table value is 3.96 with a significance value of 0.623. These results show that the calculated F value < F table (0.8470.05) means the relationship between X1 and Y is linear. The results of the linearity test for variables

X2 and Y in the table above show that the calculated F value is 0.668, and the F table value is 3.96 with a significance value of 0.861. These results show that the calculated F value < F table (0.6680.05) means the relationship between X2 and Y is linear.

After testing the normality of the data, the data was then tested for correlation using product moment correlation from Pearson with the Statistical Product and Service Solution (SPSS) version 22 program. Correlation testing uses product-moment correlation because the resulting data is average data.

Table 6. Guidelines for interpreting correlation coefficients

Coefficient Interval	Relationship Level
0,00 – 0,199	Very low
0,20 – 0,399	Low
0,40 – 0,599	Currently
0,60 – 0,799	Strong
0,80 – 1,000	Very strong

Below are the results of the correlation test using product moment correlation analysis. The significance level criteria used as a basis for determining the correlation are: a) $p < 0.01$ means there is a very significant correlation; b) $0.01 \leq p < 0.05$ means there is a reasonably significant correlation; c) $p > 0.05$ means not significant.

Table 7. Correlation between attitudes and athletic learning

		Results	Kids Athletic Learning
Results	Pearson Correlation	1	.407**
	Sig. (2-tailed)		.000
	N	95	96
Kids Athletic Learning	Pearson Correlation	.407**	1
	Sig. (2-tailed)	.000	
	N	96	95

The table above shows that between attitudes and children's athletic learning, there is a correlation coefficient (r) of 0.407 with a significance of 0.000. This means that there is a positive correlation between attitudes and children's athletic learning with a moderate level of relationship, and this correlation is significant because $p < 0.05$ ($0.000 < 0.05$). The practical contribution of the learning discipline variable to children's athletic learning is 16.56%, obtained from r2 x 100, while the remaining 83.44% is the contribution from other variables outside the attitude variable.

Next are the results of the correlation test using product moment correlation analysis. The significance level criteria used as a basis for determining the correlation are: a) $p < 0.01$ means there is a very significant correlation; b) $0.01 \leq p < 0.05$ means there is a reasonably significant correlation; c) $p > 0.05$ means not significant.

Table 8. Correlation between physical activity barriers and Kids' athletic learning

		Results	Kids Athletic Learning
Results	Pearson Correlation	1	.670**
	Sig. (2-tailed)		.000
	N	95	95
Kids Athletic Learning	Pearson Correlation	.670**	1
	Sig. (2-tailed)	.000	
	N	95	95

The table above shows that between attitudes and children's athletic learning, there is a correlation coefficient (r) of 0.670 with a significance of 0.000. This means that there is a positive correlation between attitudes and children's athletic learning with a moderate level of relationship, and this correlation is significant because p < 0.05 (0.000 < 0.05). The practical contribution of the learning discipline variable to kids' athletic learning is 44.89%, obtained from r2 x 100, while the remaining 55.11% is the contribution from other variables outside the PAB variable.

Then, the summary results of the correlation analysis can be seen in the table below.

Table 9. Summary of correlation analysis results

Ket.	The calculation results
R	0,472
R2	0,223
Sig	0,000
F hitung	11,594
F tabel	3,11

The F test (Fisher's test) is used to test the significance of the regression model. This f-test aims to prove statistically that the overall regression coefficients used in this analysis are significantly related. The regression model is statistically significant if the calculated F regression score > F table and the significance score is smaller than 0.05 (p < 0.05). F table is 3.11, so F count > F table (11.594 > 3.11). So, it can be concluded that a positive and significant relationship exists between attitude and physical activity barriers and children's athletic learning.

Overall, each Physical Activity Barriers (PAB) indicator is below 70% of existing indicators. The highest was the resource shortage indicator of 61% or 58 people out of a total of 95 people, followed by a lack of energy at 56.8% or 28 people out of 95 people.

Looking at these results, it is known that the age factor does not significantly influence the level of physical activity barriers. Because the nature of physical activity depends on the habits that have been instilled previously. Research conducted by Telama et al., (2005) on school-aged children and young adults shows that age and physical activity have a low to moderate correlation. However, this research shows that if you are older and do physical activity regularly from childhood, it can increase the chances of a person having sufficient physical activity as an adult.

Lack of resources occurs due to daily physical activity habits or routines, be it walking, running on a track, cycling, swimming, etc., related to physical activity (Booth

et al., 2012). Each individual has different activities, so that the results will be different. A person will display a behavior because there is a need for something. This need will give rise to the urge, will, and intention to act. Needs are considered deficiencies that cause a person to act and behave (Poldma, 2017). From this, it can be concluded that will or desire is related to needs. This means that people will be motivated to carry out activities if the activities fulfill their needs.

The suggestions that can be made to overcome physical activity barriers are based on indicators, namely, for lack of time, identify available time slots, or create time slots where there is time to stop doing sedentary activities (e.g., watching television). Monitor daily activities for one week. Identify at least three 30-minute time slots that can be used for physical activity. Add physical activity to your daily routine (e.g., walk or ride your bike to school, work, shop, organize school activities around physical activity, walk, exercise while watching TV, park further away from your destination). Make time for physical activity (e.g., walk, jog, swim for 1 hour, eat lunch, take a break, walk up and down stairs between classes). Choose activities that require minimal time, such as walking, jogging, or climbing stairs.

For social influence, find out your friends and family's interests and goals in doing physical activity. Ask them to support the effort. Invite friends and family members to exercise together. Plan social activities that involve exercise. Develop new friendships with physically active people. Join a group (e.g., hiking or cycling club). For lack of energy, schedule physical activity for a time during the holidays or week when you feel energetic. By providing plenty of opportunities, physical activity will increase power.

For fear of injury, Learn how to warm up and cool down to prevent injury. Learn how to exercise appropriately, taking into account age, fitness level, skill level, and health status. Choose activities that involve minimum risk. For lack of willpower, Plan and commit. Make physical activity part of your daily or weekly schedule and write it on a calendar or chalkboard on the wall. Invite a friend to exercise together regularly and write it down in a daily schedule that you have saved. Join an exercise group or class.

For skill deficiencies, choose activities that don't require new skills, such as walking, climbing stairs, or jogging. Exercise with friends who have the same skill level. Find a friend who is willing to teach you some new skills. Take classes to develop new skills. Meanwhile, for lack of resources, choose activities that require minimal facilities or equipment, such as walking, jogging, and jumping. Identify inexpensive and convenient resources available in the community (e.g., community education programs, parks and recreation programs, workplace programs).

Then, the sports attitude is generated during the teaching and learning activities. The opinion of Díez-Palomar et al., (2020) explains that one important source that can form attitudes is adopting other people's perspectives through a social learning process. This shows that supporting factors from outside students are responded to well so that students behave well with each other. So, this situation requires students to be able to share their feelings and behavior to be able to provide the best. Apart from that, the tendency of students to always complete assignments well can be applied to everyday life. With patterns of interaction between people in everyday life, students must be able to interact well.

One of the functions of physical education is to foster and develop aspects of students' attitudes towards life in society. According to Romanovsky et al., (2015), with

sports, one can create a person's psychological functions such as courage, confidence in one's abilities, loyalty, and speed of thought processes. And so on, it is not even limited to psychological functions but can also influence a person's behavior. The explanation above means that implementing physical education through children's athletics learning significantly changes students' attitudes. This attitude can be formed from various activities carried out by each individual with other individuals, where a person's attitude can be formed by looking at the characteristics and types of behavior itself, which can be seen from individuals. And from the many activities carried out, without realizing that what is done will form a social behavior in each individual. Like the activities carried out by students in participating in children's athletic learning, many aspects can be developed or looked at in its implementation, including cognitive, psychomotor, and affective factors.

CONCLUSION

From the research findings, it can be concluded that there is a significant relationship between attitudes and physical activity barriers (PAB) with children's athletic learning. A positive correlation was observed between attitudes and children's athletic learning as well as between physical activity barriers and children's athletic learning. These findings underscore the importance of addressing both psychological factors, such as attitudes, and practical barriers, such as lack of resources or energy, in enhancing children's athletic learning experiences.

Recommendations:

To address these issues effectively, it is imperative to integrate educational principles into athletic learning. By incorporating structured and comprehensive athletic learning programs, educators can not only enhance children's physical skills but also foster positive attitudes towards physical activity. Moreover, promoting community engagement and partnership can provide additional resources and support systems to encourage children's participation in physical activities. Through these educational approaches, we can strive to create a conducive environment that nurtures both physical and psychological development, ultimately leading to healthier and more active generations.

Acknowledgment

We want to thank the Academic Community of STKIP Pasundan Cimahi for their support and cooperation in this research. The contributions from the staff and academic community have been invaluable to our progress.

Furthermore, we thank the Master's Program in Physical Education Academic Community of STKIP Pasundan Cimahi and the extended family of SDS YWKA Bandung City for their support and encouragement, which has added color to our research journey.

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