



Comparison of Physical Fitness Levels between Boarding School Students based on Islamic Boarding School and Formal School Students

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Abstract

The rapid development of the social environment has posed significant challenges and influences on educational development in schools. Therefore, education that combines both school and Islamic boarding school (pesantren) is seen as one of the solutions for parents and children to overcome the challenges of the current era. However, the different cultural and educational contexts between schools in pesantren environments and formal schools will certainly have different impacts on the physical fitness of students. This study aims to identify the differences in the level of physical fitness between students at MTs Islamiyah Tulungagung (Islamic boarding school) and students at MTs Al-Falah Gajah (formal school). The population used in this study consisted of 276 students, while the sample size used was 25% of the total population, amounting to 65 students. The research method used was the ex post facto method with a static group comparison approach. The research instrument used was a psychomotor test, specifically the Physical Fitness Test for junior high school/MTs students (aged 13-15 years), which included: a) 60-meter sprint, b) pull-ups, c) sit-ups for 30 seconds, d) vertical jump, and e) Multistage Fitness Test (MFT). The results showed a significant difference in the average level of physical fitness between the students of MTs Islamiyah Tulungagung with a total average of 61.88 and the students of MTs Al-Falah Gajah with an average of 60.75. Thus, the level of physical fitness of students at MTs Islamiyah Tulungagung was better compared to MTs Al-Falah Gajah.

Keywords: Comparison, Education, Pesantren-Based Madrasah, Formal Madrasah.

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A. Introduction

As a process that plays a crucial role in the efforts to enhance quality human resources (BSKAP 2022), it is realized or not, since birth until now, humans are continuously educated and nurtured to secure a better position in the future and be useful to themselves, the community, and the nation.

As stated in the Indonesian Government's (2021) National Learning System, education is a conscious and planned effort to create a conducive learning environment and active learning process. In this education system, there is a teaching and learning process conducted by teachers and students to enable learners to actively improve their abilities. According to Basri and Dwiningrum (2020), the development of these abilities aims to equip learners with spiritual and religious strength, self-control, character, intelligence, noble morals, and various skills that will be needed for themselves, society, and the nation.

There are three types of education that parents provide for their children: formal, non-formal, and informal education (Prabowo 2019). Formal education examples include universal schools from primary to higher education institutions. On the other hand, non-formal education can be seen as additional knowledge in religious studies such as Quranic

Education Centers (TPA) or general and skill-based learning, such as courses or tutorials. Lastly, informal education begins within the family and the learning process is primarily based on the surrounding environment through self-directed learning activities done consciously and responsibly.

The formal education provided by families to their children is not limited to what is offered in elementary, secondary, or general higher education institutions (Dudin 2020). Learning with an Islamic religious background, such as in pesantren (Islamic boarding schools), can also be considered formal education. Essentially, one of the educational institutions in Indonesia that has a traditional character is the pesantren. The Indonesian-influenced system implemented in these institutions is called "altarbiyah al-islamiyah," which forms a specific community known as a "pesantren" (Adriansyah and Rahmi 2012).

The quality of education in Indonesia, whether formal or non-formal, is the target of learning objectives. Therefore, good learning needs to be fostered and improved throughout Indonesia to support students' learning activities, especially in schools. Good learning also needs to be accompanied by physical development. Enhancing physical fitness through sports activities needs to be developed and

improved to achieve a good physical education system and national development, as stated in the National Sports System Law (Law No. 3 of 2005) which emphasizes the development of national sports that ensure equal access to sports, improved health, and sports management capable of facing the challenges and demands of national and global life changes.

One effort to develop sports is through physical education subjects taught in schools because physical education is an integral part of learning aimed at improving physical fitness, movement skills, thinking abilities, and behavioral aspects through physical activities. The presentation of physical activities involves various forms of repeated movements. Regular physical exercise needs to be complemented with nutritious food to achieve a healthy and fit body since individuals who are physically fit tend to have good health. Therefore, the fitness referred to here is fitness that leads to good health (Kusminto and Wibowo 2015).

Physical education is one of the educational programs included in the national curriculum, aiming to enhance the quality of human resources (Kurniawan and Hasan 2021). (Zulrafla and Kamarudin 2021) state that physical education through physical activities aims to encompass all

aspects of educational development, including students' mental and social growth. While the body is being physically improved, the mind (mental aspect) needs to be educated and developed, and it also needs to have an impact on social development, such as learning to cooperate with other students.

Physical education is an integral part of all forms of education and aims to improve physical fitness, movement skills, critical thinking abilities, social skills, discipline, emotional stability, moral actions, and aspects of a healthy lifestyle, systematically planned to achieve learning objectives (Widodo 2018).

According to (Pujianto, Insansityo, and Syafriat 2021), physical education involves a selected set of human physical activities carried out to achieve desired outcomes. There are two components related to physical fitness, including: physical fitness related to health, where every individual needs to have physical fitness components related to health and be able to perform daily activities with the required energy. These components include strength, flexibility, body composition, and endurance (Hambali, Kusmaedi, and Jajat 2019).

One of the main objectives of physical education is to emphasize the psychomotor aspect, which involves improving students'

physical fitness (Mustafa and Dwiyoogo 2020). This is because physical fitness is an important aspect of the psychomotor domain, focusing on the development of biological abilities of the body organs. As expressed by (Mustafa and Dwiyoogo 2020), physical education is part of education aimed at developing abilities through movement to achieve health and the desired educational goals, including knowledge, skills, and attitudes. This is because the development of physical fitness is the responsibility of physical education and there is no other subject in the curriculum.

Physical education in the school environment encompasses three activities: intracurricular, cocurricular, and extracurricular. Intracurricular activities refer to teaching and learning activities conducted through face-to-face interaction, with allocated time and a structured program aimed at achieving minimum competencies for the subject area. Cocurricular activities are conducted outside regular class hours to help students gain a deeper understanding and appreciation of what they have learned in intracurricular activities. Meanwhile, extracurricular activities refer to teaching and learning activities conducted outside regular class hours, both within and outside the school, to further expand and enhance the application of knowledge and

skills acquired from various subjects (Idris, Febi Kurniawan, and Akhmad Dimiyati 2020).

Physical fitness in the school environment needs to be nurtured to achieve optimal teaching and learning processes because the author believes that students with good physical fitness can perform their learning tasks effectively. Moreover, with good physical fitness, students can enhance their physical skills, enabling them to participate in various physical activities and improve their physical fitness, allowing their bodily systems to function normally for active living in their environment.

Based on this, some parties believe in the necessity of an education that not only imparts general knowledge to children, which is universally applicable, but also religious knowledge that can improve character and serve as a guide for a more organized life in accordance with religious teachings. This means there is a balance between general knowledge and religion. Therefore, an education that combines school and Islamic boarding school (pesantren) is seen as a solution for parents and children to address the challenges of the current era's growth and to achieve excellence in academic, non-academic, and individual aspects.

One educational institution that implements an integrated education system

(school and pesantren) is the Rahmatullah Islamic Junior High School (Madrasah Tsanawiyah Islam Rahmatullah), which is affiliated with the Rahmatullah Islamic Boarding School (Pondok Pesantren Rahmatullah). Located at Jalan PGA No. 17 A, Desa Tulungagung, Kecamatan Baureno, Kabupaten Bojonegoro, this educational institution combines general school education with the pesantren system. It offers a progressive education program starting from Early Childhood Education (PAUD), Kindergarten (TK), Elementary School (Madrasah Ibtidaiyah or MI), Junior High School (Madrasah Tsanawiyah or MTs), Senior High School (Madrasah Aliyah or MA), and Islamic Boarding School (Ponpes). The curriculum used is a combination of the Pesantren Curriculum and the National Education Curriculum, which includes Physical Education as one of the subjects.

The presence of educational institutions based on Islamic boarding schools conveys Islamic preaching messages with the aim of producing knowledgeable religious scholars who have intellectual capabilities and can stand on their own without relying on others (Kurrotul Ainiyah 2020). However, it is not impossible for public schools to also have a good understanding of religion.

There are advantages and disadvantages

of public schools compared to schools that incorporate a pesantren within them in terms of social interactions, learning, and daily habits. One of the disadvantages of the character education model in public schools is the lack of maturity in contemporary social interactions, which can jeopardize the future of teenagers and lead to undesirable behaviors, such as fights, bullying, rape, dating, and so on (Lamaki 2020). On the other hand, the character education model in schools with pesantren emphasizes filling free time with studying, reciting religious texts, separating males and females during activities including school, and implementing positive attitudes learned from the teachings of the religious books. The students are aware of the proper and improper behaviors according to religious teachings, which helps contemporary teenagers avoid negative attitudes and thoughts towards delinquency, even when far from their parents. This is one of the advantages of schools with pesantren (Maliha 2021).

Looking at the complex and ever-changing concept of integrated curriculum, as well as the accumulation of various aspects, the education process in institutions based on pesantren requires relatively more time compared to regular schools. Moreover, the consequence of the

pesantren-based education model is that students spend all their time in the boarding house (asrama) and school, which can lead to feelings of boredom and monotony during their stay in the pesantren or school.

Amidst the emergence of boredom and monotony among students in such institutions, concerns arise regarding the physical fitness of students in the area. In response to these concerns, the Management of Rahmatullah Islamic Boarding School provides facilities and infrastructure to support the physical fitness of its students. They allocate one day per week for sports activities such as soccer, volleyball, and pencak silat, to prevent students from getting bored and, most importantly, to ensure their physical fitness is maintained.

However, a question arises: with different educational cultures and supported facilities, will the level of physical fitness of students at MTs in pesantren-based educational institutions be better compared to regular MTs students?

Based on the aforementioned background, the author is interested in

conducting further research on the comparison of the level of physical fitness between MTs students in pesantren-based institutions and students in other formal schools. This research will utilize the comparative research method to explore the level of physical fitness in educational institutions within Rahmatullah Islamic Boarding School and regular educational institutions during the even semester of the 2021/2022 academic year.

B. Method

This study is a quantitative research using the ex post facto method with a static group comparison approach. The design in this study, which is comparative research, compares one sample group with another sample group (Kusminto and Wibowo, 2015). In this case, the groups being compared are the students of MTs Islamiyah Tulungagung in the pesantren-based institution and MTs Al-Falah Gajah in a formal Madrasah, with a total of 65 student samples from both groups.

C. Result and Discussion

Result

Table 1. Recapitulation of Islamic Boarding School-Based MTs Student Test Results

Name Test	T1	T2	T3	T4	T5	Total	End Total
Sum	46	99	152	129	71	497	1988
Average	1,44	3,09	4,75	4,03	2,22	15,53	62,13
Maximum	3	5	5	6	3	19	76
Minimum	1	2	3	2	2	12	48

Table 2. Results of Recapitulation of Formal Student Test Results

Name Test	T1	T2	T3	T4	T5	Total	End Total
Sum	47	98	155	127	61	488	1952
Average	1,47	3,06	4,84	3,97	1,91	15,25	61,00
Maximum	3	4	5	6	3	18	72
Minimum	1	2	4	2	1	13	52

From the recapitulation tables 4.6 and 4.7, the average final scores for each physical fitness test above concluded that the physical fitness level of MTs Islamiyah Tulungagung students who are in the Islamic boarding school environment has a total score of 1,988 and an average of

62.13 while students of MTs Al-Falah Elephants have a total value of 1,952 average 61.00. Thus the level of physical fitness of MTs Islamiyah Tulungagung students is better than MTs Al – Falah Gajah with an average score of 62.13

Table 3. Normality Test Results with SPSS

One-Sample Kolmogorov-Smirnov Test			
N			32
Normal Parameters ^{a,b}	Mean		.0000000
	Std. Deviation		5.10209713
Most Extreme Differences	Absolute		.107
	Positive		.107
	Negative		-.052
Test Statistic			.107
Asymp. Sig. (2-tailed)			.200 ^{c,d}
Monte Carlo Sig. (2-tailed)	Sig.		.820 ^e
	99% Confidence Interval	Lower Bound	.810
		Upper Bound	.830

Based on the results of the Normality test with the SPSS version 25 statistical program using the One-Sample Kolmogorov-Smirnov Test, it is known

that the significance value in the normality test is $0.820 > 0.05$, it can be concluded that the residual values are normally distributed.

Table 4. Homogeneity Test Results with SPSS

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Tes Kebugaran	Based on Mean	.003	1	62	.955
	Based on Median	.078	1	62	.781

Based on Median and with adjusted df	.078	1	61.912	.781
Based on trimmed mean	.009	1	62	.924

Based on the results of the Homogeneity test with the SPSS version 25 statistical program using the One-Way ANOVA Test of Homogeneity of

Variances, it is known that the significance value in the normality test is $0.955 > 0.05$, it can be concluded that Homogeneous values are normally distributed.

Table 5. T test results
Group Statistics

	MTs	N	Mean	Std. Deviation	Std. Error Mean
Fitness	Islamic boarding school students	32	62.1250	7.32539	1.29496
	Formal Students	32	61.0000	5.27930	.93326

Independent Samples Test

		Levene's Test		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Fitness	Equal variances assumed	6.735	.012	.705	62	.484	1.12500	1.59621	-2.06578	4.31578
	Equal variances not assumed			.705	56.361	.484	1.12500	1.59621	-2.07214	4.32214

The table above shows that both groups have 32 samples each. The final test scores of the students from MTs in the pesantren-based institution are higher compared to the students from the regular MTs, as indicated by the means: 62.12 for the former and 61.00 for the latter. An independent sample t-test was conducted, and the two-tailed significance value is observed to be 0.484, which is greater than 0.05. This suggests that there is a significant difference in the scores between the students from the pesantren-based MTs and the students from the

formal MTs. Based on the descriptive values, it is evident that the students from the pesantren-based MTs obtained higher scores.

From the results of the t-test, it can be concluded that the students from the pesantren-based institution, with a sample size (N) of 32 students, obtained an average score (Mean) of 62.12 with a standard deviation of 7.32. On the other hand, the students from the formal MTs, also with a sample size (N) of 32 students, obtained an average score (Mean) of 61.00 with a standard deviation of 5.28.

Therefore, it can be stated that there is a difference in the level of physical fitness between the students from the pesantren-based MTs and the students from the regular MTs, with the former group exhibiting higher physical fitness levels, as indicated by the average score of 62.12 and a standard deviation of 7.32.

Discussion

Based on the results of the physical fitness tests conducted on students from the pesantren-based MTs and regular MTs in the Baureno sub-district of Bojonegoro regency for the second semester of the 2021/2022 academic year, the following observations can be made:

For the 60-meter run test, the pesantren-based MTs students obtained a total score of 46, with an average score of 1.44. The highest score was 3, and the lowest score was 1. On the other hand, the regular MTs students obtained a total score of 47, with an average score of 1.47. The highest score was 3, and the lowest score was 1. Based on these results, it can be concluded that the regular MTs students performed better in the 60-meter run test compared to the pesantren-based MTs students.

For the Sit-Up test (30 seconds), the pesantren-based MTs students obtained a total score of 99, with an average score of

3.09. The highest score was 5, and the lowest score was 2. On the other hand, the regular MTs students obtained a total score of 98, with an average score of 3.06. The highest score was 4, and the lowest score was 2. Based on these results, it can be concluded that the pesantren-based MTs students performed better in the Sit-Up test compared to the regular MTs students.

For the Vertical Jump test, the pesantren-based MTs students obtained a total score of 152, with an average score of 4.75. The highest score was 5, and the lowest score was 3. On the other hand, the regular MTs students obtained a total score of 156, with an average score of 4.88. The highest score was 5, and the lowest score was 4. Based on these results, it can be concluded that the regular MTs students performed better in the Vertical Jump test compared to the pesantren-based MTs students.

For the Push-Up test (60 seconds), the pesantren-based MTs students obtained a total score of 129, with an average score of 4.03. The highest score was 6, and the lowest score was 2. On the other hand, the regular MTs students obtained a total score of 127, with an average score of 3.97. The highest score was 6, and the lowest score was 2. Based on these results, it can be concluded that the pesantren-based MTs students performed better in the Push-Up

test compared to the regular MTs students.

For the fifth test, the Multistage Fitness Test (MFT), the pesantren-based MTs students obtained a total score of 71, with an average score of 2.22. The highest score was 3, and the lowest score was 2. On the other hand, the regular MTs students obtained a total score of 61, with an average score of 1.91. The highest score was 3, and the lowest score was 1. Based on these results, it can be concluded that the pesantren-based MTs students performed better in the MFT compared to the regular MTs students.

When all the results from the five physical fitness tests (60-meter run, Sit-Up, Vertical Jump, Push-Up, and MFT) are combined, it can be observed that the physical fitness level of the pesantren-based MTs students is better compared to the regular MTs students. Table 4.6 shows that 4 students fall under the "Good" category, 23 students fall under the "Average" category, and 5 students fall under the "Poor" category for the pesantren-based MTs. On the other hand, Table 4.7 shows that 2 students fall under the "Good" category, 28 students fall under the "Average" category, and 2 students fall under the "Poor" category for the regular MTs.

D. Conclusion

Berdasarkan hasil pengolahan dan analisis data yang telah dilakukan peneliti,

maka dalam penelitian ini dapat disimpulkan bahwa terdapat perbedaan yang signifikan antara tingkat kebugaran jasmani siswa MTs Islamiyah Tulungagung. Sehingga dengan demikian dapat dikatakan bahwa tingkat kebugaran jasmani siswa MTs Islamiyah Tulungagung lebih baik dibandingkan Siswa MTs Al – Falah Gajah.

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F. Conflict of Interest

There is no conflict of interest in this research

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