



## The Relationship Between The Socio-Economic Environment And Attitudes Towards Physical Education Learning Outcomes. Residents Learn Paket B in Makassar City

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### ABSTRACT

*This study aims to determine; The relationship between the socio-economic environment and attitudes towards physical education learning outcomes for residents studying Paket B in Makassar City. This research is a type of correlational research. The population is residents studying Paket B in Barru Regency with a sample of 60 residents studying Paket B using cluster random sampling technique. The data analysis technique used is a correlation at a significant level of 95% or 0.05. Based on these results it can be concluded that; (1) There is a significant relationship between the socio-economic environment on the physical education learning outcomes of residents studying Paket B in Makassar City, it is proven that  $r_0 = 0.585$  or  $P < 0.05$ , (2) There is a significant relationship between attitudes towards physical education learning outcomes for residents studying Paket B in Makassar City, it is proven that  $r_0 = 0.515$  or  $P < 0.05$ , and (3) There is a significant relationship between socioeconomic environment and attitudes towards physical education learning outcomes of residents studying Paket B in Makassar City, proven  $R_0 = 0.586$  or  $P < 0.05$ .*

**Keywords:** *Environment; Socio-Economic; Attitudes; Learning Outcomes; Paket B.*

### INTRODUCTION

One of the existing non-formal education programs developed by the Departemen Pendidikan Nasional (Depdiknas) Direktorat Jenderal Pendidikan Luar Sekolah dan Pemuda (Dirjen Diklusepa) is to develop equality programs such as; Paket A is equivalent to elementary school, Package B is equivalent to junior high school, and Paket C is equivalent to high school (Jalal, 2004). Through the development of this equality program, it is hoped that the principle of "multi-entry and multi exit" which ensures equal

access, quality and relevance between formal education and non-formal education can be realized immediately (Hidayat, 2016). The main purpose of implementing the Paket B program equivalent to junior high school is to provide opportunities for learning citizens to obtain educational services so that they can have skills and education that can be applied in everyday life which in turn can become productive and prosperous people (Mustika & Aini, 2020). Learners who mostly have weaknesses in reading, writing and language. On the other hand, the desire to be able to learn to read, count, write, and communicate is very large. The motivation of citizens to learn is not just for job opportunities but they want to be independent (Styaji, 2009).

The success of education is a shared responsibility between families (parents), community members and the government (Sobri & Moerdiyanto, 2014). The government and society provide places for learning such as study groups. Study groups accommodate learning residents from various backgrounds or different socio-economic conditions. In general, children who come from upper-middle-class families get more direction and good guidance from their parents (Prayitno, 2017). Children from low economic backgrounds are less able to get sufficient guidance and direction from their parents because parents are more focused on how to meet their daily needs. Difficulties and challenges in human life, both caused by an unfriendly environment and nature, often force humans to look for possible ways to get out of life's difficulties (Dahlan, 2018). The number of people who do not continue their education demands efforts to assist them in realizing their potential so that they can be useful for nation-building. The difficulties and challenges of life often make people forget that only having energy is not enough. While external factors such as regional autonomy policies have consequences in the field of education (Amini, 2016).

The family is the first social institution known to the child and in this family, attitudes can be instilled that can affect the child's further development. Families are responsible for providing funds for children's educational needs (Frasetya, 2015). Families (parents) with high socioeconomic conditions will not experience much difficulty in meeting their children's schooling needs, in contrast to parents whose socioeconomic conditions are low. For example, children in learning will need learning support facilities, which are sometimes expensive. If their needs are not met then this will be an obstacle for children in learning.

The problem of socio-economic conditions and future expectations of children from parents will eventually cause problems for parents to determine alternative options for

continuing their children's schooling (Chulsum, 2017). The two problems mentioned above are external factors that affect children's motivation to continue their education to a higher level (Febrianto, 2020). The economic situation of the family certainly affects the development of children, if it is considered with an adequate economy (Nichen, 2019), the material environment faced by children in their family is wider, children have wider opportunities to develop various skills that cannot be achieved. he develops if there is no infrastructure (Handayani, 2013). The economic situation of the family certainly affects the child's development, if it is noticed that with a sufficient economy, the material environment faced by the child in his family is wider, and will have wider opportunities to develop various skills that he cannot develop if there is no the infrastructure. Many parents take the initiative to provide education to their children through non-formal schools (Dedi Aryadi, 2020) for several reasons; (1) have given up on school, (2) delinquency rate, (3) do not want to study, (4) school fees borne by the institution, (5) clothing is not tied, (6) easier to get a diploma, (7 ) helping parents work, (8) not being bound by time, (9) limited family economy, and (10) means covered by the government in this case books.

The Paket B program organized by the Makassar City Government is expected to complete the nine-year compulsory basic education program. This program is expected to be an alternative for community members, especially those who are less fortunate from an economic perspective, to be able to receive an education equivalent to a junior high school. However, the reality shows that this program has not shown maximum results, this is indicated by the lack of learning activities for learning citizens in participating in learning activities.

Low learning activity is indicated by, among others, the following: the average attendance for each meeting is below 50%, the learning community's attention to the material being taught is low, the courage to ask questions is lacking, and the module reading activity is very lacking. On the other hand, a factor that needs to be considered in the Paket B program is the attitude of the learning community itself (Haqqe, 2017).

Attitudes have an important role in the teaching and learning process for both tutors and learning residents (Jessicasari & Hartati, 2014). For tutors, knowing the learning attitude of the learning community is very necessary to maintain and increase the enthusiasm of the learning community. For residents to learn learning attitudes can foster a spirit of learning (Hambara, 2016) so that learning residents are encouraged to do learning actions (Rizal, 2009). So far, most of the physical education learning attitudes of

residents studying Paket B in Makassar City are lacking, this can be seen from the lack of attention of learning residents in receiving lessons. Therefore, study groups become a very dominant vehicle for the influence and formation of attitudes, behaviour, and achievements of a learning citizen (Sumarlin & Baehakki, 2020).

In the implementation system of the Paket B program equivalent to a junior high school, a tutor needs to show a patient attitude in the learning process. For this reason, the attitudes required are (1) a persuasive approach that prioritizes learning citizens, and (2) the absence of emphasis on learning citizens. By implementing this attitude, the nine-year compulsory education program and the completion of illiteracy through Paket B equivalent to SMP can be maximally successful.

The above conditions affect the learning outcomes of learning residents where this can be seen in the ability to learn residents to demonstrate physical activities given by low tutors caused by the lack of attention of learning residents in listening to the material being taught, and it can also be seen that the main goal in developing the system framework and activities in study groups include uniting the education and creativity of learning citizens in achieving the desired product (Musdalifah et al., 2021). The goal is to develop the potential of learning citizens, including the potential to provide creative responses to things that can be obtained around their lives through learning. Some think that if the creativity of learning citizens is low, then pedagogically there is something that does not fit within the framework of the system and learning process.

The educational process determines learning outcomes, therefore the educational process must be designed to be able to develop the learning outcomes needed by learning citizens (Kelana & TK, 2016). Such learning outcomes are learning outcomes that have long-term dimensions that can equip students in life and lifelong learning, namely thinking skills, life skills, psychomotor, and of course learning outcomes. Psychomotor learning outcomes have also not received proportional attention for many subjects and even often occur in the implementation of learning that should train psychomotor (Syahrudin et al., 2019) only at the cognitive level, even more, ironic is the assessment of psychomotor skills is carried out by assessing cognitive abilities (Syahrudin et al., 2019). Sahabuddin et al., 2020). Many factors influence this condition. But such a situation cannot be allowed to drag on. Learning conditions must be improved immediately.

Physical education is an integral part of education as a whole so that physical education has a fairly representative meaning in developing human beings in preparation

for the full Indonesian people. Physical education in Indonesia has a goal of harmony between body growth and mental development and is an effort to make the Indonesian nation physically and mentally healthy, given to all types of schools such as study groups.

The current phenomenon in physical education, many learning residents are reluctant to take physical education lessons because they seem tedious (Santoso, 2016). Whereas physical education is a laboratory for the human experience because physical education provides opportunities to show character development. Teaching attitudes in physical education is usually by example or behaviour. It is not good for teachers to tell their students to treat others fairly if they do not treat their students fairly. Apart from that, physical education is so rich in emotional experiences. Various kinds of emotions are involved in it. Physical education activities rooted in games, skills and dexterity require the exertion of energy to produce the best. The ultimate goal of physical education lies in its role as a unique container for character perfection, and as a vehicle for having and forming a strong personality, good character and noble character; only people who possess such moral virtues will become useful citizens of society (Setiawan et al., 2020). It is appropriate to argue that physical education is the basis or educational tool in shaping the whole person, in the development of cognitive, affective and psychomotor abilities that behave in shaping human abilities with character and morals.

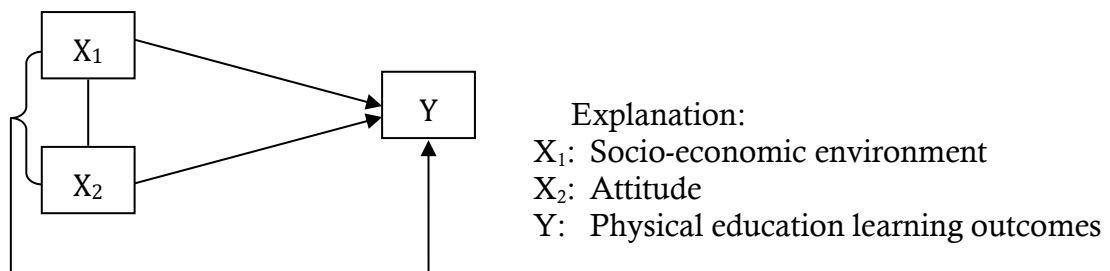
From this fact, it can be indicated that the learning outcomes of learning residents' physical education are not optimal enough. This can be caused by factors that affect learning outcomes. Factors that affect learning outcomes for learning residents can come from within the learning community, including learning attitudes (Khalid & Suroso, 2007), while factors from outside learning residents that can affect learning outcomes for learning residents include environmental factors (Latief, 2014).

## **METHOD**

This study aims to explain the facts and phenomena that are now happening in the field. To support this purpose, descriptive research is used. With the location of the research carried out in Makassar City. Sugiyono (2008), said that: "Research variables are anything in the form of whatever is determined by the researcher to be studied so that information is obtained about it, then conclusions are drawn". In this study, the variables to be investigated consist of independent variables, socio-economic environment and attitudes and the dependent variable is physical education learning outcomes. Research



design is a design that is used to facilitate the research process. In simple terms, the research design can be seen in Figure 1 below:



**Figure 1.**  
Research design

The value of the significance of a study is largely determined by the results obtained from the data source. while the form of research carried out is also very much determined by the source of the data. The data source consists of two forms based on the situation, namely the population and the sample. Sugiyono (2008) revealed that: "Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions." Based on this view, the population in this study are residents of Paket B learning equivalent to Junior High School in Makassar City. The sample is a portion of the individual obtained from the population, which is expected to be representative of the entire population. Sugiyono (2008) defines it as follows: "The sample is part of the number and characteristics possessed by the population". This sample is the object of research so that the results of later research are also expected to be generalized to the population. The sample used in the study of residents studying Paket B was equivalent to a junior high school in Makassar City, amounting to 60 people using the cluster sampling technique. The data collection techniques that will be carried out in this study are as follows: questionnaire or questionnaire method, documentation method, observation method and interview method. The collected data need to be analyzed descriptively and inferentially for testing research hypotheses. The descriptions used in this study are as follows: descriptive data analysis is intended to obtain a general description of the data which includes the mean, and standard deviation and inferential analysis were used to test the research hypotheses using correlation and regression tests using the SPSS version 22.00 program and with a significant level of 95% or 0.05.

## RESULTS AND DISCUSSION

### Descriptive Results of Socio-Economic Environment, Attitudes and Learning Outcomes of Physical Education Residents Study Paket B in Makassar City

Descriptive analysis (overview) of research data consisting of test scores of socio-economic environment and attitudes towards physical education learning outcomes of residents studying Paket B in Makassar City can be seen in the summary of the results of the descriptive analysis listed in Table 1 below:

**Table 1.**

The results of descriptive analysis of socio-economic environment data, attitudes and learning outcomes of physical education residents studying Paket B in Makassar City

Variable	N	Sum	Mean	Standard Deviation	Range	Min.	Max.
Socio-economic environment	60	8882,00	148,0333	10,57975	50,00	122,00	172,00
Attitude	60	9162,00	152,7000	12,22847	74,00	119,00	193,00
Physical education learning outcomes	60	4874,00	81,2333	5,21200	24,00	67,00	91,00

The results of the data on the socio-economic environment of residents studying Paket B in Makassar City, from 60 samples obtained a total value of 8882.00. The average value obtained is 148.0333 with a standard deviation of 10,57975. For the 50.00 range number, it is obtained from the difference in data between the minimum value of 122.00 and the maximum value of 172.00.

The results of the attitude data of residents studying Paket B in Makassar City, from 60 samples obtained a total score of 9162.00. The average value obtained is 152.7000 with a standard deviation of 12,22847. For the range number 74.00, it is obtained from the difference in data between the minimum value of 119.00 and the maximum value of 193.00.

The results of the data on physical education learning outcomes for residents studying Paket B in Makassar City from 60 samples obtained a total value of 4874.00. The average value obtained is 81.2333 with a standard deviation of 5.21200. For the number range of 24.00, it is obtained from the difference in data between the minimum value of 67.00 and the maximum value of 91.00.

### Research Data Normality Test Results

For this reason, after the data on the socio-economic environment, attitudes and physical education learning outcomes of the residents studying Paket B in Makassar City

were collected in this study, before statistical analysis was carried out for hypothesis testing, a normality test was conducted with the Kolmogorov-Smirnov Test. From the results of the Kolmogorov-Smirnov test carried out, the results obtained are as attached. The calculation results can be seen in the following table 2 summary:

**Table 2.**

The results of the normality test of the data on the socio-economic environment, attitudes and behaviour Physical education learning outcomes for residents studying Paket B in Makassar City

Variable	K – SZ	P	$\alpha$	Ket.
Socio-economic environment	0,784	0,570	0,05	Normal
Attitude	0,614	0,845	0,05	Normal
Physical education learning outcomes	1,050	0,220	0,05	Normal

Based on **Table 2** above, is a summary of the results of testing the normality of the data on each research variable, described as follows:

The results of normality testing on the data of the socio-economic environment of residents studying Paket B in Makassar City obtained the value of Kolmogorov - Smirnov Z (K-SZ) = 0.784 with a probability level (P) = 0.570 greater than the value 0.05 or at a significant level of 95 %. Thus, the data on the socio-economic environment of residents studying Paket B in Makassar City were obtained with a normal distribution. The results of the normality test on the attitude data of students studying Paket B in Makassar City obtained the value of Kolmogorov - Smirnov Z (K-SZ) = 0.614 with a probability level (P) = 0.845, which is greater than the value of 0.05 or at a significant level of 95%. Thus, the data on the attitudes of residents studying Paket B in Makassar City obtained were normally distributed. And the results of normality testing on physical education learning outcomes for Residents of Learning Paket B in Makassar City obtained the value of Kolmogorov - Smirnov Z (K-SZ) = 1.050 with a probability level (P) = 0.220 and greater than the value 0.05 or at the level of significant 95%. Thus the data on physical education learning outcomes for residents studying Paket B in Makassar City obtained are normally distributed

### **Results of the Analysis of the Relationship of the Socio-Economic Environment to the Physical Education Learning Outcomes of Paket B Residents in Makassar City**

There is a relationship between the socio-economic environment on physical education learning outcomes for residents studying Paket B in Makassar City.



**Table 3.**

The results of the analysis of the socio-economic environment on the physical education learning outcomes of residents studying Paket B in Makassar City

Statistical Hypothesis	N	R <sub>observation</sub>	R <sub>table</sub>	P	α
H <sub>0</sub> : r <sub>x<sub>1</sub>y</sub> = 0	60	0,585	0,250	0,000	0,05
H <sub>1</sub> : r <sub>x<sub>1</sub>y</sub> ≠ 0					

Based on the results of the analysis of the correlation analysis of the socio-economic environment data on the physical education learning outcomes of residents studying Paket B in Makassar City in **Table 3**. The observation correlation value ( $r_0$ ) is  $0.585 >$  from the r table value ( $r_t$ )  $0.250$  or ( $P = 0.000 < \alpha = 0,05$ ). For statistical hypotheses, it can be said that H<sub>0</sub> is rejected and H<sub>1</sub> is accepted or the correlation coefficient is significant. Thus, there is a significant relationship between socioeconomic environment on physical education learning outcomes for residents studying Paket B in Makassar City.

#### **Results of the Analysis of the Relationship of Attitudes to Physical Education Learning Outcomes for Residents of Learning Paket B in Makassar City**

There is a relationship between attitudes towards physical education learning outcomes for residents studying Paket B in Makassar City.

**Table 4.**

The results of the analysis of attitudes towards physical education learning outcomes for students in Paket B in Makassar City

Statistical Hypothesis	N	R <sub>observation</sub>	R <sub>table</sub>	P	α
H <sub>0</sub> : r <sub>x<sub>2</sub>y</sub> = 0	60	0,515	0,250	0,000	0,05
H <sub>1</sub> : r <sub>x<sub>2</sub>y</sub> ≠ 0					

Based on the results of correlation analysis and regression analysis of attitude data towards physical education learning outcomes for residents studying Paket B in Makassar City in **Table 4**. The correlation value ( $r_0$ ) is  $0.515 >$  from the r table value ( $r_t$ )  $0.250$  or ( $P = 0.000 < \alpha = 0,05$ ). For statistical hypotheses, it can be said that H<sub>0</sub> is rejected and H<sub>1</sub> is accepted or the correlation coefficient is significant. Thus, there is a significant relationship between attitudes towards physical education learning outcomes for residents studying Paket B in Makassar City.

#### **Results of Regression Analysis of the Socio-Economic Environment and Attitudes towards Physical Education Learning Outcomes Residents of Study Paket B in Makassar City**

There is a relationship between socioeconomic environment and attitudes towards physical education learning outcomes for residents studying Paket B in Makassar City.

**Table 5.**

The results of the analysis of the socio-economic environment and attitudes towards physical education learning outcomes for residents studying Paket B in Makassar City

Statistical Hypothesis	N	r <sub>observation</sub>	r <sub>table</sub>	P	α
H <sub>0</sub> : R <sub>x<sub>1,2</sub>y</sub> = 0	60	0,586	0,250	0,000	0,05
H <sub>1</sub> : R <sub>x<sub>1,2</sub>y</sub> ≠ 0					

Based on the results of correlation analysis and regression analysis of socio-economic environment data and attitudes towards physical education learning outcomes for residents studying Paket B in Makassar City in **Table 5**. Regression value (R<sub>o</sub>) 0.586 > from r table value (r<sub>t</sub>) 0.250 or (P = 0.000 < α = 0.05). For statistical hypotheses, it can be said that H<sub>0</sub> is rejected and H<sub>1</sub> is accepted or the correlation coefficient is significant. Thus, there is a significant relationship between the socio-economic environment and attitudes towards physical education learning outcomes for residents studying Paket B in Makassar City.

## Discussion

### The relationship between the socio-economic environment on physical education learning outcomes for residents studying Paket B in Makassar City

There is a significant relationship between socioeconomic environment on physical education learning outcomes for residents studying Paket B in Makassar City. It is evident from the results of the analysis that the observed correlation value is 0.585 or P < 0.05. These results indicate that the socio-economic environment has a significant relationship with physical education learning outcomes for residents studying Paket B in Makassar City.

The socio-economic environment of learning residents in addition to being able to support the increased achievement of physical education learning outcomes can also be a source of learning difficulties. As described in the theoretical framework, the socio-economic environment plays a very important role in the growth and development of children. The socio-economic environment includes the family that cares for and raises, the state of the school, including the place to educate, neighbours or the community where to hang out. The fact indicates that things related to the socio-economic environment of the learning community, both friends, neighbours and households, it seems that there are still people who have not provided maximum support, so they still seem to interfere with concentration and physical education learning outcomes. For this reason, tutors and parents of learning residents should be able to work together in dealing

with these situations, because the role of parents at home is very helpful for children in every difficulty they face. Likewise, a tutor must understand the socio-economic environment that occurs in every learning community. So that if there is good cooperation, the learning outcomes of each learner will be maximized. Besides that, through good and quality physical education learning in schools, it is hoped that it will not only improve the physical fitness of a learning citizen. But more than that, through physical education positive social skills can be improved and develop the cognitive functions of learning citizens.

### **The relationship between attitudes towards physical education learning outcomes for residents studying Paket B in Makassar City**

There is a significant relationship between attitudes towards physical education learning outcomes for residents studying Paket B in Makassar City. It is evident from the results of the analysis that the observed correlation value is 0.515 or  $P < 0.05$ . These results indicate that attitudes have a significant relationship with physical education learning outcomes for residents studying Paket B in Makassar City.

The attitude structure consists of three mutually supportive components as expressed by Azwar (2000) as follows: (1) the cognitive component is a representation of what the individual owner of the attitude believes, the cognitive component contains stereotypical beliefs that individuals have about something that can be equated with handling (opinion). ) especially when it comes to controversial issues or problems, (2) the affective component is a feeling involving the emotional aspect. It is this emotional aspect that is usually rooted most deeply as an attitude component and is the aspect that is most resistant to possible influences, namely changing one's attitude, the affective component is equated with the feelings that a person has towards something, and (3) the conative component is an aspect of the tendency to behave following certain attitudes owned by someone. And contains a tendency or tendency to act/react to something in a certain way. And about the object, it encounters it is logical to expect that a person's attitude is reflected in the form of behavioural tendencies. This condition needs to be a concern for tutors because as is known physical education learning outcomes are something that is expected in every teaching and learning process to maximize the achievement of learning objectives. As outlined in the goal of national education is to educate the nation's life to achieve a just and prosperous society. If the attitude of learning citizens towards learning instruments is not responded positively in the sense of being less interested, lazy to follow

the physical education learning process because the subject is not too important for them, then in the end the learning objectives are less effective. The educational values contained in physical education include the ability to improve prosocial behaviour, such as helping others, caring about social problems. So it is not anti-social behaviour, such as crime, crime and damaging others, development of positive attitudes and behaviours that are constructive. The tutor is a facilitator, meaning that a tutor in the process of transferring lessons must know how to make this learning process as effective as possible such as using learning methods, how to deal with learning residents, how to prepare for learning and so on. The classroom situation, as a place where the learning process takes place, must be comfortable, composed (calm) and so on, to increase student learning concentration.

As mentioned above, stimulating the learning attitude of learning citizens requires an approach method that is relevant to the material being taught, while the method is intended to be an operational method that is directed to achieving goals. In terms of the teaching and learning process, the learning method plays an important role because with this method the teaching and learning process will be more lively and less ambiguous so that it will increase the learning attitude of the learning community. For this reason, tutors need to work to maximize their ability to shape the attitudes of learning citizens by taking approaches that are following the conditions of each learning community, so that they can have a more positive attitude towards physical education lessons and in the end, the learning objectives can be achieved optimally.

### **Discussion of the relationship between the socio-economic environment and attitudes towards physical education learning outcomes for residents studying Paket B in Makassar City**

There is a significant relationship between socioeconomic environment and attitudes towards physical education learning outcomes for residents studying Paket B in Makassar City. It is evident from the results of the analysis that the observed correlation value (RO) is 0.586 or  $P < 0.05$ . These results indicate that the socio-economic environment and attitudes have a significant relationship to physical education learning outcomes for residents studying Paket B in Makassar City.

Education is essentially an adult's conscious effort to guide and develop the personality and basic abilities of students in the form of formal or non-formal education (Arifin, 1997). This business, of course, requires several supports so that the goals to be

achieved are realized properly. So it can be understood that in the teaching and learning process, learning citizens are not only required to have a certain amount of knowledge and skills, but also experience and personality. The environment is one of the factors that influence the formation and development of the behaviour of learning citizens, both the physical environment and the socio-psychological environment, including learning. Environmental factors mean experience because the learning environment of citizens begins to experience and taste the surrounding nature. Humans cannot escape absolutely from the influence of the environment, because the environment is always available around them. Socio-economic status also affects the attitudes and values of parents, especially regarding children's education, attention to school, and the provision of educational support facilities at home. The higher the socioeconomic status of parents, the more positive their attitude towards education will be. while families with low economic status tend to view education negatively. Each learner has a different social background, some are from the urban environment, some are from the rural environment. Likewise, with their socio-economic status, some are rich and some are poor. Of course, these two different environments have different influences on the learning community, especially in terms of their psyche, and have a considerable influence on the learning outcomes of the learners. The socio-economic environment influences the development of learning outcomes for learning residents, due to economic disparities, providing opportunities for differences in lifestyle which of course can have a significant impact on physical education learning outcomes for residents studying Paket B in Makassar City. Internal factors are conditions that affect the success of learning residents who come from within, this term indicates the nature of the learning community, which includes psychological aspects, such as physical health, psychological health, interests, talents and attitudes. Attitude acts as a means of self-control, for example with a good attitude a person will be able to place himself in the situation he faces. Attitude is an internal factor that affects study habits, but the development of learning habits cannot be separated from the factors of the educational process either directly or indirectly. Attitude is the mental readiness of individuals who influence, colour, and even determine the activities of the individual concerned in responding to objects or situations that give meaning to him. A learning citizen who has a positive attitude to the subject matter of physical education lessons, learning citizens make maximum efforts to familiarize themselves with the learning process. study well. Even that positive attitude allows it to be manifested in the form of experience. In learning



physical education, many materials seek to make learning citizens have a good understanding and experience, to instil a positive attitude in these subjects.

In addition, that learning citizens are given direction and duties to have a good and positive attitude in physical education subjects. The source of that attitude is obtained from the habits of the residents to learn by studying both at school and home. The attitude of learning citizens in physical education lessons can also develop in a better direction if learning residents feel the benefits of studying these subjects.

## CONCLUSIONS AND SUGGESTIONS

Based on the results of the research that has been stated, the following conclusions can be drawn: (1) There is a significant relationship between the socio-economic environment on the physical education learning outcomes of residents studying Paket B in Makassar City, it is proven that  $r_0 = 0.585 > r_t = 0.250$  or ( $P < 0,05$ ); (2) There is a significant relationship between attitudes towards physical education learning outcomes for residents studying Paket B in Makassar City, it is proven that  $r_0 = 0.515 > r_t = 0.250$  or ( $P < 0.05$ ); and (3) There is a significant relationship between socioeconomic environment and attitudes towards physical education learning outcomes for residents studying Paket B in Makassar City, it is proven that  $r_0 = 0.586 > r_t = 0.250$  or ( $P < 0.05$ ).

The results of these conclusions, the following suggestions will be put forward: (1) For the Head of the Makassar City Education Office, so that they always provide assistance and motivation to every tutor who carries out tasks to save learning residents, especially in Paket B to be able to receive education, (2) For physical education tutors to be more creative and innovative in the learning process system so that learning residents can understand the true benefits of physical education, (3) for the community in the school environment to play an active role in maintaining stability and a learning climate so that learning citizens can be motivated to improve the quality of education, and (4) It is hoped that this research will receive further studies so that it can contribute more to the world of sports science, especially to learning citizens.

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