

Perception Of Students' Parents In Activity Of Extracurricular Ball Hand In LPKA Class I Pakjo

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Abstract: This study aims to describe the perceptions of parents of students' on extracurricular activities handball in prisons LPKA Class I Pakjo Palembang. Perception is the process of recognition and understanding or direct response received through sensing and interaction, which has meaning, then transparent to the brain and in interpretation. This research is a quantitative research and taking samples from one population and using questionnaire as a basic data collection tool, then intends to make conclusions that are applicable to the public and supported by numbers in percentages. The population of this study is the parents of students from prison LPKA Class I Pakjo Palembang which amounted to 48 people. Taken 30 people (respondents) as the sample of this study. Sample determination is done by random sampling. Technique of collecting data is by giving closed questionnaire which consist of 30 questions. The results showed that parents' perceptions are Positive, meaning that each parent supports with the existence of extracurricular activities handball in prisons LPKA Class I Pakjo Palembang. This is revealed by the parents of students about the development of handball sport is not yet known in addition to it can provide knowledge and benefits to students in prisons LPKA Class I Pakjo Palembang.

Index Terms: Parent's Student Perception, Extracurricular Handball

1 INTRODUCTION

Early childhood is a child who is in the age of 4-6 years, is an individual figure in the development process. Development is a process of behavioral change from immature to mature, from simple to complex, a process of human evolution from dependence to an independent adult being. Child development is a process of change in which the child learns to master a higher level of aspects: movement, thinking, feeling and interaction with others as well as with objects in the environment. Child education is one form of education that focuses on the basic laying toward physical growth and development (fine and coarse motor coordination), intelligence (intellectual, creativity, emotional intelligence, spiritual intelligence), socioemotional (attitude and behavior and religion), language and communication, in accordance with the uniqueness and stages of development traversed by early childhood [1]. Formal education process for children can be done in school. According to Soeparmo, kindergarten is a social-pedagogical institution with a certain organizational structure. The organizational structure is based on such things as division of tasks, assignment of authority and delegation of responsibilities [2]. Based on the above explanation, kindergarten as an educational institution for early childhood that has an organizational structure, has a form of education that focuses on the basic laying toward physical growth and development (fine and coarse motor coordination), and is obliged to provide education as a whole not exception for sports handball. The success of a child in attending extracurricular activities in school will not be achieved just fine, activities require adequate support and cooperation from the parents of each child. Suyanto explains that the level of parent cooperation to the program can be grouped into 2: parent involvement and participation (parent participation). Parental involvement is a minimum level of cooperation, for example, parents come to their child's school and help their school if invited [3]. Conversely, parental participation is a wider and higher level of cooperation. Parents and schools sit together to discuss children's programs and activities. The involvement and participation of parents in extracurricular activities at school raises different perceptions of each child's parent. Parents' perceptions of children's extracurricular activities at school are seriously related issues to help the successful development and implementation of good extracurricular

activities. By looking at the facts, researchers interested to examine and examine how exactly the parents' perceptions on extracurricular activities handball in LPKA Class I Pakjo Palembang.

2 REVIEW OF RELATED CONCEPT

2.1 The definition of Perception

Perception is the recognition and understanding of events, objects and stimuli or stimuli through the use of the five senses such as sight, hearing, touch, and so on [4]. Perception is also defined as a process that is learned through interaction with the surrounding and began to emerge slowly since childhood, Adolescents, adults, through interaction with other humans [5]. Perception is a direct (acceptance) response from something [6]. Satiadarma argues that perception is the pages we perceive through sensing, which is transformed into the central nervous system in the brain, then interpreted to mean a certain meaning [7]. There are three important components in perception: selection of stimuli coming from the outside through the senses, interpretation: the process of organizing information so that it has a meaning for a person and a reaction: behavior through interpretation [8]. Based on the above theoretical explanation, the researcher can draw the conclusion that perception is the process of recognition and comprehension or direct response received through sensing and meaningful interaction, then transformed to brain and interpreted. The perception of each person is different depending on the ability, experience and others of each individual.

2.2 Parents

The parents referred to in this study were the father and mother of kindergarten children. According to Kartini, parents are men and women who are bound in marriage and are prepared to assume the responsibilities of the father and mother of the children she is born with [9]. Understanding of parents are people who are considered old (clever, clever, experts and so on). Based on the definition of the above parent is the parent is an important component in a family that has responsibility to their child since birth [6]. According to Hadisubrata in Wirdanta, the life of a toddler is very dependent on his parents, especially in the early days of his life. Similarly,

the development of intelligence, the possibility of whether or not a child's intelligence is improved depending on the parents. Therefore, parents should be aware of the main tasks in the following areas: **(1) Parents as companions; (2) Parents as teachers** [10]. Based on the opinions expressed above, it can be understood that parents have a responsibility in shaping and nurturing their children both psychologically and psychologically. Both parents are required to be able to direct and educate their children in order to become generations that fit the purpose of human life.

2.3 Extracurricular

The definition of extracurricular by Usman and Lilis (1993: 22) is an activity conducted outside the lesson (face-to-face) both implemented in school and outside the school with a view to enrich and broaden the knowledge and skills that have been owned from various fields of study. According to Big Language Dictionary Extracurricular in Indonesia is outside the program written in the curriculum, such as student training and coaching. According to Suharsimi AK in B. Suryosubroto exclusivity activities are additional activities, outside the existing program structure is generally an optional activity [11]. According to Suryabrata quotes Percy E Burrup's opinion that the various functions of extracurricular activities, ie for students, curriculum development and community in detail can be translated as follows:

a. Contribution for The Students

- 1) Provide an opportunity for a predetermined pleasure seeker and develop new pleasures.
- 2) Teaching citizenship through experience and insight is emphasized on leadership, friendship, cooperation and independent activities.
- 3) Developing the spirit of school and morals.
- 4) Provide an opportunity to create rapport between children and adults.
- 5) Moral courage and mental development.
- 6) Strengthen students' mental and physical health.
- 7) Provide a better environment for students.
- 8) Expanding student relationships.
- 9) Provide an opportunity for students to fully train their creativity skills [12].

b. Contribution to Curriculum Progress

- 1) Increase or enrich the class experience.
- 2) Acquire new learning experiences that can eventually be included in the curriculum.
- 3) Provide additional opportunities for individual and group teaching.
- 4) Support (motivate) learning in the classroom [12].

Extracurricular activities is one of the media used by the school because of the limited face-to-face hours in schools and outside programs written in the curriculum, in addition to this activity enrich and expand the insights as well as possible to complete a definite task in a handball game. To be able to play a good handball must master basic techniques include: 1) Upper Shoulder Throw, 2) Throwing Side, 3) Throwing Jump, 4) Throw Down, 5) Backhand Shot, 6) Throw Down Two Hands, 7) Throw Decline [12].

2.4 Shooting Techniques in Handball Games

The skill that every handball player has to master is the ability to shoot. This is in line with the goal of the ball game which requires each team to enter as many balls as possible against the opponent's goal and prevent the opponent from scoring. Shooting or shooting is a very important skill in the game of the ball. Shooting can mask the weaknesses of other basic techniques [13]. In the game of the ball, there are various types of shots: 1) Top throw Shoulders, 2) Throwing Sides, 3) Jump, 4) Throw Down, 5) Backhand Shot, 6) Throw Down Two Hands, 7) Throw Reject.

3 RESEARCH METHODS

This study used quantitative research methods and took samples from one population also used the questionnaire as a basic data collection tool. According Mudyahardjo (2002: 164) explains that: Quantitative research is a method of problem-solving a planned and meticulous, with a strictly structured design, systematic collection of data controlled, and focused on the preparation of the theory inferred inductively in the empirical hypothesis proving. Based on the above explanation this study requires a sample of one population of 30 questionnaires for 30 parents divided into two classes B1 and B2. This research uses the subject of parent LPKA Class I Pakjo Palembang. According Sugiyono, population is a generalization region consisting of objects or subjects that have certain qualities and characteristics set by researchers to be studied and then drawn conclusions [14]. According to Sugiarto in Handoyo's book the definition of the sample is part of the population that has the same properties as the population [15]. While the sample using random sampling technique. The definition of simple random sampling is one of the sample selection techniques in which all individual members of the population have equal and independent possibilities to choose as a sample member [16]. The population in question is the parents of LPKA Class I Pakjo Palembang, which amounted to 48 parents, while the sample that can be taken amounted to 30 parents divided into two groups namely class B1 and B2. Existing data is the result of direct observation that has been grouped based on titles raised into two parts, namely primary and secondary data. This study uses only primary data is the result of a questionnaire conducted on the parents of students LPKA Class I Pakjo Palembang against their perceptions related to extracurricular activities handball. This is because the focus of research researchers is the perception of parents through the media questionnaire. Data collection techniques were conducted to obtain information needed in order to achieve research objectives by using questionnaires in the form of a closed questionnaire given to the respondent. Researchers used two techniques in collecting data with questionnaires and documentation.

Table 1. Perception Aspects of Parents Against Extracurricular sports handball students of LPKA Class I Pakjo Palembang

No	Aspects of Parental Perception Against Extracurricular hand puppets of prison students LPKA Pakjo Class I Palembang	Distribution of Problem Number
1	Parents' knowledge of Sport and its benefits.	1-5
2	Parental knowledge about extracurricular Hand ball.	6-15
3	Attention and motivation of parents to children about sports and handball to be serious in following extracurricular activities either in prison or after returning home.	16-20
4	The role and relationship of the supervisor to the student and parents.	21-25
5	Support parent to child in activity extracurricular handball in prison LPKA Pakjo Class I Palembang.	26-30

4. RESULT AND DISCUSSION

1. Result

The result of research on data analysis about respondent perception (parent) to the extracurricular activity of handmade is done by filling out the questionnaires that have been made by the researcher and given to the parents of the prison student of LPKA Pakjo Class I Palembang. The questionnaire contains 30 questions related to parental knowledge about sports, its benefits and extracurricular; parental concern to the child about sports and extracurricular activities of handball; the role and counseling relationships between students and parents; parent support to children in extracurricular activities handball in prisons LPKA Pakjo Class I Palembang. The answers of these respondents were then analyzed by statistics. Data collected by the researchers as many as 30 questionnaires given to 30 respondents from 48 populations divided into two groups namely classes B1 and B2. The answers obtained from the respondents were collected, then calculated on the basis of each item according to the weight of the value eg for the answer "Very Agree" score 4, answer "Agree" score 3, "Disagree" score 2 and answer "Very No Agreed" score 1. Based on the results of the distribution of questionnaires conducted obtained data as follows:

Table 2. Number of Sample and Return Rate of Questionnaire.

No	Information	Amount
1	Total distribution of questionnaires	30 sheets
2	Total return of questionnaire	30 sheets
3	Number of questionnaires not returned	0
4	Number of respondents	30 people
5	Total questionnaires that can be processed	30 sheets
6	Total questionnaires that can not be processed	0
7	Response Rate (Tingkat Pengembalian)	100%

Table 2 shows that of 30 questionnaires given to 30 respondents, returned to 30 researchers, or in other words this research has a response rate of 100% of the 30 returned questionnaires and 30 processed data.

2. Discussion

The questionnaires that have been distributed to LPKA Class I parents of Pakjo Palembang received a response rate of 100%, out of 30 distributed questionnaires, this means the respondent (parent) supports this research process. Based on the results of validity and reliability tests concluded that all the instruments used in this study valid and reliable. This attracted researchers to examine more deeply about the positive response of parents who support extracurricular activities handball for children assisted Lapas Pakjo Palembang. The discussion based on the questionnaire is as follows:

- a. Number 01 concerning in parents' knowledge about their children whether they like sports, respondents have a tendency to answer "Agree" as many as 19 people (63.33%) and answer "Very Agree" as many as 11 people (36.66%), that respondents (parents) understand their children love sports. Calculation of respondent's score by scoring "Very Agree" score 4, "Agree" score 3, "Disagree" score 2 and "Strongly Disagree" score 1. Based on the above percentage calculation it is clear that respondents no one answered "Disagree" and "Strongly Disagree", so it can be concluded that the respondents (parents) have a positive perception of the extracurricular activities of handmade in LPKA Class I Pakjo Palembang from the aspect of parents' knowledge about their children whether they like sports.
- b. Number 02 concerning in parents' pride if their child has talent in exercising many who answered "Strongly Agree" as many as 16 people (53.33%) and answered "Agree" as many as 14 people (46.66%), this explains that the respondents (parents) are proud if their child has a talent in exercising. Based on the calculation of the above percentage it is clear that the respondent no one answered "Disagree" and "Strongly Disagree", so it can be concluded the respondents (parents) have a positive perception of the extracurricular activities of handmade in LPKA Class I Pakjo Palembang seen from the pride aspect parents if their child has a talent in exercising.
- c. Number 03 concerning in whether parents support if their child has talent in sports to be more developed respondents answer balanced, that is 15 people answered "Strongly Agree" (50%) and 15 people answered "Agreed" (50%). This explains that the respondents (parents) support their child's talent in sports to be more developed. Based on the calculation of the above percentage it is clear that the respondents no one answered "Disagree" and "Strongly Disagree", so it can be concluded the respondents (parents) have positive perceptions of the extracurricular activities of handmade in LPKA Class I Pakjo Palembang seen from the aspect of support parents if their child has a talent in sports to be more developed.
- d. Number 22 concerning in the routine exercises for hand-held material handling of the respondents (parents) answered "Very Agree" as many as 17 people (56.66%) and answered "Agreed" as many as 13 people (43.33%), this explains that the role of mentors with students and parents can support the mastery of the material. Based on the calculation of the above percentage it is clear that the respondent no one answered "Disagree" and "Strongly Disagree", so it can be concluded the respondents (parents) have a positive perception of the extracurricular activities of handmade in LPKA Class I Pakjo Palembang which is routine for mastery of the hand material of the

- respondents (parents).
- e. Number 26 concerning in the support of parents to their children in following the extracurricular activities of handball and many answered "Agree" as many as 19 people (63.33%) and answered "Very Agree" as many as 11 people (36.66%), This explains that the respondents (parents) support their child in following the extracurricular activities of the handball. Based on the calculation of the above percentage it is clear that the respondents no one answered "Disagree" and "Strongly Disagree", so it can be concluded the respondents (parents) have positive perceptions of the extracurricular activities of handmade in LPKA Class I Pakjo Palembang seen from the aspect of support parents to their children in following the extracurricular activities of handball.
 - f. Number 29 concerning in giving parents motivation to participate in serious handball extracurricular activities in LPKA Class I Pakjo Palembang, many respondents (parents) answered "Agreed" as many as 17 people (56.66%) and answered " Strongly Agree "as many as 13 people (43.33%), this explains that the respondents (parents) provide motivation of children at home in their keseriusan in following extracurricular activities handball in LPKA Class I Pakjo Palembang. Based on the calculation of the above percentage it is clear that the respondent no one answered "Disagree" and "Strongly Disagree", so it can be concluded the respondents (parents) have positive perception of the extracurricular activities of handmade in LPKA Class I Pakjo Palembang motivation of the parents to the child in following the extracurricular activities of handball.
 - g. Number 30 concerning in the support of parents, both facilities and pre-facilities, if the school asks for hand ball for the race, respondents (parents) answered "Agree" as many as 19 people (63.33%) and answered "Strongly Agree" as many as 11 (36.66%), this explains that the respondents (parents) support if the school asks handball in the race. Based on the calculation of the above percentage it is clear that the respondents no one answered "Disagree" and "Strongly Disagree", so it can be concluded the respondents (parents) have positive perceptions of the extracurricular activities of handmade in LPKA Class I Pakjo Palembang seen from the aspect of support the parents of both facilities and pre-facilities if the school proposed handball for the race.

Based on the above explanation of the respondent (parents) have a positive response to the extracurricular activities handball in school, by looking at the results of calculating the questionnaire according to the items provided that the respondents have knowledge about the sport and its benefits; the role and counseling relationships between students and parents; parent support to children in extracurricular activities handball in LPKA Class I Pakjo Palembang many who answered "agree". While the negative response shown by the respondents (parents) to the extracurricular activities handball for children LPKA First Class Pakjo Palembang. The discussion based on the questionnaire is as follows:

- a) Number 05 concerning in parent's assumption of children with sports talent also has more achievement than children who do not have sports talent, many respondents (parents) answered "Disagree" as many as 7 people (23.33%) according to the entry data received by

researchers through questionnaires given to parents to fill. From the research results of the researchers, this happens because due to various obstacles such as lack of parental knowledge about the benefits of sports for children, parents tend to prioritize children's education to the subject of a fundamental nature and parents assume that the sport is entertainment alone.

- b) Number 13 concerning in parents accompanying their children in following the extracurricular hand-ball in LPKA Class I Pakjo Palembang, many respondents (parents) answered "Disagree" as many as 9 people (30%) according to the data received by the researchers through questionnaires given to parents to fill. This happens because maybe the parents have busy, so can not accompany their child.
- c) Number 14 concerning in the convenience of the place for the extracurricular activities of handball in LPKA Class I Court of Pakjo Palembang makes it possible for the students. Many respondents (parents) answered "Disagree" as many as 8 people (26.66%) and answered "Strongly Disagree" as much as 1 person (3.33%) according to the data received by the researchers through questionnaires given to the parents to be filled. This is because the pages of LPKA Class I Pakjo Palembang courage narrow and the activities of some children who do not follow extracurricular activities handball is also done in the same place.
- d) Number 15 concerning in the effectiveness of the extracurricular activity schedule of the hand ball in the school. Respondents (parents) answered "Disagree" as many as 7 people (23.33%) and answered "Strongly Disagree" as much as 1 person (3.33%) according to the data received by the researchers through questionnaires given to parents to be filled . This is because the time provided LPKA Class I Pakjo Palembang for this activity is felt less and implemented only 2 (two) times in 1 (one) week.
- e) Number 20 concerning in the ability of parents in the provision of clothes or shoes associated with handball at home in order to exercise by having the means and infrastructure. Respondents (parents) tend to answer "Disagree" as many as 15 people.

5 CONCLUSION AND SUGGESTIONS

Based on the results of research Parents Perceptions of Students On Extracurricular Activities Handball in prisons LPKA Class I Pakjo Palembangdotten conclusions that parents in prisons LPKA Class I Pakjo Palembang have a positive perception,which is to support extracurricular activities handball in school. This can be demonstrated by the knowledge of parents about music that music can support the intelligence of children in the field of science, language and even mathematics, in addition to the benefits of children who have musical talent tend to perform better than those who do not. The role of supervisors of extracurricular handball activities in conveying understandable material greatly affects the development of a child's talents. In addition, the good relationship between mentors with students and parents also affect the child's progress in following extracurricular activities. Parental support to children in the extracurricular activities of handball at school can be demonstrated by motivating the children to follow the activities seriously, agreeing and providing funding to support the extracurricular activities of

handball (costumes, tools) and support if the school participates in the competition. Based on the research about the perception of parents to the extracurricular activity of handball, the whole parents of pupils in LPKA Class I Pakjo Palembang support the activity, so the researcher give the following suggestion:

1. For prison LPKA Class I Pakjo Palembang optimize the time and schedule of the implementation of the hand ball to happen continuity of activity. In addition, the prisons LPKA Class I Pakjo Palembang school also provides facilities in the form of tools because some tools in a condition that is less good so that students can practice handball comfortably.
2. For the parents are expected to always support activities related to extracurricular or Sports conducted by children, either in LPKA Class I Pakjo Palembang or at home by giving motivation, and the means of pre-handling of the ball to the child as a reference for children's learning.

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