

Learning Guidance to Improve the Achievement Motivation of the O2SN Volleyball Athletes in Majalengka City

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Abstract: lack of achievement motivation in volleyball athletes in majalengka district. One effort to improve achievement motivation in the academic field is to use tutoring. The development of an increasingly modern era, especially in the era of globalization as it now demands high quality human resources. One vehicle to improve the quality of human resources can be done through the field of sports. Volleyball game is one sport that is very popular in the community. The purpose of doing volleyball is very diverse, from just for entertainment or recreation, health sports, educational sports to those that aim to achieve maximum performance. The goal is to (1) Know the volleyball athlete's learning motivation profile before and after being given tutoring, (2) Produce a tutoring program to increase volleyball athlete's learning motivation, (3) Obtain empirical data about the effectiveness of the tutoring learning program to increase athlete's learning motivation. Producing a tutoring program to improve volleyball athlete achievement motivation, which is developed theoretically and empirically. To produce effective tutoring pursued by preliminary studies, instrument development, instrument feasibility testing, development of tutoring, feasibility study and tutoring trials this research approach uses a quantitative approach with quasi-experimental methods and the design is the pretest-posttest control group design against O2SN volleyball athletes in Majalengka district. Data collection uses a measuring instrument in the form of achievement motivation instruments.

Keywords: *achievement motivation, tutoring, athlete, the volleyball*

INTRODUCTION

Progress of sporting achievements cannot be separated from the influence of advances in knowledge and technology. Volleyball game is one sport that is very popular in the community. Volleyball players or participants in the community are very diverse, consisting of many groups from children, youth to the elderly both from low, medium and high economic circles. The purpose of doing volleyball is very diverse, from just for entertainment or recreation, health sports, educational sports to those that aim to achieve maximum performance. With a variety of goals in doing volleyball, it will give birth to a container of activities to accommodate activities in accordance with the goals to be achieved. Sports education, for example, is widely implemented in educational institutions from elementary to high school or even university level.

One of the policies taken by the government in the field of sports is that the national sports coaching path is pursued through three paths, namely the achievement sports path, the sports track education, and the community sports track (Director General of Sports, 2002: 12). Based on the national sports coaching pathway, which includes achievement sports, educational sports, and community sports, the sports achievement institutions directly involved are KONI, the parent sports organization, club or association (Director General of Sport, 2002: 25). Specifically, training for sports achievements in volleyball is carried out by PBVSI, which is basically carried out by involving management at the regional level called the PBVSI regional

administration, management at the district level or PBVSI Pengcab, then direct coaching is carried out at the most basic level, namely the association or club level.

Sports clubs or clubs are a sub-system that plays an important role in the development of national sports in Indonesia. The association or club is in a strategic position in sports coaching for achievement because in fact the sports club is in the leading position operationally providing direct training to athletes in the form of training process, so it can be said that the sports club is the spearhead of fostering achievement sports (KONI), 2002: 3).

The severity of the demands for bolavolly training that they have to go through make the academic learning system in schools must be distinguished from the learning of students who are not athletes. The learning system in question is the flexibility provided by the school if athletes have to train and participate in competitions to go out of town or abroad. Form of flexibility of the learning system in schools, such as the ease of permission given and additional lessons given by teachers to athletes participating in the competition. Therefore, these athletes mostly attend special athlete schools or private schools that are willing to accept students who also have a profession as an athlete.

Formal education is very important for everyone in their lives. Formal education is one of the means or places to prepare someone to be ready to enter the community (Lina, 2008, Educational Newspaper, The Importance of School Existence, para.2) that can be used by someone to get a decent job later, not least with bolavolly athletes. Formal education as a basic science for athletes can also be used and applied after the athletes have hung their rackets. This is in accordance with the statement of KONI's Chairperson Rita Subowo (Zul, 2009, Bola.net, KONI Pay Attention to Former Athlete Education, para. 2), "Athletes from the junior level will be schooled because if they are not already athletes it will be easier to be assisted if have the provision of education ". The same thing was said by the General Chair of the Indonesian Karatedo Sports Federation, Luhut Panjaitan (Wem Fauzi, 2007, Suara Karya, Athletes Must Have Higher Education, para.4) about the importance of formal education for athletes. Benefits of formal education for athletes in the field of baseball "There is a special feature in training highly educated athletes because they more easily understand the wishes of the coach, have high discipline and respect the coach".

If the athlete is not highly educated, then the athlete's future is also less secure. This is similar to the data on the lives of former athletes who are less fit after they are no longer able to excel in sports, (Kabar Editor of Indonesia, 2007, Unfortunately the fate of a former Indonesian athlete, para.1 and para.7) like former athletes running the 1987 SEA Games from Kupang East Nusa Tenggara, Martha Kase who has to sell bottled drinks to support her family, or the best former amateur and national boxer, Rachman Kilikili who was found dead hanging himself because of the stress of not getting a job. This phenomenon led KONI Chairperson Rita Subowo to speak (Editor of Kabar Indonesia, 2007,

Unfortunately for the Fate of the Former Indonesian Athlete, para.13 and para.14) that "The key is education. When they become national athletes their education is considered". In the process of receiving and getting a formal education, a person will not be separated from a motivation to undergo that education. Motivation is usually referred to as learning motivation. Someone who has no motivation in learning, will not be possible to do learning activities. A teaching and learning process in formal education will run well if students have high learning motivation, because with high motivation to learn students will be interested and enjoy the lessons given by the teacher. Conversely, if student motivation is low, students will not be interested and it will be difficult to grasp what is taught by the teacher (Suciati, 2006, Teacher Forum, building student motivation to learn, para. 2). In addition, there are also many athletes as

well as students and athletes who have high learning motivation and still prioritize formal education above their profession as athletes so that they are also able to excel in academics, such as archery athlete Dellie Treeshyadinda and CLS guard Dimaz Muharri who say that they must more active in self-study, reading books on their own, asking lecturers, and having to have other skills so they can continue to earn money when they are no longer able to earn income as athletes (Rachmad Setiawan, Jawa Pos Sportivo, May 4, 2009, para.7 and para.11).

If the athlete has high achievement motivation in the academic field then the athlete will have a meaning to himself which means learning activities in school in accordance with the goals and interests of the athlete, has the ability to achieve relevant goals which means the athlete has confidence in himself that he is able to achieve realistic achievements according to his ability. In addition, athletes will have personal responsibility, which means that athletes will do everything to their maximum goals, athletes can also control their emotions well when facing situations that hinder them in learning and have behaviors that show they want to achieve the goals to be achieved so that athletes can realize the learning motivation that he has in the form of behavior in accordance with the expected goals. The attitude of the athletes who still prioritize formal education is because they think that formal education is very important and can be used later when they can no longer earn income and excel as an athlete. This can reflect that formal education also has an important role in the lives of athletes.

Conversely, if an athlete has low academic achievement motivation, the athlete lacks meaning to himself, lacks the ability to achieve relevant goals, lacks personal responsibility, is unable to control emotions properly and has no behavior that shows he wants to achieve goals that are want to achieve. Another thing that will be done is that they will only practice bolavolly every day and after the training is over they will immediately rest. They also won't read textbooks even though they have left behind a lot of subject matter in school.

Although bolavolly athletes know that the role of formal education is very important for their lives, in reality almost all bolavolly athletes never attend school and take 7 intensive lessons. They attend school only when taking the final semester exams and national exams. The reason that these athletes attend school is also due to limited time, where training time is at the same time as school so they have to focus more on just one activity.

Achievement motivation in academics is a very important thing that athletes have, because if they can realize the importance of formal education they will still try to take the time to keep learning outside their training activities even though they are physically tired.

Achievement motivation in the academic field is needed so that athletes remain motivated to excel in academia and bolavolly is intrinsic motivation for learning (Suryabrata, 1984: 72) because it does not require stimulation from outside but from within the individual himself, so the motivation formed will be stronger . But in reality, what happened was that these Bolavolly athletes did not have high learning motivation but their learning motivation was low. This is evident from the opinion of some bolavolly athletes in an open questionnaire that they prefer watching, playing and sleeping rather than studying after finishing training. Even though they have free time that should be used for learning, they prefer these things on the grounds that school is a difficult thing, and learning causes headaches.

Achievement motivation in the academic field is influenced by several factors such as attitudes, social norms, expectations, self-concept, emotional influences and reactions, and self-confidence (John Adamopoulos and Yoshihisa Kashima, 1999: 99). According to Maltby, Gage & Behner (1995: 369), the factors that influence learning motivation are interest, needs, values, attitudes, expectations, incentives, desires, gifts, and numbers. 8 Attitudes can affect how strong a person's motivation is. In this study, one of the factors that influence learning motivation and

which will be discussed is attitude, specifically the attitude of bolavolly athletes towards formal education.

Attitude is defined as predisposing learning to respond in agreement or disagree to someone, an object or an idea (Robert S. Feldman, 1997: 330). Attitude has three important aspects namely cognitive, affective and conative or action tendencies. The cognitive aspect is related to the way of thinking or one's belief in an object. Affective aspects related to emotions and feelings associated with the object. Conative or tendency aspects of action include intentions and all readiness for behavior related to attitudes. Attitude is also a concept that represents the likes or dislikes (positive, negative, or neutral) of someone on something.

The three aspects of this attitude when linked to achievement motivation in the academic field of bolavolly athletes will be clearly seen in the connection. The cognitive aspect will be demonstrated through bolavolly athletes' belief in the importance or insignificance of formal education and learning activities. The affective aspect will be demonstrated through whether or not a bolavolly athlete likes learning activities in formal education. Conative aspects or action tendencies will be demonstrated through positive or negative actions that will be carried out by bolavolly athletes in learning activities in formal education.

If this bolavolly athlete is positive about formal education, the athlete will spend even a short time to continue to study outside of school and practice time, ask other non-athletes subjects for lessons they cannot intensively follow in school, and others. Conversely, if an athlete has a negative attitude toward 9 formal education, the athlete will tend not to study, do not ask the lesson behind other non-athletes, prefer to do other activities outside of formal education activities and when the athlete faces the athlete's exam he actually calls his senior to get the exam answers.

If the bolavolly athlete's attitude towards formal education is connected with the athlete's learning motivation academically, then athletes who have a positive attitude towards formal education will have high motivation to learn. Conversely, if the athlete's attitude is negative towards formal education, then the athlete will have low learning motivation, such as deliberately hiding when the teacher wants to give additional lessons.

The positive or negative attitude of athletes towards formal education will also have an effect or impact on the lives of the athletes themselves later. If the athlete's attitude supports formal education, then when the athlete has hung a racket they will be better prepared and still be able to earn income from their skills through the formal education they have ever obtained. However, if the athlete's attitude does not support formal education, then when they have hung up their shoes they will not be ready to face the conditions where they can no longer earn income through bolavolly because they also do not have any skills in the field of formal education.

METHOD

The research method used was experimental research. The experimental research method used is quasi experiment, this method is carried out by providing random assignments in its implementation. The design used in this study is Pretest-Posttest Control Group Design. That in this design there are two groups chosen randomly, then given a pretest to find out the initial conditions of the two groups.

RESULTS AND DISCUSSION

Achievement motivation is an impulse or desire that is in an individual that is indicated by the form of personal responsibility, setting the value to be achieved or setting superior

standards, trying to work creatively, trying to achieve goals, anticipate, and do the best activities. (McClelland, 1985 p. 276) That individuals who have high achievement motivation will tend to have high levels of trust, have responsibilities, always try to achieve good results, are active in social life, choose expert friends rather than just friends, and years of pressure. (Murray, 1961 An attempt to improve or maintain personal skills as high as possible in all activities by using a measure of excellence as a conceiver (Heckhausen in Martinah, 1979).

Individuals who have high achievement motivation expect feedback by comparing their performance with others or a certain standardization, Spence (Morgan, 1986). Setting success standards is an extrinsic motive that is not from within himself, but determined from others. One person is motivated to try to reach the standards set by others for fear of losing to others, Rohwer (Robbins, 2001) Individuals who have high achievement motivation often expect feedback and compare their work with other people's work with a measure of excellence that is a comparison with the achievements of others or certain standards, McClelland (Morgan 1986).

Individuals who have high achievement motivation will have good performance, be active in productivity, and be diligent in working. With the achievement motivation, employees will have qualities such as always trying to achieve the best performance by always persevering in carrying out tasks (Martaniah, 1998).

Atkinson (2004) said that someone who has achievement motivation is as follows.

- a. Free Choice, is that individuals who have high achievement motivation like activities for their success so that they always try to increase all possibilities for achievement because of the ability to experience more success so that despite experiencing failure still implied to succeed.
- b. Persistence Behavior, is an assumption that individuals who have high achievement motivation assume that failure is a result of lack of effort, therefore expectations and efforts to succeed are always high.
- c. Intensity of performance, is an intensity in work performance, meaning that individuals with high achievement motivation always look hard working compared to someone who has low achievement motivation.
- d. Risk preference, is a consideration for choosing risk, which means that it is neither easy nor difficult.

McClelland (Surya, 2003 p.104) suggests the characteristics of people who have high achievement motivation, ie. (1) like situations that require personal responsibility to solve problems, (2) tend to take moderate risks compared to low / high risks, and (3) always expect concrete feedback from all the performance they have done.

Athletes who have achievement motivation will carry out school work or be responsible for their work. Students who have high achievement needs will be responsible for their work will be satisfied with the results of the work because of the results of their own efforts.

Athletes set goals to be achieved. The goal is higher than the value of the goal itself (internal) or higher with the value achieved by others (external). To achieve goals that are in accordance with the standard of excellence, students must thoroughly master the lecture material.

Highly motivated, persistent and active athletes are looking for creative, high-achieving activities to complete their college assignments. Athletes use a number of learning methods that they create themselves, so that learners better master the subject matter and ultimately obtain high achievements.

Anticipating the purpose of doing activities to avoid failures or difficulties that might occur. Anticipation can be done by athletes preparing all the needs or equipment before going to college. Students come to school faster than the study schedule or exam schedule, looking for

questions or answers for practice. Students support the necessary learning preparation and read lecture material that will be given by the lecturer the next day.

Athletes who have positive feelings will try their best to learn or have high motivation in learning. Students will be diligent in doing assignments, study hard, persevering and resilient and do not retreat when studying. Students will work through the task to complete and if they have difficulty students will read back the reading material that has been explained by the teacher, repeating doing the work that has not been completed. Success in every school activity and obtaining good results will enable students to achieve their goals.

Expecting help from others means doing activities to avoid failures or difficulties that might occur. Assistance can be done by athletes by preparing all the needs or equipment before going to campus. Students come to campus faster than the study schedule or exam schedule, looking for questions or answers for practice. Learners support the necessary learning preparation and reading subject matter that will be given by the teacher the next day.

Athletes who have high achievement motivation will link their future careers. athletes make learning activities by following the schedule that has been made. For example, athletes always take part in learning activities and do practice questions even if they are not instructed by the teacher and correct wrong assignments. Participants will also conduct learning activities if they have the required textbooks and learning equipment and carry out learning activities alone or in groups to achieve their future careers.

Tutoring is guidance directed to assist students in dealing with academic problems such as curriculum introduction, selection of majors / concentrations, ways of learning. Academic guidance is done by developing a conducive teaching and learning environment so as to avoid learning difficulties. In academic guidance the supervisor tries to facilitate students in achieving the expected academic goals (Yusup, 2008 p.10).

Tutoring as guidance directed to assist students in dealing with and solving academic problems such as curriculum introduction, selection of majors / concentrations, ways of learning, completion of assignments and exercises, etc. (Nurikhsan, 2006 p. 27). Academic guidance is done by improving the atmosphere of teaching and learning to avoid learning difficulties. The supervisor's task in this case is to help students say that they are successful in learning and achieving and to be able to adjust to all the demands of the program / education.

Tutoring is guidance that finds appropriate learning methods, in overcoming difficulties regarding learning, and how to manage time in learning (Winkel, 1985). Specifically, tutoring is intended to develop students to be able to find and create suitable ways of learning, both mastery in material or other learning activities in accordance with scientific development, technology, and cultural arts (Sukardi, 2002hlm. 464).

The volleyball game is a game that is played by several people, with all limbs with a legitimate reflection, over the obstacle that is the net for a certain purpose. The volleyball game is also a game that requires collaboration between players who do, with good cooperation the game will be more interesting. Volleyball game is often played in a government or private institution, namely: agencies or offices, companies, and even schools.

The volleyball game that is commonly seen in these institutions or agencies is the volleyball in the framework of recreation only, but what is meant by the actual volleyball game is the volleyball game that is in the volleyball clubs or in the official volleyball championship events both organized by the Big Board of Bolavoli throughout Indonesia as well as the extended hands of the Big Management, namely the Provincial Volleyball Management and the volleyball management in the district.

The advancement of knowledge and technology also has an impact on all aspects of sport, especially in volleyball games with the increasingly stringent and effective rules of the game. Rules that are compiled based on experience and discussion of the problems that exist in world football in this case the World Volleyball Sports Federation (FIVB), issuing regulations if it can be implemented well it will be clearly seen also the quality of volleyball games. With the development of volleyball rules, development and progress in the training process and competition strategy are also followed. The rules of the volleyball game with the rallypoint system require each team to be as effective as possible in developing strategies to win the match. The team in this case is the coach and the player, for a coach responding to new developments in the game of volleyball that is by responding critically and focus by immediately compiling an appropriate and effective training program. As for the volleyball player or athlete, because each player has limitations that are haq or absolute in nature, they should determine a choice or position in accordance with their abilities and strengths. Because it is impossible for a player to have the ability or position to be effective in all positions, it can be analogous that someone who studies a subject will succeed with the lesson if it is taken seriously, therefore the writer wants to briefly examine this problem , according to the level of knowledge and experience that the author has about specialization in volleyball players according to the characteristics of each player, both physical character and ability.

The limitation of this study is that it has not accommodated the need for follow-up or monitoring in changing student behavior. Matters regarding how long the impact of the treatment will last on changes in student behavior, how to form appropriate follow-up to facilitate efforts to increase achievement motivation, who should be involved in monitoring student changes and who is responsible for maintaining counselee achievement after obtaining treatment tutoring, also becomes a question that still needs further study

CONCLUSIONS

The tutoring program to increase student achievement motivation, which is developed theoretically and empirically. To produce effective tutoring, it is carried out with preliminary studies, instrument development, instrument feasibility testing, development of study guidance, feasibility study guidance and tutoring trials.

Programs to improve athlete achievement motivation need support from counselors in order to form positive motivation. Therefore, the counselor can create a tutoring program to improve achievement motivation for o2sn volleyball athletes in Majalengka district, so that motivation in the field of academics is aligned with non-academic achievements that enable them to undergo healthy competition with their peers, including by arousing competitive sense by generating satisfaction. the results that athletes will achieve even though small. In addition athletes should also be accustomed to discussing their opinions or ideals to strengthen their motivation. Through scientific writing can also show academic guidance programs that can strengthen athletes' motivation to excel in academics. For this reason, a tutoring program for volleyball athletes is needed to provide motivation in academics for athletes to be able to excel in academics and also sports, especially volleyball.

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