

The Contribution of Physical Fitness and Learning Motivation on Learning Results of Sports Specialty

Emil Mon*, Gusril, Adnan Fardi
Universitas Negeri Padang
emil29373@gmail.com

Abstract—This study aims at investigating the contribution of physical fitness and learning outcomes on learning results of sport specialty students at SMPN 1 Bukittinggi. This research used a correlational study that involved 30 sport specialty students. The instruments used were a physical fitness test, questionnaire, and students' learning result. The result show that: (1) (1) physical fitness had a significant contribution with $t_{count} (3,71) > t_{table}(1,70)$ and give contribution for 32,95% to learning outcomes. (2) Learning motivation had a significant contribution with $t_{count} (5,60) > t_{table}(1,70)$ and give contribution for 52,85% to the learning outcomes. (3) physical fitness and leaning motivation have significant contributions with $F_{count} (42,948) > F_{table} (3,35)$ And contributed together by 76.04% to learning outcomes.

Keywords—physical fitness, learning motivation, learning outcomes

I. INTRODUCTION

The government programs in improving sports fields are regulated in the Law System of National Sports (SKN Law) No: 3 of 2005. What is stated in Chapter II Article 4 Mention is:

"National sports aims to maintain and improve health and fitness, achievement, human quality, instill moral values and noble character, sportsmanship, discipline, strengthen and foster national unity and integrity, strengthen national resilience, and enhance national dignity and honor" .

Furthermore, the regulation stated in article 17 describes about the three scope of the law in more detail, namely: a. Sports Education, b. Recreational Sports, and c. Sports Achievement. Sports education is one of the government's efforts in shaping the character of students to be discipline and posses the sense of sportsmanship, good morals and noble character. Thus, it is expected to take sports achievements to enhance the dignity of the nation.

To implement the National Sports System Law year 2005, the government has undertaken it through several institutions and agencies which directly related to sports development in Indonesia, including education. This is directly related to the education law stated in article 18 paragraph 2 (The National Sports System Law year 2005), namely educational sports are carried out on both formal and non-formal education means including intra curricular activities and / or extracurricular activities.

One mean to carry out educational sports is to provide facilities supporting any sport activities. Recently, at the level of junior high school (SMP), there has been a place to foster potential athletes with the existence of Special Sports Classes (KKO) to improve national sports achievements through nurturing candidates at formal education. This is a government obligation through the Directorate General of Primary and Secondary Education Management and the Ministry of National Education to hold a special sports class program at the secondary education level. In line with that action, the 2005 SKN Law article 32 paragraph 1, states that the national sports system management is the responsibility of the Minister. This program is organized through a Pilot Project in certain secondary schools including in Bukittinggi. This Special Sports Class is a co-curricular activity that is expected to increase interest and to foster the talents of students to become athletes who are supported by training programs arranged regularly according to the school conditions.

The Sport Special Class at junior high school level is an activity to form and provide a place to foster potential students in the field of sports. The policy regarding the implementation of this special sports class program is not a policy which was born itself. It is based on The Law of Republic of Indonesia no. 3 year 2005 concerning the National Sports System, article 25 paragraph 6 which reads: "to develop sports achievements in educational institutions, a sport activity unit can be established at every education level as a center for training, sports schooling, and the holding of tiered and sustainable sports competitions". This is the basic policy regarding the implementation of this special class. Sport special class is a class intended for students who have talent and achievements in sport besides having learning process in general.

In its implementation, special sports classes are able to present achievements in sports events which successfully name the school in particular and Bukittinggi in general, both at the level between schools in the neighborhood of Bukittinggi city as well as at the provincial level even to the national level. In this case, special sports class students under the auspices of SMPN 1 Bukittinggi have brought up the names of athletes who entered the West Sumatra basketball branch POPNAS team in 2013 and in

2015, on behalf of: Dhani Fajri and Indah Helmadi. In fact, Indah Helmadi, who already had been learned at SMA 1 Bukittinggi, was chosen as one of National Basketball team to practice in United States sponsored by Honda. This is a program which holds a very rigorous selection from all over Indonesia. Even, outstanding athletes also had the opportunity to enter favorite schools in Bukittinggi city.

As for now, in general, the Special Sports Class at SMP Negeri 1 Bukittinggi has two branches groups, namely Athletics and Basketball. The consideration is why these two branches of sports are chosen in Special Sports class program because Athletics and Basketball games have a lot of enthusiasts compared to other sports which may be said to be less desirable by trainers in Special Sports Classes. Through the interests and talents possessed by the Special Class students, in line with these conditions, it is very important to develop a psychomotor domain found in students' self potential to accomplish their talents and will, along with the cognitive and affective domains.

Special sports classes are classes that aim to foster and increase the achievement of students in the field of sports. With these conditions, Special Sports class students must be trained specially to be an athlete who gains achievement at regional, national and international levels.

The curriculum applied in the Special Sports Class is alike with the curriculum applied in the regular class which refers to curriculum 13. The hours of academic subjects remains the same as the regular class, but academic hours of physical activity training or sports is added.

During the process, it looks like the students are very enthusiastic in carrying out sports activities. It can be seen on students' enthusiasm during training and in gaining achievements. Nevertheless, their successfulness in the field of sport is not in line with other subjects. The results of observation show that students' learning outcome are quite low. It was found that 21 (60%) students did not meet the minimum completeness criteria (KKM) in general subjects, especially on Mathematics, Integrated Science, Integrated Social Studies and other subjects. Consequently, they have to carry out remedial test.

A recent problem related to the implementation of Sport Special class is the parents' and society perception on its program. It seems that they see Sport Special class program is a new ideas which does not call for serious attention. Thus, there are lot of people who do not understand the aims of this special class. They think that the Special Class is not important to be enrolled.

In addition, this class is held after the regular school time is over. It directly influences the students' stamina and endurance. They are easily be exhausted because after students take regular classes, they also have to take the special class.

To overcome this, it needs to socialize to the public about the importance of Special Sports Classes in developing the talents and potential of students in sport

field, which is, the main problem is not the Special Class of sports but other things that can affect students.

Azwar (2012: 13) expresses that learning outcomes are "results that have been achieved by students in learning". Whereas according to Sukmadinata (2004: 102), the result or achievement is the realization or expansion of the skills - potential skills or capacity possessed by someone ". From explanation above, it can be concluded that learning outcomes are maximum results achieved by a student in accordance with the effort, potential and capacity it has.

Therefore, it is important that students are able to get good learning outcomes in other subjects outside the special sports class program so that the students are not left behind and are able to answer the public's arguments, especially parents, that Special Class program sports students are able to balance between learning outcomes in general subjects and their own participation in their respective sports.

Syahara (2003) says that "physical fitness is the body's ability to carry out physical and psychological activities without suffering from extreme fatigue and still having energy for other physical activities in filling up that is still spare". Thus physical fitness is the appearance of the physical state of the body in a fresh or comfortable atmosphere. In other words, having good physical fitness will reflect overall health of the body. This also affects someone in the learning process, especially cognitive. By having good physical fitness, it helps students to undergo the learning process well too. Conversely, if the students have low level of physical fitness, students will likely been dropped and drowsy in learning. The worst is if the this problems affect the students' learning and results.

Likewise, Welodkowski and Jaynes (2004: 6) state that learning motivation is "a value and desire to learn" Learning motivation has an important role in providing stimulation, enthusiasm and pleasure in learning so that those who have high motivation will have more energy to carry out the learning process. Furthermore according to Uno (2012: 23), learning motivation is, "Internal and external encouragement on students who are learning to make changes in behavior.

Based on the problems above, the researchers are interested in knowing more about the Learning Outcomes of Special Sport class Students at SMPN 1 Bukittinggi and the contribution of Physical Freshness and learning motivation to the Learning Outcomes

II. RESEARCH METHODS

In accordance with the purpose of this study, which is to reveal the magnitude of the contribution of Physical Fitness and Learning Motivation to Learning Outcomes in Sport Special Class at SMPN 1 Bukittinggi, this research was a Quantitative Research using the Correlation Method.

The population in this study was 30 Sport Special Class students. The sampling technique used in this study was total sampling technique, that is, all populations were used

as samples. So the sample in this study amounted to 30 people.

To measure the learning outcomes, the researchers used the report card grades of the previous semester (even semester 2014/2015) which refers to the weighted average Daily Examination (UH) (60%), weighted Mid-semester Examination (20%) and the weighted Final Semester Exam.

TKJI test was performed to see the physical fitness level. Since TKJI is a series of tests, therefore all items must be carried out sequentially, continuously and uninterrupted by paying attention to the speed of transfer of the next test item in 3 minutes. It should be understood that the test items in TKJI for the age of 13-15 years are standard and should not be reversed, with the following sequence of tests: 1) 50 meters fast running; 2) pull up (for male students) and holding (for female students); 3) sit up; 4) vertical jump; 5) 1000 meters run (for male students), 800 meters (for female students).

The test used in measuring learning motivation is a closed questionnaire where the answer has been provided (closed ended items). The questionnaire used Likert scale model.

Hypotheses 1 and 2 were tested through simple correlations and hypothesis 3 was tested through multiple correlations. Then, the contribution magnitude was calculated through coefficient of determination ($r^2 \times 100\%$). According to J. Supranto (2001: 205), r^2 is called the coefficient of determination, which is a value to measure the contribution of the independent variable (X) to variation (the rise and fall of the dependent variable. If the contribution is calculated as a percentage, it can be denoted as $r^2 \times 100\%$).

Before carrying out an analysis of the data above, an Analysis of Requirements Test was conducted, namely: Normality Test, Linearity Test Regression X1 over Y and X2 over Y and Independence Test between independent variables.

III. RESULT

The first hypothesis testing shows that the regression equation $Y = 70.00 + 1.15 X$. This regression equation model implies that if physical fitness is increased at one score, then the trend of learning outcomes increases by 1.15 on the constant 70.00. Based on data analysis, it has been proven that physical fitness has a significant and positive contribution to learning outcomes at a significant level of $\alpha = 0.05$. Thus, it can be said that physical fitness has a significant and positive relationship and contributes meaningfully to the learning outcomes as much as 32.95%. The second research hypothesis testing shows that learning motivation contributes positively to the learning outcomes. To find out the contribution between variables where the score on a variable can be used to predict scores on other variables, a simple linear regression analysis is also performed. From the results of the analysis, it was obtained a regression equation

$Y = 28.70 + 0.52X$. This regression equation model implies that if learning motivation is increased at one score, then the trend of learning outcomes increases by 0.52 on the constant 28.70.

Based on the data analysis above, it has been proven that learning motivation has a significant and positive relationship to learning outcomes ($\alpha = 0.05$).

This can be seen from the partial correlation analysis that this variable contributes positively to the learning outcomes as much as 52.85%

The third hypothesis testing shows that physical fitness and learning motivation positively contributed to the learning outcomes. It means, these variables had significant influence on learning results. with a determination coefficient of 76.04%.

A simple linear regression analysis is performed to find out the contribution between variables where scores on a variable can be used to predict scores on other variables. The result of analysis was $Y = 21.04 + 0.98 X_1 + 0.47 X_2$. This equation implies that if physical fitness and learning motivation are increased at one score then the trend of learning outcomes increases by 0.98 on X_1 and 0.47 on X_2 on constants 21.04.

IV. CONCLUSIONS

Based on the results of data analysis and discussion described in the previous session, it can be concluded that:

1. Physical fitness has significant contribution to learning outcomes which is characterized $t_{count} = 3.71 < t_{table} = 1.70$. Furthermore, the correlation coefficient shows that $r_{count} = 0.574 > r_{table} = 0.361$ and its contribution was 32.95%.
2. Learning motivation has significant contribution to learning outcomes characterized by $t_{count} = 5.60 > t_{table} = 1.70$. Furthermore, the correlation coefficient shows that $r_{count} = 0.727 > r_{table} = 0.361$ and its contribution was 52.85%.
3. Physical fitness and learning motivation have contributed to learning outcomes which are characterized by $F_{count} (42,948) > F_{table} (3,35)$. Furthermore, the multiple correlation coefficient shows that $r_{count} = 0,873 > r_{table} = 0.361$ and its contribution was 76.04%

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