

Motivation of Students on the Learning Process of Physical and Sports Education in Public Junior High School 30 Padang

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ABSTRACT

The problem in this study originated from the lack of implementation of Penjasorkes learning so well that students were less enthusiastic in physical education learning. The purpose of this study was to determine the intrinsic and extrinsic motivation of students towards physical education learning at Padang Public Middle School 30. This type of research is descriptive research. The population in this study were all students of Padang Public Middle School 30. Samples were taken by random sampling technique, with a sample of 41 people in this study. The data collection tool is a questionnaire with a Likert scale. Data was analyzed with percentage descriptive statistics. From the data analysis, the results of the study are as follows: 1) The level of achievement of students' intrinsic motivation in physical education in Padang Public Middle School 30 is 45.95%. 2) The level of achievement of students' extrinsic motivation in physical education learning at Padang Public Middle School is 34 , 73 %. Based on the analysis of the data above obtained the level of achievement of student learning motivation (Intrinsic and Extrinsic) of 80.68 %. Thus it can be concluded that the learning motivation of students in physical education in Padang Public Middle School 30 is categorized as "GOOD".

Keywords: *Learning Motivation, Intrinsic, and Extrinsic*

1. INTRODUCTION

Whole Indonesian human development is an effort that is carried out consciously, planned and sustainable towards a change and progress and perfect improvement. In implementing this development, we are all required to add and deepen and increase the quantity and quality of science and skills. For this reason, the education sector plays a very dominant role in achieving these goals.

Improving the quality of education is one of the strategies for developing education in Indonesia .These efforts have a strategic role in the overall framework of Indonesia's national development, because it involves efforts to prepare human resources as implementers of development in the future.This is in line with the demands of the National Education System Law (UUSPN) No 20/2003 which reads as follows:

"Education is a fundamental activity to advance the community and its citizens.Education functions to form a dignified character and national civilization in order to educate the nation's life, aiming to develop students to be human beings who believe and devote to Allah SWT, have noble character, are healthy, knowledgeable, capable and creative and independent, and become democratic citizens and responsible"[1].

Based on quote above, it can be concluded that sports physical education and health is one aspect that is needed by students in realizing national education goals to shape

attitudes, behaviors, discipline, honesty, cooperation and improve physical fitness and health and endurance against disease.

Physical education is a process of education of a person as an individual or member of the community carried out consciously and systematically through various physical activities in order to improve fitness, activity and physical abilities and skills, intelligence growth and character formation. Physical education requires a special learning environment characterized by many conditions and stimuli that are specifically designed also with the intention to provide opportunities for a good influence on the body, emotions, social and intellectual intellect , so as to bring changes to students to desired direction.

Physical Education is one of the required subjects to be taught to students in schools, especially in Junior High Schools (S MP) which aims to help students to strengthen physical fitness and health through the introduction and planting of positive attitudes, as well as mobility , various physical activities.

To achieve physical education goals, the teacher is the main technical implementing element who is responsible and responsible for carrying out the activities of the learning process in the School. So that learning activities run as they should . G uru prosecuted and are expected to make every effort to develop learning strategies, improve ways to motivate students so interested to participate in the

learning pen physical discipline of exercise and health seriously.

"in carrying out their duties, teachers as educators have an important and very central role and determine the quality of education"[2]. Qualified teachers are teachers who are able to change children who have the potential to become potential children. Improving the quality of education depends not only on the quality of the teacher but also on the availability of learning facilities and infrastructure, the availability of media and learning resources, the use of the curriculum, and student motivation.

Motivation is one psychological aspects that encourage someone to express the ability of an action in achieving the desired goal. In the teaching and learning process student motivation is very important in encouraging activities in the learning process to achieve teaching goals, in order to get learning outcomes as desired. Students who have good learning motivation tend to follow the teaching and learning process well. Likewise, vice versa, students who lack motivation to learn are not good, then tend to be lazy and do not follow the learning process well so that the learning outcomes that are obtained tend to be not good either.

"a teaching and learning process is said to be successful if 75% of students who take part in learning receive the above values according to the applicable assessment provisions"[3].

SMP Negeri 30 Padang, is one of the formal secondary education levels that has a sports and health physical education curriculum such as other equivalent schools. Padang Public Middle School 30 has established policies for the implementation of physical education programs as listed in the outlines of the physical education learning program (GBPP). Efforts that have been carried out include among others, improvements and complementary infrastructure to support learning, complementing teaching materials books. Along with that, learning improvements have also been made through teacher activities (KKG). All of these things will ideally provide a substantial contribution to the implementation of sports and health physical education learning, which in turn will improve student learning outcomes.

Sports and health physical education teachers in schools, should try as best they can how so that the learning given in class and in the field can have a positive effect on students. In this case the learning can increase motivation, growth, physical development, intellectual development, social, emotional cooperation, learning achievement and physical conditions in addition can lead to pleasure, joy and physical freshness for students. Learning presented should be able to make interest in and enjoy learning physical sports education and health so that the learning process of physical and sports education can run well.

Well-done learning can motivate students to take part in learning sports and health physical education, this can be done if the teacher directly participates in the field to see and pay attention to the activities carried out by

students. So as to make students motivated and eager to take part in learning sports and health physical education.

Based on observations that the author did in the field, it was impressed that there were still many sports and health physical education teachers who had not provided interesting learning for students. This can be seen from the way teachers who provide sports and health education learning are monotonous and rarely present learning in the form of small game series. Learning is often given starting from heating to core activities only movements that are boring for students, thus giving rise to boredom for students in participating in sports and health physical education learning. This can be seen from the heating given in the form of stretching the head, hands, waist and legs, then students are told to run around the field and even directly to the core activities without warming up. As for students who warm up, these students warm up with a sense of compulsion and not from their own desires so as to make students feel unhappy in attending sports and health physical education learning. If this continues to be left it will have an impact on the low physical fitness and student learning outcomes. Therefore researchers are interested in conducting this research in the hope that they can provide a solution to the problems that occur in Padang Public Middle School 30.

2. METHODOLOGY

This type of research is descriptive. This research was conducted at SMP Negeri 30 Padang, including the implementation time in April-May 2017. The population in this study was all class VII students up to IX SMP 30 Padang which I have in the academic year 2016 - 2017 . Pengambilan samples was done by engineering *Random sampling* . Thus, the number of samples in this study was 41 siawa, consisting of 22 students male and 19 female students.

The data used in this study are primary data and secondary data. Primary data in this study were collected through the results of questionnaires / questionnaires, the data in question is data about the implementation of physical education learning at Padang Public Middle School 30. While secondary data with documents from Padang Public Middle School 30.

data collection techniques in this study use instruments in the form of questionnaires or closed questionnaires, namely in the form of questions, meaning that respondents or students are only given the opportunity to choose answers that match their motivations[4]. Alternative answers are in the form of a *Likert* scale with alternatives, always (SL), often (SR), sometimes (KD), rarely (JR), never (TP). Alternative answers always (SL) are given a value of 5. Frequent alternatives (SR) are given a value of 4. Alternative Sometimes (KD) is given a value of 3. Rarely Alternative (JR) is given a value of value 2. Alternative Never (TP) is given a value of value 1.

3. RESULTS

a. Intrinsic Motivation

It can be concluded that the results of the distribution of data from sub-variables Intrinsic motivation to study physical education and sports in SMPN 30 Padang provide answers "always" as much 306 (37.32%), while the answer "often" 275 people (33.54%), selanj u tnya answers "sometimes" 189 people (23.05 %), then those who give answers are "rarely" as many 50 people (6.10 %) and no respondent answers "never". So that the student's achievement motivation score is intrinsic motivation towards sports and health physical education learning with achievement levels of 3297 with a percentage of 45.95 %.

b. Extrinsic Motivation

It can be concluded that the results of the distribution of data from sub-variables extrinsic motivation towards learning physical sports education and health in SM P Negeri 30 Padang provide answers "always" from 238 people (38.70%), "often" from 206 (33.50%), "sometimes" 136 people (22.11%), "rarely" 35 (5.69 %) and no respondent answers never. So that the student's achievement motivation score is sub ekstrinsic motivation variable towards sports and health physical education learning with a achievement level of 2492 with a percentage of 34.73 % .

c. Student Learning Motivation (Intrinsic and Extrinsic)

The percentage of each answer from the total sub intrinsic motivation with sub extrinsic motivation towards 4 1 to 1, 37.91 % of the sample chose the answer "always", 33.52 % of the sample chose the answer "often", 22.65 % sample choose answers "sometimes", 5.92 % of samples choose answers "rarely", and no respondents choose answers never. Of the 100% of the sample answers to intrinsic and extrinsic motivation, the achievement score was 5789 .

4. DISCUSSION

Noting the achievements of intrinsic motivation level of students in participating penjasorkes learning SM P Negeri 30 Padang amounted to 45.95%, it shows that the intrinsic motivation that exists in students must be improved, these factors can continue to be developed in an effort togrow and develop the motivationof students according to their potential.

that intrinsic motivation "if what drives individuals to act are the values contained in the object itself"[5]. "as a form of motivation in which learning activities begin and continue based on an impulse that is absolutely related to motivation to learn"[6].

Thus an individual in displaying his behavior is not only influenced by environmental factors.But because of the energy that comes from within the individual itself.The activities shown by his behavior are his own will to achieve the desired goal.

For the level of achievement of extrinsic motivation, from41respondents that is equal to34.73%.This means that the extrinsic motivation of students in participating penjasorkes learning SM P Negeri 30 Padang still need to be improved both from the school, parents and the learning environment.

Extrinsic factor, especially parental support is a very important factor in motivating children to achieve optimal achievement . This is because parents know more about the development of their children, so parents should provide moral or material support to spur the implementation of physical education learning activities at school. this is expected so that children will be able to achieve maximum achievement later .

Through the results of the data analysis of intrinsic motivation and extrinsic motivation the overall data obtained was 80.68 %. Thus the learning motivation of students in job training in Padang Public Middle School 30 is categorized GOOD.

5. CONCLUSION

Based on the analysis of the data above, the level of achievement of student motivation (Intrinsic and Extrinsic) was obtained at 80.68 %. Thus it can be concluded that the learning motivation of students in physical education in Padang Public Middle School 30 is categorized as "GOOD".

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