



## Student Motivation on Physical Education Learning For Senior High School

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### ABSTRACT

### ARTICLE INFO

**The purpose of the study.** The aim of this research is to find out the students' motivation towards learning physical education at senior high school.

**Materials and methods.** This type of research is quantitative descriptive research. According to Sugiyono (2014) Quantitative method is a scientific method because it has fulfilled scientific principles, namely concrete, objective, measurable, rational, and systematic so that it is suitable for use for proof or confirmation.

**Results.** The results showed that the categories (1) Duration of learning activities with an average of 62%, (2) Frequency of learning activities 58%, (3) Presentation of learning activities 66% (4) Perseverance to achieve learning objectives 61% (5) Devotion to achieve the learning objectives 62% (6) The level of appreciation to be achieved is 67% (7) The level of qualification for learning achievement is 70% (8) The direction of the attitude towards the target of learning activities is 57%.

**Conclusions.** Based on data processing and data analysis, the conclusions in this study are Student Motivation towards Physical Education Learning in Class at senior high school Negeri 1 Sungai Apit with an average of 63% in the strong category.

**Keywords:** *Student Motivation; Physical Education Learning.*



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### INTRODUCTION

Development in Indonesian education is an embodiment to educate the life of the nation. This is in accordance with the Law of the Republic of Indonesia No. 3 of 2005 concerning the National Sports System concerning the Law of the Republic of Indonesia, the general provisions for sport in Chapter 1 article 1 paragraph 1 reads "Sports are all aspects related to sports that require regulation, education, training, guidance, development, and supervision.

According to Firmansyah, (2016) Physical education is very important, which provides opportunities for students to be directly involved in a variety of learning experiences through physical activity, playing and sports which are carried out systematically. Provision of learning experience is directed. Meanwhile, according to

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Wibowo & Gani, (2018) Physical education is a medium for encouraging the development of motor skills, physical abilities, knowledge, reasoning, appreciation of values (attitude, mental, emotional, spiritual, social) and discussion of healthy lifestyles which lead to stimulating growth and balanced development. However, Bangun, (2016) Physical education is education that actualizes the potentials of human activity in the form of attitudes, actions and works that are given content, form and direction towards personality unanimity in accordance with human ideals. According to Purwanto, (2006) Physical education is an overall education. Through various physical activities that aim to develop the individual organically, neuromuscularly, intellectually and emotionally.

To achieve the process of learning physical education cannot be separated from the role of the learner as a person who determines his success in achieving what he wants, motivation can come from outside and can also come from within himself. According to Oemar, (2012) motivation is a change of energy within a person's personality which is characterized by the emergence of affective (feelings) and reactions to achieve goals. According Hariyadi (2019), Apta, (2015) Motivation is a change in energy that exists in students that encourages students to do what they want to achieve, something that makes these students still want to do it and complete academic tasks. Based on the above statement, it can be understood that motivation is a form of energy that arises from within a person which is characterized by a feeling of purpose.

Motivation can also be influenced by external factors such as the teacher plays a very important role in designing, implementing and evaluating learning so that each learning plan can be realized well, so every educator needs to have the ability to design learning well and arouse student learning motivation. According to Suprihatin, (2015) there are several factors associated with motivation. Factors that influence achievement motivation say that there are several factors that influence achievement motivation, namely as follows: a) Experience in the first years of life, b) Cultural background where a person is raised, c) Imitation of behavior (Modeling), d) The environment in which the learning process takes place, e) Parents' expectations of their children. Working hard and striving to achieve success will encourage the child to behave that leads to achievement

In relation to student learning motivation, indicators are used as monitoring tools that can provide clues to learning motivation. According to Hamdu & Agustina, (2011) what we can do is identify some of the indicators in certain stages. Indicators of motivation include: 1) The duration of learning activities, 2) The frequency of learning activities, 3) The persistence of learning activity objectives, 4) Fortitude, tenacity and ability to face activities and difficulties to achieve learning goals, 5) Devotion and sacrifice to achieve goals learning, 6) The level of aspiration to be achieved by learning activities, 7) The level of qualification of learning achievement, 8) The direction of the attitude towards the learning activity goals. The above statement reveals or provides convenience in limiting the indicators that will be carried out when collecting field data.

As for ways to increase motivation in learning, students at school are a group of people who have complex and varied motivations and needs. To deal with this condition, it is necessary to know the characteristics of the students, so that the teacher can develop a way to generate student motivation to learn according to the individual/student and class. According Slameto, (2010) Given that motivation is so important for students in learning, the teacher is expected to be able to arouse the learning motivation of his students. In this effort there are many ways that can be done. Creating certain conditions can generate motivation to learn by maintaining and increasing student motivation and proposes 4 teaching functions: (1) Exciting students. (2) Give realistic expectations. (3) give incentives. (4) Directing, also suggesting a number of ways to increase student motivation, without having to do a large-scale class reorganization.

## MATERIALS AND METHODS

### *Study participants*

The population in this study were all 90 students of class XI at SENIOR HIGH SCHOOL Negeri 1 Sungai Apit, Riau, Indonesia.

### *Study Organization*

This type of research is Quantitative Descriptive Research According to Sugiyono Suhandri, (2017) Descriptive research is aimed at describing existing phenomena, both natural and human-engineered. Furthermore, the quantitative method is a scientific

method because it meets scientific principles, namely concrete, objective, measurable, rational, and systematic so that it is suitable for use as proof or confirmation.

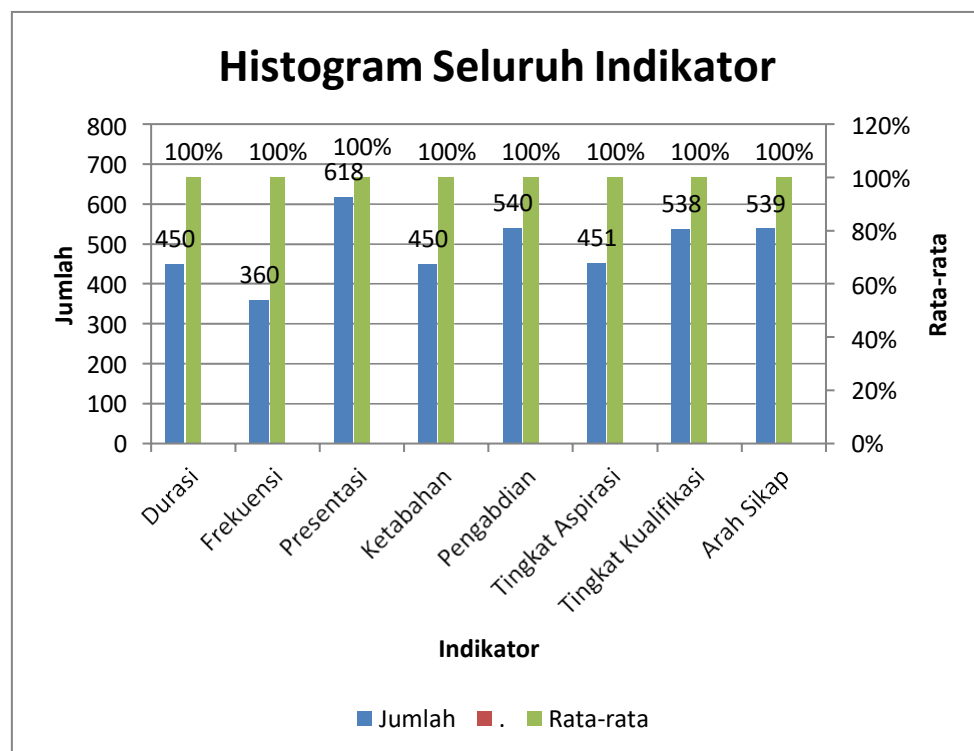
### Research instrument

The instrument used in this study was a questionnaire, namely in the form of questions that were in accordance with the research objectives and these questions did not complicate the respondents. To obtain data in this study, the scale of measurement used is the Likert scale. Erfayliana, (2018) Modification of the Likert scale is intended to remove the weaknesses contained in the five-level scale. With four alternative answers, namely: strongly agree (SS), agree (S), disagree (TS) and strongly disagree (STS).

## RESULTS AND DISCUSSION

The description of the results of each indicator relates to the duration, frequency, presentation, fortitude, dedication, level of aspiration, level of qualifications and direction of attitudes related to students' motivation towards learning physical education. From the description of the data above, you can see the overall results of each indicator in the chart below:

Graph 1. All Indicator Histograms



Description :

Durasi=Durations, Frekuensi = Frequency, Presentasi = presentations, Ketabahan = steadfastness, Tingkat Aspirasi=Aspiration rate, Tingkat kualifikasi=Qualifying level, Arah Sikap=direction attitude.

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Table 1. Recapitulation of the Average Scores of Respondents' Answers About Students' Motivation in Learning Physical Education in Class XI IPA at SENIOR HIGH SCHOOL Negeri 1 Sungai Apit in a Review of All Indicators.

No	Indicator	Average
1	The duration of learning activities	62%
2	The frequency of learning activities	58%
3	Presentation of learning activities	66%
4	Fortitude, tenacity, and ability to face activities and difficulties to achieve learning objectives.	61%
5	Devotion and sacrifice to achieve the learning objectives.	62%
6	Aspiration levels to be achieved.	67%
7	Levels of learning achievement qualification.	70%
8	The direction of his attitude towards the objectives of learning activities.	57%
<b>Rata-rata</b>		<b>63%</b>

After the calculations were carried out, the average score of students' motivation was 63% overall. Based on the scoring criteria, the score of 63% is in the range of values between 61%-80%, with a strong category. This means that the motivation of students towards learning Physical Education Class XI at Senior High School Negeri 1 Sungai Apit is very enthusiastic even though there are some or a senior high school number of students who do not like sports lessons.

## DISCUSSION

Based on the results obtained, it shows that students' motivation in participating in physical learning is in the "Strong" category. This situation is influenced by several indicators such as (1) duration of learning activities, (2) frequency of learning activities, (3) presentation of learning activities, (4) perseverance, tenacity, and ability to deal with activities and difficulties to achieve learning objectives. (5) Devotion and sacrifice to achieve learning goals. (6) Level of aspirations to be achieved. 7) Level of learning achievement qualification. (8) The direction of his attitude towards the target of learning activities. These results show how much motivation students have in participating in physical education learning and what are the factors that influence it. Student motivation in participating in physical learning greatly influences the success of learning packaged by the teacher. This is because students as learning actors are the most important part in the success of learning. So that learning must be packaged in such a way and try to foster student motivation so that learning can run optimally. Problems that often arise in physical education learning must be minimized by the teacher so that students can be interested in actively participating in physical education learning. Various problems from students and learning packaging will affect student motivation in participating in learning.

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Motivation is a tendency in the individual to be attracted to the subject or like an object. This shows that how much students' motivation in participating in physical education learning is a reflection of how much students are interested in physical education learning. High student motivation will be reflected by the high level of student participation in learning physical education. On the other hand, if student motivation is low, it can be reflected in low student participation in learning.

The results showed that the indicators (1) The duration of learning activities, (3) Presentation of learning activities, (4) Patience, tenacity, and ability to face activities and difficulties to achieve learning objectives, (5) Devotion and sacrifice to achieve learning objectives, ( 6) The level of aspiration to be achieved, (7) The level of qualification for learning achievement in physical education subjects is categorized as strong. This indicates that students have feelings of pleasure and like physical education subjects. Other indicators such as (2) The frequency of learning activities, (8) The direction of his attitude towards the objectives of learning activities is in the strong category. This means that most of the students quite like physical education subjects, but there are some students who do not want to be directly involved in the learning process.

The role of the teacher in learning is very central to packaging learning and controlling class conditions. This shows that a teacher must be able to create a learning atmosphere by utilizing the facilities and controlling the psychology of students so that students have high learning motivation. High motivation to learn will help students to be active in learning and have the opportunity to master the skills taught and achieve maximum learning achievement.

## CONCLUSION

Based on data processing and data analysis that has been carried out, the conclusions in this study are Student Motivation in Physical Education Learning for Class XI at senior high school Negeri 1 Sungai Apit with an average of 63% in the strong category.



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## APPENDIX

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