Motivation and Learning Outcomes: Correlation in physical education learning

by Khafifah Indriani

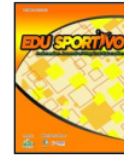
Motivation and Learning Outcomes: Correlation in physical education learning

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ABSTRACT

The purpose of this study was to determine the relationship between motivation and learning outcomes of class VII2 students of SMP Negeri 4 Pekanbaru. This research was conducted using a type of correlational research, namely research that calculates the level of the relationship between a variable and other variables. The population in this study were 35 students of class VII2 SMP Negeri 4 Pekanbaru. The sample in this study was a total population of 35 people. The instrument in this study was a motivation questionnaire test and a report card in physical education. The correlation analysis technique used is the product moment correlation. Based on the results of the research that has been done, it can be concluded that there is a relationship between motivation and learning outcomes of physical education for class VII2 students of SMP Negeri 4 Pekanbaru. Recommendations for other researchers in the future, in order to be able to study more broadly in improving student physical education learning outcomes and using a large enough sample.

Keyword Motivation; learning result; physical education

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INTRODUCTION

So far, sports and education have been side by side for a long time. The success and completeness of student learning are in the learning process. Education is basically a conscious effort to develop the potential of students' human resources by encouraging and facilitating their learning activities (Fajri, 2018). The learning process in practice is a process of creating an environmental system that allows the achievement of learning objectives. Learning in schools includes several factors, namely learning, learning, learning strategies, media, and the environment which is also a system that interacts with one another to improve learning outcomes for students and students and one of them is through physical education. (Kurniawan et al., 2018). The effectiveness of learning is not only limited to the ability of the teacher to control students to fulfill what is the goal in learning but to prioritize success in delivering learning objectives according to the time provided. (Sembiring, Tarigan, & Budiana, 2020).

Motivation shows the whole process of movement, including situations that encourage arise in the individual. The behavior caused by the situation and the goal or end of the movement or action. Motivated behavior is behavior based on the existence of a need,

the purpose of the behavior is achieved when the need is met (Azwar, 2017). Motivation describes what makes people do things, keeps them doing it, and helps them complete tasks (Hendrayana, Erisyani, & Setiana, 2016). This means that the concept of motivation is used to explain desire to behave, direction of behavior (choice), intensity of behavior (effort, sustainability), and actual completion or achievement. (Pintrich, 2003).

In learning activities, motivation can be expressed as the overall driving force within students that causes learning activities, which ensures the continuity of learning activities, and provides direction for learning activities, so that the goals desired by the learning subject (students) can be achieved. Student motivation can also be influenced by several factors, such as the teacher's ability to motivate students, direct instructions, appropriate feedback, rewards, and punishments. (Umar et al, 2018).

Giving numbers, competition / competition, giving tests, praising, telling results, desire to succeed, interests, and goals to be achieved can also affect student learning motivation. Some of the factors above that affect the motivation to learn are related to the necessary teaching skills. The characteristics of learning motivation possessed by gifted students are related to consistency in completing the tasks of their interest, to achieve good physical education learning outcomes, health sports, demands for various abilities and learning readiness both physiologically and psychologically from the learning individual, including: General physical condition that can increase the ability to move. Psychological conditions include a positive attitude and motivation in order to assist children in following the learning process. Nakala students have motivation in learning.

Therefore, teachers need to foster student motivation. To obtain optimal learning outcomes, teachers are required to be creative in arousing student motivation. because the creative teacher makes students excited in the learning that will be experienced by students or students who are following the learning process (Suprihatin, 2015). The purpose of this study is to determine the relationship between motivation and learning outcomes of class VII2 students of SMP Negeri 4 Pekanbaru.

RESEARCH METHODS

The method used in this research is correlational techniques and uses a quantitative approach and is supported by literature studies / using literature relevant to research studies. (Risyanto, 2018) This study uses correlation because it seeks to see the relationship and the level of the relationship between the variables studied in this study. Determining the type of research adjusts the problem and research design to be used, this type of research is also called (cause and effect) must be in accordance with the title and problems that the researcher will use so that the researcher will know the variables, types of data and research methods to be focused. So this research is a quantitative study, and uses a correlation design for the method using a questionnaire or a questionnaire. Where to find out the relationship between motivation and learning outcomes in physical education for VII2 grade students of SMP Negeri 4 Pekanbaru. For the results of these data, it is seen whether in accordance with the hypothesis made with the data obtained in the field.

Table 1. Learning Motivation Grid

Factor	Indicator	Item Questions	
		Positive	Negative
Internal learning motivation	a. There is a desire and desire to learn.	1,2,3,4,5	6,7,8
	b. There is an encouragement and need in learning.	9,10,11,12	13,14,15,16
	c. There are hopes and dreams for the future.	17,18,19,20,21	22,23,24,25
External learning motivation	a. There is an appreciation in learning	26,27,28,29,30	31,32,33,34
	b. There is an interesting desire in learning.	35,36,37,38,39	40,41,42,43
	c. There is a conducive environment.	44,45,46,47	48,49,50
	Total		50

(Fajri, 2018)

For student learning outcomes will be taken from the odd semester report cards, where this value is a reference whether there is a relationship between student motivation and physical education learning outcomes of class VII2 SMPN 4 Pekanbaru.

Table 2. Questionnaire Assessment Scores on the Relationship between Learning Motivation and Student Learning Outcomes

No	Information	Score Statement	
		Positive	Negative
1	Strongly Agree (SS)	5	1
2	Agree (S)	4	2
3	Disagree (KS)	3	3
4	Disagree (TS)	2	4
5	Strongly Disagree (STS)	1	5

After the data has been collected, data analysis is carried out using statistical analysis which is suitable and easy to understand so that the data that has been obtained has meaning and is useful in answering the problems found. With the formulation and research objectives presented in the previous chapter, the data analysis technique used is simple linear analysis or to measure the presence or absence of correlation between variables, but before looking for the correlation, it is tested for validity and reliability.

RESULT

From the results of the number of motivation questionnaires that have been given to students where the highest score is 147 and the lowest score is 99, it has an average of 123 and a standard deviation of = 11.96. Then the number of questionnaires is distributed to 6 interval classes with an interval class length of 8.In the first interval class with a value range of 99-106 has an absolute frequency of 4 people or with a relative frequency of 11%, then in the second interval class with a value range of 107- 114 has an absolute frequency of 3 people or with a relative frequency of 9%, in the third class interval with a value range of 115-122 has an absolute frequency of 6 people or with a reative frequency of 17%, in the fourth class interval with a value range of 123-130 has the absolute frequency of 13 people or with a relative frequency of 37%, in the fifth class interval with a value range of 131-138 it has an absolute frequency of 6 people or with a relative frequency of 17%, then in the sixth class interval with a value range of 139-147 has a frequency absolute 3 people with a relative frequency of 9%. For a clearer and more detailed view, see table 3.

Table 3. Frequency Distribution of Total Student Motivation Questionnaire Data

No	Interval	Absolute Frequency	Relative Frequency
1	99- 106	4	11%
2	107-114	3	9%
3	115-122	6	17%
4	123-130	13	37%
5	131-138	6	17%
6	139-147	3	9%
Total		**35**	**100%**

From the total score of physical education report cards for class VII2 students of SMP Negeri 4 Pekanbaru, the highest score was 95 and the lowest was 86, which had an average of 91 and a standard deviation of = 2.34. Then the number of report card scores is distributed across 6 interval classes with interval class length 2.In the first interval class with a value range of 86-87 has an absolute frequency of 4 people or with a relative frequency of 11%, then in the second interval class with a value range of 88 -89 has an absolute frequency of 4 people or with a relative frequency of 11%, then in the third interval class with the range 90-91 has an absolute frequency of 14 people or with a relative frequency of 40%, in the fourth interval class with the range 92-93 has the absolute frequency is 9 people or with a relative frequency of 26%, in the fifth interval class with a range of 94-95 has an absolute frequency of 3 people or with a relative frequency of 9%, then in the sixth interval class with the range 96-97 has an absolute frequency of 1 person or with a relative frequency of 3%. For a clearer and more detailed view, see table 4.

Table 4.Frequency Distribution of the Total Data Value of Physical Education Report Cards

No	Interval	Absolute Frequency	Relative Frequency
1	86-87	4	11%
2	88-89	4	11%
3	90-91	14	40%
4	92-93	9	26%
5	94-95	3	9%
6	96-97	1	3%
Total		**35**	**100%**

Based on the results of the questionnaire data collection and the results of student report cards carried out in class VII2 students of SMP Negeri 4 Pekanbaru, then processed using the product moment statistical formula, followed by the T-test to determine whether there is a relationship between the two variables, namely: motivation and learning outcomes which a problem. From the results of these calculations using the product moment formula, the results of the calculation of the correlation value of motivation with the physical education learning outcomes of class VII2 students of SMP Negeri 4 Pekanbaru are 0.345. After the correlation value is obtained, it is then compared with the value of rtabel = 0.334 so that it is known that there is a relationship between the value of the variable X and Y or there is a relationship between motivation and learning outcomes of physical education students of class VII2 SMP 4 Pekanbaru. To determine the hypothesis testing whether there is a relationship with the learning outcomes, it is proven by means of the T-test. From the results of the calculation of the T-test obtained 2.11 and while the t-table with a sample of 35 people.

DISCUSSION
Based on the research results, it was found that there was a relationship between

motivation and student learning outcomes in physical education subjects. This is consistent with the findings from Risyanto (2018) which states that student learning motivation has a positive and significant relationship with student learning outcomes in physical education subjects. The same is the case with these findings, in research Hadjarati and Haryanto (2020) which discusses learning motivation with floor exercise learning outcomes also gets positive results where the motivation variable has a very strong or convincing relationship with the front roll learning outcomes in floor gymnastics.

Apart from motivation, there are also several variables that can improve student learning outcomes in physical education subjects. As expressed by Mulya and Lengkana (2020) that self-confidence and learning motivation both have a major influence on student achievement. Meanwhile, in the research findings Ramadan (2017) there is an influence of the interaction between learning methods (practice and problem based learning) and learning motivation on learning outcomes. Based on the relevant research findings, it turns out that there are many variables that can improve student learning outcomes in physical education subjects.

CONCLUSION

Based on the discussion of the results of the research that has been done, it can be concluded that there is a relationship between motivation and learning outcomes of physical education for class VII2 students of SMP Negeri 4 Pekanbaru. During this research, the researcher had several limitations, such as the minimum number of samples taken and only focused on one class, namely class VII2. Recommendations for other researchers in the future, in order to be able to study more broadly in improving student physical education learning outcomes and using a large enough sample.

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