

Student learning motivation in following practice theory floor gymnastics learning at undiksha penjaskesrek study program

Rizky Suhartono^{1*}, I Gede Suwiwa², I Ketut Budaya Astra³

^{1,2,3} Universitas Pendidikan Ganesha, Buleleng, Bali, 81116, Indonesia.

¹ rizky@undiksha.ac.id *; ² gede.suwiwa@undiksha.ac.id; ³ budaya.astra@undiksha.ac.id

*corresponding author

ABSTRACT

This study aims to determine student motivation for TP floor gymnastics learning in the Undiksha Penjaskesrek study program during the even semester of 2021-2022. This study is quantitative descriptive research in the form of a survey. The population in this study were all students in the Physical Education Study Program who attended TP lectures. The total number of floor gymnastics lessons for 2021–2022 is 114. The sample selection method used total sampling, i.e., the population became the research sample, so the number of samples in this study was 114. The data analysis technique used quantitative descriptive statistics with interval categories. The results of this study are the intrinsic factors of student learning motivation in following the TP. Floor gymnastics learning gets a value of 70.76% if it is converted into a category interval included in the high category. While the intrinsic factors of student learning motivation in following the TP receives a value of 70.4% when converted into a category interval included in the high category, floor gymnastics learning receives a value of 70.4% when converted into a category interval included in the high category. Students learn motivation by following the TP. Floor gymnastics learning in the Undiksha Penjaskesrek study program in the even semester of 2021/2022 will be 68.5% based on the two indicators on the variable. When converted into category intervals, student motivation for floor gymnastics learning falls into the high category. Thus, students of the Undiksha Penjaskesrek study program are advised to maintain and increase motivation in participating in the TP floor gymnastics learning in the Undiksha Penjaskesrek study program in the even semester of 2021/2022.

Keywords: learning motivation, tp. floor gymnastics lessons

ARTICLE INFO

Article History:

Accepted : 20th October 2022
Approved : 22nd December 2022
Available Online May 2023

Correspondence Address:

Rizky Suhartono
Universitas Pendidikan Ganesha
Buleleng, Bali, Indonesia
E-mail: rizky@undiksha.ac.id



This work is licensed under a Creative Commons Attribution 4.0 International License.

INTRODUCTION

Learning is a series of stages for students in carrying out learning activities. In learning activities, students interact with each other inside or outside the room. Interaction involves fellow students, lecturers, or teaching staff which aims to provide stimulation so that students can play an active role in the learning process (Suharni & Purwanti, 2018). Indirectly the learning process will form a critical attitude, broad knowledge and insight, as well as a sense of sensitivity to the surrounding environment. Learning helps students get and find good and correct learning methods.

Future learning activities began to develop over time. Learning is essentially a process of regulating, and organizing the environment around students so that it can grow and

encourage students to carry out the learning process. Learning is also said to provide guidance or assistance to students in the learning process (Pane & Dasopang, 2017). At the beginning of learning, students are required to always interact with teachers or lecturers to gain knowledge.

Current technological developments play a major role in helping students actively participate in learning activities. The development of information and communication technology (ICT) has had an influence on the field of education in the learning process (Akbar & Noviani, 2019). The use of ICT in the learning process is not a new thing in this era of globalization as it is today. The existence of the internet allows us to learn anytime and anywhere with a very broad scope, for example, the application of technology in learning is often applied by analyzing learning through videos, animations, games, virtual study rooms (zoom and google meet) and others. In addition to the application of learning design technology, it can also play an important role in the process of implementing design learning activities that are suitable for students. Andragogy design is a design that is used to influence students to obtain a higher level of learning that is used in life-centered applications. In an andragogic environment, the role of the lecturer shifts towards facilitation or mentoring, and students often take the lead in obtaining information (Nusantara, 2018). The learning design is stimulating to be active in the room in providing arguments based on the observed results.

Floor gymnastics is gymnastics that belongs to agility gymnastics, usually performed on a floor with a mat (Abdulaziz et al., 2016). Gymnastics is a movement or a combination of several movements that are systematically arranged to achieve a healthy, fit, and beautiful body condition, as a way to improve skills and mental and spiritual readiness (Hadjarati & Haryanto, 2020). Group of gymnastic courses aimed at increasing physical potential and instilling sportsmanship and awareness of healthy living. We often call floor gymnastics agility gymnastics (Wahyudin & Syafei, 2021). Floor gymnastics refers to movements that are carried out with an integrated combination of each limb of the ability of motor components or movements such as strength, speed, balance, flexibility, agility, and accuracy. Floor gymnastics refers to movements that are carried out with an integrated combination of each limb of the ability of motor components or movements such as strength, speed, balance, flexibility, agility and accuracy.

The COVID-19 pandemic has changed the previously applied learning system. Before the COVID-19 pandemic, students interacted during the learning process face-to-face to reduce the rate of the spread of COVID-19. To deal with the spread of Corona Virus Disease (COVID-

19) in Indonesia, a regulation was formed regarding the prevention of COVID-19 in Indonesia, it is very important and urgent to carry out the form of Government Regulation (Telaumbanua, 2020). The Ministry of Education and Culture, Research and Technology issued a circular which was then followed up by the Ganesha University of Education to implement an online learning system. This condition applies to the learning process of Practical Theory of floor gymnastics learning in the Physical Education and Recreational Health and Recreation Study Program environment at Ganesha Education University. During online learning, students carry out virtual learning, by utilizing technological developments in the form of applications (Zoom and Google Meet) during learning, there are conditions and conditions applied by the Study Program (study program), especially in the Practical Theory course for floor gymnastics learning.

The learning activities of everyday human life, it is rarely separated from learning activities, whether someone is carrying out their activities, or in a room or outdoors. Understood or not understood, in fact, the activities we do every day without us realizing we are already carrying out learning activities. Thus we say there is no space and time in which humans can detach themselves from learning activities. Learning also cannot be limited by age, place, or time. The essence of learning is a change in behavior that includes the cognitive, affective, and psychomotor fields (Soekirno et al., 2017). Learning is an important activity for everyone to increase one's self-knowledge. While the notion of learning is a conscious effort made by individuals to change behavior through practice and experience involving aspects of cognitive, affective, and psychomotor to obtain certain goals. Whereas in general psychology, we know that the motive is an impulse or will that underlies the emergence of behavior. So, motivation can be interpreted as a force, drive, need, or spirit that encourages a person or group of people to achieve certain achievements by what they want. Understanding motivation is a psychological drive that can influence a person to learn skills in theory and practice learning floor gymnastics properly so that they can achieve good and correct learning outcomes optimally.

During online learning, students mostly analyze videos about the theory of floor exercise practice, based on these observations students are expected to be able to produce output in the form of videos so that they can be uploaded on the youtube platform. Currently learning is carried out offline or face-to-face. The learning process is carried out offline, such as starting the activity with a prayer together before starting the lecture, warming up, the lecturer explaining the material, carrying out the practice, and ending with an evaluation and closing

with a prayer. Based on the results of interviews with semester 1 students of the Physical Education and Health Study Program (physical education, health, and recreation) at the Ganesha Education University, researchers found problems such as students who were not optimal in taking floor exercise theory lectures. This is due to a lack of desire to take the Theory of Practice course for learning floor gymnastics while offline. This could be due to the transition time from online to offline learning. So that students are accustomed to learning in a relaxed manner when online before going offline. But when they are offline they need an adjustment. The practical theory lecture activities for floor gymnastics learning are basic movements that are easy to do and put into practice and should be able to create a sense of pleasure and provide an uplifting effect on students who take the practical theory lectures for floor gymnastics learning. But in fact, the researchers found cases of the practice of floor gymnastics learning not being optimal in the Physical Education and Health Study Program environment (physical education, health, and recreation)

METHODS

The approach used by the researcher in this study used descriptive quantitative research. The method used in this study is a descriptive survey method using an instrument in the form of a questionnaire to identify the motivation of the 2021 students of the Physical Education Study Program in attending the TP lectures (Imansyah, 2018; Ratno & Suandi, 2018). Floor gymnastics lessons. This research was conducted at the Penjaskesrek Study Program (physical education, health, and recreation) Universitas Pendidikan Ganesha, especially for the 2021 students of the Department of Sports Education in the 2nd semester of the Penjaskesrek Study Program who are currently attending lectures on floor gymnastics learning practice theory. The population in this study were all students of the even semester of 2021, with a total of 114 students taking TP courses. Floor gymnastics learning consisting of Class IKI = 20, A = 24, B = 24, C = 30, and D = 16. While the sampling in this study uses total sampling which is done by using the population.

In this study, the instrument used was a Likert scale questionnaire which contained statements used to express students' learning motivation toward TP. floor gymnastics learning in terms of intrinsic factors (diligent, diligence, disciplined, fear, and worry) and extrinsic factors (rewards, rewards, punishments, and pressures).

The data analysis technique used is the descriptive data analysis technique with the percentage of students' answers. The instrument consists of positive and negative statements,

and the level of agreement of the respondents is classified as follows: Always (4), Often (3), Rarely (2), and Never (1). For the data obtained in this study in the form of quantitative data, then each item of the answer is given a score in the form of a Likert scale that has been modified with alternative answers given.

To obtain and find out how many students learning motivation is in participating in the TP for floor gymnastics learning at the Undiksha Penjaskesrek 2021/2022 Study Program. determined by calculating the score of the intrinsic and extrinsic motivation indicators using the following formula:

$$\text{Motivation Percentage} = \frac{x1+x2}{2}$$

Information :

$x1$ = Percentage of intrinsic motivation

$x2$ = Percentage of extrinsic motivation

RESULTS AND DISCUSSION

Data from research on student learning motivation in participating in TP for floor gymnastics learning at the Undiksha Penjaskesrek Study Program 2021/2022. This study uses descriptive statistical techniques that use percentage calculations. This study categorizes the data into 5 categories, namely: very good, good, quite good, less good, and very poor. Calculation of the category is made based on the average value which is the result of descriptive calculations that have been done previously.

Learning motivation is a force or driving force for students to do something or display a certain behavior which consists of 45 statements. This statement is to be divided into two categories, namely, intrinsic motivation and extrinsic motivation, intrinsic motivation consists of 25 statements consisting of indicators of Perseverance, Diligence, Discipline, Fear, and Worry. the following are the results of the intrinsic item analysis:

Data from research on student learning motivation in participating in TP for floor gymnastics learning at the Undiksha Penjaskesrek Study Program 2021/2022. This study uses descriptive statistical techniques that use percentage calculations. This study categorizes the data into 5 categories, namely: very good, good, quite good, less good, and very poor.

Calculation of the category is made based on the average value which is the result of descriptive calculations that have been done previously.

Learning motivation is a force or driving force for students to do something or display a certain behavior which consists of 45 statements. This statement is to be divided into two categories, namely, intrinsic motivation and extrinsic motivation, intrinsic motivation consists of 25 statements consisting of indicators of Perseverance, Diligence, Discipline, Fear, and Worry. the following are the results of the intrinsic item analysis:

Table 1. Student Intrinsic Motivation

<i>No</i>	<i>Indicator</i>	<i>Score</i>	<i>Score Max</i>	<i>Percentage</i>	<i>Category</i>
1	Persistent	1689	2280	74,08%	High
2	Diligent	1691	2280	74,17%	High
3	Discipline	1617	2280	70,92%	High
4	Afraid	1480	2280	61,91%	Medium
5	worry	1550	2280	67,98%	High
Average				70,76%	High

Based on the table of Intrinsic motivation, student motivation in attending TP lectures. Floor Gymnastics learning is known that the average intrinsic motivation is at a percentage of 70.76% in the high category. Where there are high category indicators, there are 4, including Diligent, Diligent, Discipline, and Worried, and 1 medium category is the Fear indicator.

From the results of data analysis, it is known that the intrinsic motivation of students in participating in TP lectures. Floor Gymnastics learning is 70.76% in the high category. Motivation is needed to support the achievement of learning outcomes because intrinsic motivation is a strong drive or will that comes from within. Intrinsic motivation is a motivation that comes from within oneself to develop and carry out activities related to learning, external encouragement is not important because the motivation for learning is within the individual. Intrinsic motivation is related to employee performance which affects one's work performance and involves three factors, namely achievement, activation, and also one's self-improvement at work (Zulkafli & Mahbob, 2020). The results of the study show that motivation can increase perseverance, and can have a good impact on learning activities. This is the opinion that by trying continuously, diligently, and with discipline, students can learn all the time to realize the desired goals so that learning can be achieved (Sugiyanto, 2012). done can be achieved and run well. Discipline also has a strong relationship with the family so it can affect student achievement. This is the opinion that argues that learning motivation and family support have

a positive effect on student learning discipline, it is recommended for teachers provide learning motivation to students to obtain the highest learning achievement (Santoso & Purwanto, 2013). In terms of improving discipline, schools should apply strict sanctions to students who violate the rules. Suggestions for parents, every parent should give support to students to take part in positive school activities, besides that students should be provided with facilities for studying at home. Fear/anxiety can affect learning motivation, this is my opinion which states that basically, anxiety at low and moderate levels has a positive effect on student learning performance, one of which can increase learning motivation, while student anxiety at high levels can disrupt and worsen student learning behavior (Hardiyono, 2020; Yanti et al., 2013). Worrying can also affect the learning process positively, worrying about learning motivation cannot be viewed negatively because, at a certain level, a concern can contribute positively to students' academic performance. However, if this concern continues, it can certainly affect student learning outcomes.

Extrinsic motivation consists of indicators of reward, reward, punishment, and pressure. In general, categories based on motivation categories can be classified as follows:

Table 2. Student Extrinsic Motivation

<i>No</i>	<i>Indicator</i>	<i>Score</i>	<i>Score Max</i>	<i>Percentage</i>	<i>Category</i>
1	Present	1570	2280	68,86%	High
2	Appreciation	1592	2280	69,82%	High
3	Punishment	1623	2280	71,18%	High
4	Pressure	1603	2280	70,31%	High
Average				70,40%	High

Based on the table of extrinsic motivation, student motivation in attending TP lectures. Floor Gymnastics learning is known that the average intrinsic motivation is at a percentage of 70.4% in the high category. Where 4 high category indicators include prizes, rewards, punishments, and pressure.

The results of the research on students' extrinsic motivation in attending TP lectures. Floor Gymnastics learning is 70.4% in the high category. This shows that support from outside such as facilities and infrastructure, and support from parents has been able to take part in a lesson well, this is to the opinion that school physical learning facilities and infrastructure, namely school buildings, classrooms, libraries, laboratories, toilets, offices and other materials and infrastructure that might motivate students to learn (Jannah & Sontani, 2018). Physical

facilities and infrastructure are very effective in using as a support for learning and achievement, students participate in learning in school well, while in terms of parental support, Extrinsic motivation is a motivation that comes from the family (especially parents). Parental support is an interaction developed by parents which are characterized by care, warmth, approval, and various positive feelings of parents toward children. This can affect student achievement this is because parents have the best sports system for their children. Meanwhile, efforts to increase children's learning motivation in learning activities at school, gifts can be a strong motivation, where students are interested in certain fields that will be given prizes. So that students are more focused in the field they are engaged in to get a prize so that student achievement can increase because of a gift that is given if a student can excel in the field he is engaged in. Rewards can also have an influence on learning outcomes, awards can be given for valuable efforts or the success of difficult tasks, so that students contribute to task-related behavior after the learning process is completed properly. Punishment can also affect student learning outcomes. Punishment is a form of negative reinforcement, but if given appropriately and wisely, it can be a motivational tool. Therefore, teachers must understand the principles of giving punishment, which will awaken, correct and correct what is wrong, so that people return to a behavior that is by expectations. Pressure can affect student learning motivation, individuals who have high achievement motivation in learning will tend to have a high level of confidence, have a responsibility, and always try to achieve good results. can grow the characteristics of work by taking into account the risk.

Indicators on the variable of learning motivation in following the TP. Floor Gymnastics learning obtained a percentage of 70.58% in the high category. The results obtained show that most of the students of the Undiksha Penjaskesrek 2021/2022 study program already have the motivation to take part in the TP. Floor Gymnastics Learning. This is in line with a research entitled "The Relationship of Learning Motivation with Student Learning Outcomes" that motivation is influenced by various factors, one of which is motivation (Palittin et al., 2019). Motivation can come from within the student or from outside the student, namely the environment. Research conducted at Inpres 7 Muting shows that motivation is related to student learning outcomes.

CONCLUSION

Based on the results of the quantitative descriptive data analysis, it can be said that the student's learning motivation in following the TP. The learning of Floor Gymnastics in the

Undiksha 2021/2022 Penjaskesrek Study Program is high, that motivation is influenced by various factors, one of which is motivation.

REFERENCES

- Abdulaziz, M. F., Dharmawang, D. B., & Putri, D. T. (2016). Motivasi Mahasiswa terhadap Aktivitas Olahraga pada Sore Hari di Sekitar Area Taman Sutera Universitas Negeri Semarang. *Journal of Physical Education Health and Sport*, 3(2), 113–120. <https://doi.org/10.15294/jpehs.v3i2.7594>
- Akbar, A., & Noviani, N. (2019). Challenges and solutions in the development of educational technology in Indonesia. *Proceedings of the National Seminar on Postgraduate Education at Pgri Palembang University*, 2(1), 18–25.
- Hadjarati, H., & Haryanto, A. I. (2020). Motivasi Untuk Hasil Pembelajaran Senam Lantai. *Multilateral Jurnal Pendidikan Jasmani Dan Olahraga*, 19(2), 137. <https://doi.org/10.20527/multilateral.v19i2.8646>
- Hardiyono, B. (2020). Tingkat Kecemasan Sebelum Bertanding Dan Percaya Diri Pada Saat Bertanding Atlet Pelatda Pengprov Fpti Sumatera Selatan. *Kinestetik*, 4(1), 47–54. <https://doi.org/10.33369/jk.v4i1.10399>
- Imansyah, F. (2018). Survei Faktor-Faktor Yang Mempengaruhi Motivasi Mahasiswa Dalam Mengikuti Mata Kuliah Pembelajaran Renang. *Wahana Didaktika*, 16(1), 53–66. <https://doi.org/10.31851/wahanadidaktika.v16i1.1926>
- Jannah, S. N., & Sontani, U. T. (2018). Sarana Dan Prasarana Pembelajaran Sebagai Faktor Determinan Terhadap Motivasi Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran*, 3(1), 210. <https://doi.org/10.17509/jpm.v3i1.9457>
- Nusantara, T. (2018). Desain Pembelajaran 4.0. *Forum Seminar Nasional, Lembaga Penelitian Pendidikan (LPP) Mandala*, 1(1), 1–16.
- Palittin, I. D., Wolo, W., & Purwanti, R. (2019). Hubungan motivasi belajar dengan hasil belajar fisika. *MAGISTRA: Jurnal Keguruan Dan Ilmu Pendidikan*, 6(2), 101–109. <https://doi.org/10.35724/magistra.v6i2.1801>
- Pane, A., & Dasopang, M. D. (2017). Belajar dan pembelajaran. *Fitrah: Jurnal Kajian Ilmu-Ilmu Keislaman*, 3(2), 333–352. <http://jurnal.iain-padangsidempuan.ac.id/index.php/F/article/view/945/0>
- Ratno, P., & Suandi, D. H. (2018). Survey Motivasi Masyarakat Kota Binjaidalam. *Jurnal Kesehatan Dan Olahraga*, 2(2), 22–33. <https://doi.org/10.24114/ko.v2i2.12961>
- Santoso, E., & Purwanto, Y. (2013). *Hubungan Motivasi Belajar dan Dukungan Keluarga dengan Kedisiplinan Belajar Siswa Kelas X di SMK Negeri 5 Surakarta* [Universitas Muhammadiyah Surakarta]. <http://eprints.ums.ac.id/26325/>
- Soekirno, D. R. H., Hariyoko, H., & Sudjana, I. N. (2017). Pengaruh Metode Small Sided Games Dan Metode Bagian Terhadap Hasil Belajar Passing-Control Sepakbola. *Gelanggang Pendidikan Jasmani Indonesia*, 1(1), 125. <https://doi.org/10.17977/um040v1i1p125-137>
- Sugiyanto. (2012). Pentingnya motivasi berprestasi dalam mencapai keberhasilan akademik siswa. *Universitas Negeri Yogyakarta*, 1–15. http://universitas.widyamandala.ac.id/index.php?option=com_content&view=article&id=336:pentingnya-motivasi-berprestasi&catid=65:krida-rakyat
- Suharni, & Purwanti. (2018). Upaya meningkatkan motivasi belajar siswa. *G-Couns: Jurnal Bimbingan Dan Konseling*, 3(1), 131–145. <https://doi.org/10.31316/g.couns.v3i1.89>
- Telaumbanua, D. (2020). Urgensi Pembentukan Aturan Terkait Pencegahan Covid-19 di

- Indonesia. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 12(1), 59–70.
<https://doi.org/10.37680/qalamuna.v12i01.290>
- Wahyudin, D., & Syafei, M. M. (2021). Motivasi Siswa dalam Pembelajaran Senam Lantai pada Masa Pandemi di Kelas XI SMA Negeri 1 Banyusari. *Jurnal Pendidikan*, 5(4), 542–550. https://doi.org/10.28926/riset_konseptual.v5i4.409
- Yanti, S., Erlamsyah, E., Zikra, Z., & Ardi, Z. (2013). Hubungan antara Kecemasan dalam Belajar dengan Motivasi Belajar Siswa. *Konselor*, 2(1), 283–288.
<https://doi.org/10.24036/02013211242-0-00>
- Zulkafli, N., & Mahbob, M. H. (2020). Pengaruh Faktor Motivasi Terhadap Prestasi Kerja. *Jurnal Wacana Sarjana*, 4(3), 1–11.
<https://spaj.ukm.my/jws/index.php/jws/article/view/321>