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The Connection Between Learning Motivation And Student Study Result In The Subjects Of Physical, Health And Sports Education After Covid-19

Randah Jafriani Fauziah [1)], Oki Candra[2)]
[1,2] Universitas Islam Riau

*Corresponding Autor
E-mail: randahjafrianifauziah@gmail.com, okicandra@edu.uir.ac.id

Abstract

The purpose of this research was to determin the connection between learning motivation and student study result in the subjects of physical, health and sports education after Covid-19 students of SMA Negeri 5 Pekanbaru. The type of this research is correlation. The sampel in this research were all student of class XI SMA Negeri 5 Pekanbaru, amouting to 105 people. The research instrument used was a likert scale or questionnaire and the velue of student learning outcomes. The data analysis technique used is to calculate the correlation of learning motivation to learning outcomes. Based on the results of the research, the conclusions obtained in this study are: there is a relationship between learning motivation and student learning outcomes in sport subjects after covid-19 for student of class XI SMA Negari 5 Pekanbaru or in the medium category with rcount = 0,436 > rtabel = 0,195

Keywords: Learning Motivation, Corner Learning Outcomes

INTRODUCTION

Sport is generally understood by society as physical exercise carried out by a group of people with the aim of improving physical fitness. Sports activities are carried out by everyone regardless of age. Sport as a means to develop mental, physical and social abilities. Thus the game affects the formation of the character of the people who participate in it. Characters relate to family and society in everyday life when someone speaks.

Sport has a very important role in life. In today's modern life, humans cannot be separated from sports activities, both to improve performance and the need to maintain a healthy body condition, because sports can be done by all groups, both men and women. With sports, we can form humans who are physically and spiritually healthy and have disciplined traits and will eventually form quality human beings. In sports activities at school, apart from cognitive aspects, students also learn affective aspects, which are matters relating to behavior and attitudes. From an affective perspective, there are many goals and benefits that are expected to be achieved by students in participating in sports, including sportsmanship, a sense of responsibility, a desire to work together, make quick decisions and respect opponents. With so many benefits, students should be able to have high motivation in sports activities given to physical education subjects at school.

According to Hamdu & Agustina (2011) basically motivation is a conscious effort to move, direct and maintain a person's behavior so that he is encouraged to act to do something so as to achieve certain results or goals. Furthermore Sardiman (2016) in learning activities, motivation can be interpreted as the overall power of movement within students which causes learning activities, which guarantees the continuity of learning activities and provides direction to learning activities, so that the goals that can be desired by the learning subject can be

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achieved.. Uno (2012) "The term motivation comes from the word motive which can be interpreted as the power contained within the individual, which causes the individual to act or act. Motives cannot be observed directly, but can be interpreted in behavior, in the form of stimulation, encouragement, or power generation for the emergence of a certain behavior.

D. I. Saputri et al. (2019), motivation is an encouragement from within the individual to perform an action in a certain way in accordance with the planned goals. Learning motivation is a factor of student success in achieving maximum learning outcomes. Students who have high motivation to learn will be better at accepting lessons and the attitudes elicited by students will be more positive in learning Sardiman (2016). Motivation is seen as a mental impulse that moves and directs human behavior, including learning behavior. In motivation there are desires, hopes, goals, targets, and incentives. This situation activates, moves, distributes, and directs the attitudes and behavior of individual learnersr Idzhar (2016).

Andriani & Rasto (2019) Learning motivation is an absolute requirement for learning and plays an important role in providing passion or enthusiasm for learning. Learning motivation is not only a driving force to achieve good results but contains efforts to achieve learning goals. Meanwhile According Emda (2017), motivation is a change of energy in a person's personality which is characterized by the emergence of affective (feelings) and reactions to achieve goals. Thus the emergence of motivation is characterized by a change in energy within a person that can be realized or not.

Suprihatin (2015) Motivation is defined as strength, encouragement, need, enthusiasm, pressure, or psychological mechanism that encourages a person or group of people to achieve certain achievements in accordance with what they want. Fauziah et al. (2017) Motivation is an encouragement for someone to do something to achieve certain goals. Motivation is a change in energy within a person which is marked by the appearance of "feeling" and is preceded by a response to a goal. It can be concluded that motivation is an impulse experienced by someone to do an act intentionally or unintentionally to achieve a certain goal. Setiawan (2017), Motivation is one of the factors that influence student learning processes and outcomes. Firmansyah (2009), Motivation is very closely related to ability, so people say there is ability contained in a person who is full of motivation. Fathul Amin (2017) A motivated learner is one who wants to achieve a goal and who is willing to invest time and effort in achieving that goal.

Fay (2004) explained in discussing the various kinds of motivation, namely motivation originating from within a person's self which is called "intrinsic motivation" and motivation that comes from outside a person's self which is called "extrinsic motivation". From the quote above it can be seen that in general motivation can come from within and can also come from outside a person. Next According Fauziah et al. (2017) there are several elements that affect motivation in student learning, namely 1) ideals and aspirations of students, ideals will strengthen students' learning motivation both intrinsic and extrinsic, 2) student abilities: The desire of a child needs to be accompanied by the ability or skills in achievement, 3) student conditions, student conditions which include physical and spiritual conditions affect learning motivation, 4) student environmental conditions, student environments can be in the form of natural conditions, living environment, peer relationships, and social life.

Next Sardiman (2016), states that there are several forms and ways to foster motivation in learning activities at school, 1) giving numbers, 2) prizes, 3) competition/competition, 4) ego, 5) giving tests, 6) knowing the results, 7) exams, 8) punishment, 9) desire, 10) interest, 11) purported purpose. From the quotation above, it can be concluded that motivation is a driving factor or encouragement that can trigger a sense of enthusiasm and is also able to change human or individual behavior to lead to better things for himself. Apridasari (2016), learning outcomes are the result of an interaction of acts of learning

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and acts of teaching. Learning outcomes as an indicator of achieving learning objectives in class cannot be separated from the factors that influence the learning outcomes themselves. Meanwhile according to Werdayanti (2008), Motivation is a determining factor and functions to generate, underlie, and direct learning actions. Motivation can determine whether or not the achievement of goals is good, the greater the motivation, the greater the success, on the other hand, weak motivation results in students experiencing learning difficulties. The most important function of motivation is as a driving force for the emergence of activity, as a director, and as a driving force to do work. The existence of student motivation towards PJOK learning will be able to generate a high desire to pursue the sport that interests them. High motivation can make students more active in participating in all learning activities in physical and health education that they are interested in that aim to achieve good learning outcomes. Basically a person carries out activities or behavior that is always based on motivation. The greater a person's motivation in carrying out activities or behavior, the greater the possibility that the person will achieve success and success, conversely if the smaller a person's motivation in carrying out activities or behavior, the less likely it is to be able to achieve success and success. So motivation is needed to achieve success in learning.

Since the outbreak of the Covid-19 pandemic, the learning system has completely changed, from the beginning the learning process was held in schools directly changed to an online learning policy, or in a network (online) for all students until an undetermined time when learning will take place return to normal due to social restrictions to prevent transmission of Covid-19. Covid-19 is an infectious disease caused by acute respiratory syndrome coronavirus 2 (serever acute respiratory syndrome coronavirus 2 or SARSCoV-2). Refers to a virus that attacks and multiplies in the epithelial cells of the respiratory tract which can cause respiratory and systemic symptoms. Corona virus is a non-segmented single-stranded positive RNA virus. Corona viruses belong to the order Nidovirales, the Coronaviriade family, and the Orthocoronavirinae sub-family. Corona viruses belong to the genus Coronavirus, named after the wreath-shaped protrusions on the virus envelope.

However, after Covid-19, activities at school have been carried out actively. Again, for corner learning, learning activities can be carried out outside the room and make it easier for students to take part in learning activities carried out at school after Covid-19. The lack of student enthusiasm in learning is cornered due to the Covid-19 that has occurred in Indonesia so far. Based on the results of the observations that I have encountered, namely that students' learning motivation is reduced because all this time they have studied in the room all the time so they feel bored and there are also students who do not understand learning well and learning is also less effective because the learning they do is limited, but now the situation has changed, learning has been carried out directly / can be done normally as before, students are now able to carry out learning activities outside the room and learning can also be carried out effectively.

RESEARCH METHODS

The research used is correlational research with a quantitative approach. According to Sukmadinata (2012), Correlational, namely research aimed at knowing the relationship of a variable to another. The relationship between one and several other variables is expressed by the magnitude of the correlation coefficient and statistical significance (significance). While according to quantitative research methods Sugiyono (2019), Quantitative methods are called traditional methods, and new methods, positivistic methods, scientific methods and artistic methods, methods of confirmation and findings.

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Sugiyono (2019), The population is the generalization area consisting of objects/subjects that have certain qualities and characteristics determined by the researcher to be clarified and then conclusions drawn. So the population is all of the objects studied in one place and then conclusions are drawn from the final results of the research. The population in this study were students of class XI SMA Negeri 5 Pekanbaru consisting of 10 people. According to Sugiyono (2019), The sample is part of the number and characteristics possessed by the population. If the population is large, and it is not possible for research to study everything in the population, for example due to limited funds, manpower and time, then research can use samples taken from that population. The sampling technique in this study used a total sampling technique, students of class XI SMA Negeri 5 Pekanbaru with a total of 105 people.

Basically research is doing a measurement of social and natural phenomena. Researching with existing data is more appropriate if it is called making a report rather than conducting research. However, on the lowest scale, reports can also be expressed as a form of research. Because in principle research is taking measurements, then there must be a good measuring instrument. Measuring instruments in research are usually called research instruments. So the research instrument is a tool used to measure the observed natural and social phenomena. The following is the index table of the questionnaire grid below:

No	Variabel	Sub Variabel	Indicator	Item Positif	Item Negatif	Total
1	Motivation	Intrinsic Factor	a. Health	1,2,3,4,5,6,7		7
			b. Attention	8,9		2
			c. Interest	10,11		2
			d. Talent	15	12,13,14	4
		Extrinsic Factors	a. Teaching method	16,17,18		3
			b. Study Tool	19,20,21,23	22	5
			c. Environmental conditions	24,25,26,27,29,30,31,32,33	28,34	11
2	Learning Outcomes	Nilai Semester Siswa				
	Total			34		

The data collection technique that researchers use is according to Sugiyono (2019), Questionnaires are data collection techniques that are carried out by providing a set of questions or written statements to respondents to answer. Questionnaires are an efficient data collection technique when the researcher knows exactly the variable to be measured and knows what can be expected from the respondent. In addition, the questionnaire is also suitable for use when the number of respondents is quite large and spread over a large area. Questionnaires can be in the form of closed or open questions or statements, can be given to respondents directly or sent via post or the internet. The data normality test uses the Liliefors test, the data linearity test and the correlation value test used is the product moment correlation which was put forward byYusup (2018) by formula:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\left[N \sum X^2 - (\sum X)^2\right]\left[N \sum Y^2 - (\sum Y)^2\right]}}$$

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RESULT AND DISCUSSION

After conducting research on the relationship between learning motivation and learning outcomes after covid-19 class XI IPA at SMA Negeri 5 Pekanbaru, data processing was then carried out based on the provisions stated in Chapter III. For more details, the descriptive data to be presented are as follows:

1. An overview of the learning motivation challenges of Class XI IPA students at SMA Negeri 5 Pekanbaru

To find out the responses of the research respondents, totaling 105 students using a valid questionnaire as many as 34 in the form of statements about the learning motivation of class XI IPA students at SMA Negeri 5 Pekanbaru, it can be seen from the frequency distribution of the total scores of the entire questionnaire with the number of class intervals there 7 and the length of the class interval is 5 which are spread over the first class range with a score of 85-90 there are 4 with a relative frequency of 3.81%, in the second class range the score is 91-96 there are 7 with a relative frequency of 6.667%, in the third class range the score 97-102 there are 27 with a relative frequency of 25.71%, in the fourth grade range the score is 103-108 there are 32 with a relative frequency of 30.47%, in the fifth grade range the score is 109-114 there are 18 with a relative frequency of 17.14 %, in the range of the sixth class score of 115-120 there are 16 with a relative frequency of 15.23%. In the range of the seventh grade score 121-126 there is 1 with a relative frequency of 1%. For more details, it can be seen in the following table: The data listed in the table above, regarding the overall data frequency distribution of student learning motivation, can be described in the graph below:
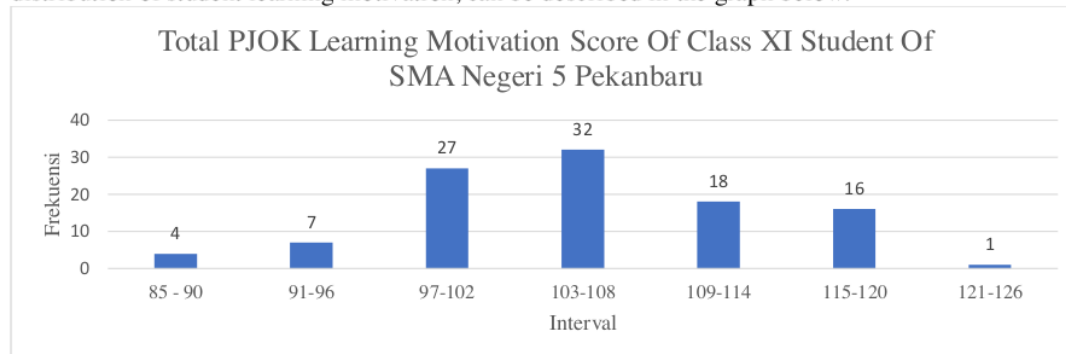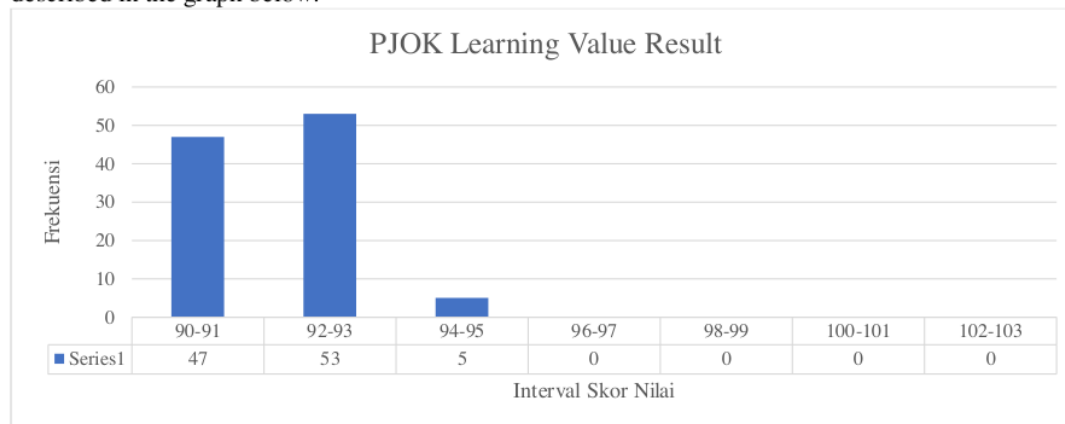

Graph 1. Histogram of Learning Motivation of Class XI Science Students at SMA Negeri 5 Pekanbaru

2. An overview of the learning outcomes of class XI IPA students at SMA Negeri 5 Pekanbaru.

From the learning outcomes of student corners, it can be distributed frequency with the number of class intervals of 7 and the length of class intervals of 1 which is spread over the first class range of 90-91 values there are 47 with a relative frequency of 44.76%, in the second class range the values are 92-93 there are 53 with a relative frequency of 50.47%, in the third class range of values 94-95 there are 5 with a relative frequency of 4.76%, in the fourth class range 96-97 there are 0 with a relative frequency of 0%, in the fifth class range 98-99 there is 0 with a relative frequency of 0%, in the sixth class range 99-100 there is 0 with a relative frequency of 0%, in the seventh class range 110-111 there is 0% with a relative frequency of

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0%. For more details, it can be seen in the following table: The data listed in the table above, regarding the distribution of the overall data frequency of student learning outcomes, can be described in the graph below:

PJOK Learning Value Result

	90-91	92-93	94-95	96-97	98-99	100-101	102-103
■ Series1	47	53	5	0	0	0	0

Frekuensi / Interval Skor Nilai

Graph 2. Histogram of Class XI Science Learning Outcomes at SMA Negeri 5 Pekanbaru

Based on the results of the analysis of the data obtained from the measurement results of the two research variables, the data obtained were then analyzed, it can be concluded that for the relationship value or correlation value of the X variable to Y, rcount = 0.436 with rtable = 0.195, then the hypothesis about the X variable to variable Y is acceptable, so it can be understood that there is a relationship between learning motivation and learning outcomes in class XI IPA SMA Negeri 5 Pekanbaru.

Table 2. The results of research on students of Grade XI science SMA Negeri 5 Pekanbaru

Variabel	N	Rxy	Rtable	Categories	Description
XY	105	0,436	0,195	Currently	Significan

The results of this study indicate that the motivation possessed by a student in studying corner has a moderate level of relationship to their learning outcomes, meaning that if students have good motivation towards corner lessons at school, the learning outcomes of corner learning will also be good.

Motivation is a factor that students must have, with learning motivation students have a desire for something. Good motivation will be able to make a student serious about doing sports activities and high motivation will make a person able to achieve his interest in a sports activity in corner learning where through this research shows that there is a relationship between learning motivation and corner learning outcomes with grades rcount = 0.436 > rtable = 0.195.

The teaching and learning process and student learning outcomes are largely determined by the role and competence of the teacher. Competent teachers will be better able to create an effective learning environment and will be better able to manage their classes so that student learning outcomes will be better able to manage their classes so that student learning outcomes are at an optimal level. Learning motivation has a close relationship with encouragement within the individual which then creates the desire to participate or be involved in something he is interested in. Someone who is interested in an object will tend to feel happy when involved in the object so that they tend to pay great attention to the object.

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The research results are relevant to the research that has been conducted by Umar et al., (2018) from the calculation of the correlation coefficient between learning motivation and learning outcomes Pjok, where rtable at a significant level α (0.05) = 0.444 means rcount (0.497) > rtable (0.444). This shows that learning motivation with corner learning outcomes has a significant relationship

Based on the processing and analysis of the data collected in this study, using the product moment formula, it shows that N = 105 at a significant level of 5% is obtained with rtable = 0.195. It turns out that the rxy obtained is 0.436 which is greater than the rtable. So it can be seen the degree of closeness of the relationship between variable X and variable Y is the relationship between learning motivation and student learning outcomes in the PJOK subject after covid-19 in class XI SMA Negeri 5 Pekanbaru with a coefficient value (rxy) of 0.436 in the medium category. The attention given can be manifested by curiosity and the need to study the object. To increase learning motivation, the learning process can be carried out in the form of student activities working and experiencing what is in the environment in groups. Within the group there is an interaction between students which can also grow or increase learning motivation towards these activities.

Research implications are consequences or direct consequences of the findings of a scientific researcher. The results of this study regarding the factors that influence the relationship between learning motivation and student learning outcomes in PJOK learning at SMA Negeri 5 Pekanbaru. Based on the research results, it is known that the relationship variable of learning motivation and learning outcomes has a significant influence on learning motivation and student learning outcomes Suparyanto dan Rosad (2020)

CONCLUSION

Based on the results of the research, the conclusions obtained in this study are: There is a relationship between learning motivation and learning outcomes in class XI IPA students at SMA Negeri 5 Pekanbaru or in the medium category with a value of rcount = 0.436> rtable = 0.195 which lies between the intervals 0.40-0.599 in medium category. Seeing and analyzing the results and conclusions of the research, the researcher would like to convey some suggestions, 1) It is necessary for teachers to always motivate students to be even more active in learning and pay attention to how students learn through the assignments given, 2) For future researchers to be able to develop research using variables that are considered very influential with learning outcomes.

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