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THE EFFECT OF SPORT EDUCATION ON THE LEARNING MOTIVATION OF JUNIOR HIGH SCHOOL STUDENTS IN PHYSICAL EDUCATION

Riki Ramdhan[1]*, Fauzan Effendy[2]

[12]Department of Physical Education, Health and Recreation, STKIP Nahdlatul Ulama Indramayu, Indonesia

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Abstract

In the learning process in physical education, motivation has a very important roles, because motivation determines student effort in the learning process in physical education. A learning model that can be felt to motivating is Sport Education. The purpose of this study was to examine the effect of Sport Education on student learning motivation in physical education. The research method uses a pre-experimental method using a intact-group design of 15 lessons. Participants in this study were 40 people who were drawn using the technique systematic sampling. The instrument uses a student learning motivation questionnaire in physical education. Data analysis techniques using descriptive statistics and independent samples t-test. The results of the study concluded that there were differences in the effect of Sport Education and traditional learning on the learning motivation of junior high school students in physical education. In order to carry out further research using the complete role in using Sport Education as an indication that Sport Education can be used as a new alternative in the 2013 curriculum that still on-going and can be adapted to project-based learning.

Corresponding address : Jl. Raya Kaplongan No. 28, Karangampel, Indramayu, West Java, 45283
*Corresponding email : ramadhan_riki@stkipnu.ac.id

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INTRODUCTION

After the teachers choose a physical education learning strategy that is good and suitable for students, it does not mean that the problem will just be solved. The different background factors of students make it possible that the physical education learning strategies implemented by teachers will always be easily accepted by all students, so that it can hinder the process of achieving physical education learning objectives. Physical education teachers sometimes provide subject matter too monotonous and focused on only a few students and not comprehensive (Effendy, Kharisma, & Ramadhan, 2020). One of the inhibiting factors can come from the lack of motivation possessed by students to take part in the physical education learning process. Often we see that there are still many students who have poor learning motivation. This is indicated by the frequent delays in participating in physical education learning, there are still many students who do not pay attention to the learning material, so that students are less able to capture and accept the physical education learning material being taught.

Motivation is the driving force for students to carry out learning activities according to what the teacher has ordered (Ramadhan, Ma'mun, & Mahendra, 2018), because motivation determines student effort in the learning process in physical education (Ginanjar, 2015, 2018) and has an important function (Ginanjar, 2019c). Most worryingly, students who are intrinsically motivated are more involved in the learning process, tend to see physical education as an unimportant part of their education (Richards & Levesque-Bristol, 2014). Therefore, in carrying out the learning process, one must have quality strategies and programs in order to be able to engineer the learning process that leads to competitive activities that have meaning and positive results (Ginanjar, Suherman, Juliantine, & Hidayat, 2019; Richards & Levesque-Bristol, 2014). With this competition activity, it will motivate students to take part in physical education learning (Ginanjar, Suherman, Juliantine, & Hidayat, 2020b; Heidorn et al., 2019). Moreover, competitive activities can increase motivation and students prefer competitive activities to build motivation and self-confidence (Ginanjar et al., 2019).

One of the learning strategies that are felt to be able to foster motivation is Sport Education. The main goal of Sport Education is for students to become competent in fun activities and gain confidence so that it motivates them to continue learning and growing (Siedentop, Hastie, & Mars, 2011), through six characteristics namely seasons, affiliation, formal competition, culminating event, keeping record, and festivity (Ginanjar, 2019a; Ginanjar, Mubarok, Mudzakir, & Mahasiswa Semester 7 Angkatan 2016 PJKR STKIP Nahdlatul Ulama Indramayu, 2021; Siedentop et al., 2011). In addition, the results of research using Sport Education

students can develop their own motivation (Wallhead & Ntoumanis, 2004). SE maintains the existing level of motivation (Barbosa Porcellis da Silva, Marques, & Reichert, 2017; Spittle & Byrne, 2009). Students provide a high level of motivation such as enjoying learning and improving psychosocial aspects during Sport Education (Perlman & Karp, 2010). Sport Education provides an increase in the physical activity of motivated students (Perlman, 2012). SE facilitates a more internalized form of student motivation in physical education programs (Barbosa Porcellis da Silva et al., 2017; Spittle & Byrne, 2009; Wallhead, Garn, & Vidoni, 2014). Sport Education can lead to greater autonomic motivation so that competence gives a positive image and is physically active (Gil-arias, Harvey, Carceles, Praxedes, & Villar, 2017). Motivation theory has a positive influence on Sport Education (Chu & Zhang, 2018).

In Indonesia, Sport Education is a new thing and not much research has been done (Ginanjar, Suherman, Juliantine, & Hidayat, 2020c). Moreover, Sport Education is related to motivation. The search results state that there is only one study which states that there is a significant difference between the Sport Education learning motivation and skill-drill-game in Vocational High School students. Then, the new statement is that students are more motivated because the learning model used is different from what they get when taking physical education lessons (Ginanjar, Suherman, Juliantine, & Hidayat, 2020a) and to conduct investigations related to student motivation using Sport Education (Ginanjar et al., 2020c). In addition, students feel bored with the strategy of giving material that is monotonous and just like that (Effendy et al., 2020) or traditionally. By using the traditional learning model students lack motivation (Junanda, 2021). The results of previous research conducted in Australia also stated that junior high school students who were given Sport Education were better than students who were given traditional learning models in increasing motivation (Perlman, 2012), while in Indonesia what was carried out on high school students also stated that the motivation of students by using Sport Education is better than students who use traditional learning models (Hartono, Suherman, & Rusdiana, 2014).

Therefore, this research will conduct an investigation related to students' learning motivation by using Sport Education in Junior High School. From the overall explanation, the purpose of this study is to examine the differences in the effect of Sport Education and traditional learning on the learning motivation of junior high school students.

METHODS

The research method used in this study used a pre-experimental method with an intact-group design. In the intact-group design there is a class that is divided into two, half for the

experimental class given treatment and half for the control class. (Ginanjar, 2019b). For the experimental class using Sport Education and the control class using the traditional learning model.

Participants

Participants in this study took a population from class VIII of Junior High School in one of the Junior High Schools in the eastern part of West Java province as many as 245 people.

Sampling Procedures

The sample used was 40 people (male) with an age range of 14-15 years which were taken using systematic sampling with multiples of 6. Systematic sampling in sampling comes from members of the population who have been given a serial number. Sampling can be done with only odd numbers, even numbers, or multiples of certain numbers (Ginanjar, 2019b). The entire population is numbered sequentially from 1 to 245 so that it gets 40 people. Then the selected students were divided in half for the experimental class and half for the control class. Physical education at the school where the research was conducted was carried out once a week on one day together.

Materials and Apparatus

The research instrument used in this study was a learning motivation questionnaire in physical education. The questionnaire uses a Guttman scale of 25 test items with instrument reliability of 0.86 (Ginanjar, 2015).

Procedures

The treatment for the experimental class in this study used Sport Education basketball sports following the treatment procedure Ginanjar et al. (2020c) which has been verified in the planning is 0.94 and 0.73 in the implementation of 15 lessons (see Table 1). While the control class uses traditional learning also uses basketball for 15 lessons (see Table2). The posttest was carried out after the fifteenth lesson was carried out.

Table 1. Sports Education treatment

Phase	Lesson	Sport Education
Skill/ tactical develop-ment	1	• Introduction to basketball • Needs assessment • Identified team coaches • Team selection and team name • Duty team • Student roles
	2	• Passing • Intra-team games • Game using passing
	3	• Dribbling • Intra-team games • Game using passing and dribbling
	4	• Shooting • Intra-team games • Game using passing, dribbling, and shooting

Phase	Lesson	Sport Education
	5	• Offence and defence • Intra-team games
Inter/ intra team games with practices	6	• Team practice • Games on the team (3vs3)
	7	• Team practice • Games on the team (3vs3)
	8	• Team practice • Games on the team (3vs3)
	9	• Team practice • Games on the team (3vs3)
	10	• Team practice (students who have good abilities train students who lack good ability)
Postseason	11	• Team practice • Post-season tournament
	12	• Team practice • Post-season tournament
	13	• Team practice • Post-season tournament
	14	• Team practice • Post-season tournament
	15	• Team practice • Championship games • Awards ceremony

Table 2. Traditional learning model treatment

Lesson	Traditional Learning Model
1	Introduction basketball
2	Practice passing
3	Practice dribbling
4	Practice shooting
5	Practice offence and defence
6	Game 5 vs 5
7	Game 5 vs 5
8	Game 5 vs 5
9	Game 5 vs 5
10	Game 5 vs 5
11	Basketball tournament with no fixed team
12	Basketball tournament with no fixed team
13	Basketball tournament with no fixed team
14	Basketball tournament with no fixed team
15	Basketball tournament with no fixed team

Design or Data Analysis

The data analysis technique used descriptive statistics (mean, standard deviation, and variance) and independent sample t-test with the help of IBM SPSS Statistics 25, follow the procedure (Ginanjar, 2021).

RESULT

The difference in descriptive statistics of the experimental class using Sport Education mean = 17.7; standard deviation = 3.57; variance = 12.75. In the control class using traditional learning mean = 14.3; standard deviation = 3.23; variance = 10.43. For more details can be seen in Table 3.

Table 3. Recapitulation of calculation results of descriptive statistics and independent samples t-test

	M	SD	V	t	Sig.
Exp	17.7	3.57	12.75	3.16	0.00
Con	14.3	3.23	10.43		
Exp = Experiment Class Con = Control Class					

Based on the results in Table 3, the mean, standard deviation, and variance of the experimental class are greater than the mean, standard deviation, and variance in the control class, which means that Sport Education provides better results of learning motivation in physical education. The value of t = 3.16 with a significance of 0.00 < 0.05, then there is a difference in the effect of SE and traditional learning on the learning motivation of junior high school students in physical education, where the motivation of students who learn to use SE is better than the motivation of students who learn to use traditional learning model.

DISCUSSION

From the results obtained, the results of this study support and confirm that by using Sport Education students are more motivated according to their opinions Ginanjar et al. (2020a) that it is true that students are more motivated because the learning model used is different from what they get when taking physical education lessons. In addition, this study adds references related to learning physical education using Sport Education in Junior High Schools can increase motivation in line with Sport Education on motivation in vocational high schools (Hartono et al., 2014) and answer the research gaps that have been suggested by Ginanjar et al. (2020c) to conduct investigations related to students' motivation to use Sport Education, even though it is only limited to the junior high school level and it is hoped that this research can also be a reference contribution to the progress of research using Sport Education in Indonesia which is starting to develop.

If you look at the characteristics of SE with the various roles that students can play in a team, they motivate each other so that they can participate in learning and are excited because there will be competition at the end of the lesson. This finding is in line with what was stated by Siedentop et al. (2011) that teams learn, practice, and compete together provide motivation and can enhance learning. In addition, with students involved in teams they cooperate with each other and have involvement or affiliation in a team. Siedentop et al. (2011) states that when teams work together, they must develop a sense of affiliation which will gradually lead to higher team motivation.

An interesting thing also happened to the role of the students involved as coaches. It can be seen that the coaches really want the team they train to become champions. Even with the limitations they have in carrying out their role as coaches, they still carry out their duties, such as when there are

players who cannot make as many shooting movements as possible into the ring, the coach commented that they should continue to practice to get used to shooting in the ring. This relates to what is stated Siedentop et al. (2011) that SE with seasons and team membership during seasons provide a motivational context in which students learn to be good leaders.

In the treatment using Sport Education in this study, there were a lot of modified rules, such as what generally happens when traveling and doubles occur. So that in the learning process using Sport Education, players may take the ball traveling in three steps so that the game does not continue to occur in violation and if there is a double, it is required to release the ball and either a friend or opponent who takes the ball can resume the game. According to opinion Ginanjar (2019a) that the match rules are also better modified as in futsal using a wall on each side of the field so that no ball comes out so players can keep moving and make rules that will create more chances to score goals.

However, the role of the referee in this study cannot be carried out in this study. The teacher acts as a referee because students do not really understand the rules of basketball matches and the teacher's limitations in providing training to students so that students can act as referees. So this is a shortcoming of this research so that students are also given training or can give students the freedom to be referees in basketball matches according to students' abilities in understanding the rules of basketball games. Because this will relate to what is stated Siedentop et al. (2011) that Sport Education asks students to know the rules during participation thus creating motivation in the team to learn the rules.

If you look at the mean between students who study Sport Education and traditional learning where there are tournament activities with games or games, it is true that using games can motivate students to learn as stated by Siedentop et al. (2011) that a game-based approach to practicing techniques and tactics has important benefits such as giving students the opportunity to engage in games more often which generally motivates students more.

Looking at the current curriculum in Indonesia, which in the 2013 curriculum uses a scientific approach and in general uses a project-based, discovery, and problem-based learning model (Kemendikbud, 2015). Sport Education with tournaments at the end of the season as a characteristic of SE (Ginanjar, 2019a), can be used as part of the fulfillment of an ongoing curriculum adapted to project-based learning with the theme of making a championship in a class with students acting as committee members and participants of the championship. Such as being a referee, player, coach, commentator, match recorder, and others. The results of the championships are compiled by students in a portfolio related to the championships that have been carried out such as match results,

top scorer, best player, best team according to the championship held. Therefore, it is felt that Sport Education will be able to fulfill the current curriculum. This has actually been indicated by research results (Kurniawan & Suherman, 2015) but no one followed up again. Kurniawan & Suherman (2015) explained that the 2013 curriculum is not much different from the Sport Education assessment, there are authentic assessments and portfolios that can support improvements in terms of evaluation that lead to the quality of physical education. So that this can be used as a study material on how to evaluate Sport Education into a portfolio so that it can be used in the 2013 curriculum.

CONCLUSION

Based on the results and discussion, it can be concluded that there are differences in the effect of Sport Education and traditional learning on the learning motivation of junior high school students. In order to conduct further research using the full role of using Sport Education as an indication of Sport Education, it can be used as a new alternative in the ongoing 2013 curriculum adapted to project-based learning.

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