

ANALYSIS OF MOTIVATION AND ACHIEVEMENT OF ELEMENTARY SCHOOL STUDENTS IN LEARNING JASMANI EDUCATION IN GERUNGGANG DISTRICT

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Abstract: The background of this study is to find the students' learning outcomes which does not match the expectations and students' interest in following the learning process of physical education is poorly responded. It was seen by 75% of elementary schools learning outcomes in the Gerunggang sub-district did not meet the minimum criteria score and from the interviews, it was found that the physical education teachers still dominant to use the learning method by speech and less adaptable to the students. In addition, students have less responsibility to all of their assignments given by the teacher. The purpose of this study is to get an overview of student achievement motivation in physical education learning in elementary schools of Gerunggang Subdistrict. The research used a qualitative approach. The method used is a descriptive research method. The population in this study was an upper class of elementary school student totaling 150 students. The subject in this study was 40 students. The data collection techniques in this study used instruments of questionnaires and interviews. Data obtained from the research instrument were questionnaires of the rating scale model with a range of grades 1-5 and interviews. The data that have been obtained were further analyzed by using descriptive analysis techniques. The results showed that the average score of students' achievement motivation in physical education learning was 22.5% (Very High category), 62.5% (high category) and 15% (moderate category).

Keywords: *achievement motivation, physic education learning*

INTRODUCTION

Education has an important role in human life continuity. Education can make

people be smart, creative, responsible and productive. Starting from the success in the field of education, a nation becomes prosperous. Various efforts in education have been done, including the development and refinement of curriculum or gradually innovation learning suitable with the development of science and technology. Education in schools cannot be separated from the learning process and interaction between teacher and students. Learning is a complicated process because it is not only absorbing the information from the teacher, but it also involves various activities and actions that must be taken to achieve good learning outcomes.

Bernadip (1995) in Siswoyo et al. (2008: 87) said that students are dependent and need help from other people who have authority and maturity. As a child, students are still in a weak condition, helpless, unable to be independent, and incomplete deprivation compared to adults, but within them, there are some potential talents and extraordinary dispositions that enable them to grow and develop through education.

Teachers are the key to improve the quality of education and be the central point. Teachers are professionals who are responsible for educating and teaching the students with the experience, both in formal education and non-formal education. The teacher is everyone who is authorized and responsible for the students' education, both individually or classically, both at school or outside school by transferring the knowledge and motivating the students in learning.

People have a certain motivation in every activity. Uno (2014: 3) argued, "Motivation comes from the word motive which can be interpreted as the strength contained in the individual, which causes the individual to do or act." Motive is a driving force in a person to carry out certain activities, to achieve certain goals.

Motives cannot be observed directly, but can be interpreted in their behavior, as stimuli, encouragement, or power generation with the emergence of a certain behavior.

Motivation is related to the strength and behavior direction and some factors which influence a person to behave in a certain way. The term of motivation can refer to the various goals of individuals, the way individuals choose goals and the way other people try to change their behavior. Three components of motivation are: (a) Direction, what people try to do; (b) Efforts, how hard someone tries; (c) Persistent, how often does someone keep trying.

Achievement motivation has a very important role to improve the quality of education. If it is desired to be improved, a greater motivation in the learning process is needed. It makes the achievement motivation is in an important position of the learning process. Otherwise, reality shows that many students do not have a high willingness to learn in physical education. One of the factors that influence children's achievement motivation is the perception of the teenager on parenting.

The realization of children achievement motivation certainly needs support from the family, especially from parents. One of the students' successes in education is indicated by their academic or non-academic achievements. Achievement motivation is the momentum to achieve the highest level of learning achievement for bringing up hope for himself.

Achievement motivation is influenced by two factors which are internal and external factor. Internal factors are usually more on the interests or wills of the students themselves. While external factors are usually like: factors from teachers, parents and factors from schools.

According to Majid (2014:311-312), the factor that comes from within the individual itself consists of several things: (a) there is a need; (b) individual perception of oneself; (c) Self-esteem and achievement; (d) The presence of ideals and future expectations; (e) A desire for the progress; (f) Interest; (g) Performance satisfaction. While the factors that come from outside the individual self consist of several things: a) awarding of the prize; b) competitions; c) Punishment; d) Praise; e) environmental situation in general; f) the reward system received.

Elementary school students as part of the young generation are prepared to be able to continue their education to a higher level and pursue their fields of expertise. Not all students have high achievement motivation in taking lessons. That is why the achievements just meet the minimum classification of graduation whereas the students can achieve higher than that achievements. that is why, it is expected through increasing achievement motivation, can support student achievement.

Achievement motivation influences student behavior and has a correlation that greatly determines the educational process and learning achievement. Students who experience problems in school generally show a low level of motivation for achievement. Teachers need to strive for increased achievement motivation of students by providing support in the form of appreciation for their achievements in any field, giving attention, caring, giving feedback and making students feel that they have a positive outlook on themselves.

McClelland (1967) in Desmita (2012: 61) found the characteristics of people who have a need for achievement, among others: (1) like situations where taking personal responsibility for all actions; (2) like fast, real and efficient feedback on all actions; (3) nature determines its achievement goals, it has more moderate risks than small risks; (4) trying to do things in a new and creative way; (5) have a high curiosity.

In short, teachers who treat students according to the group label as high or low academic actors will only make the school an uncomfortable place to learn especially for children who are considered underachievers. This treatment results in low attention to the lessons taught by the teacher and will affect the students' achievement and learning outcomes. Achievement motivation is one component that will influence student learning achievement. If students are motivated to achieve, the learning outcomes will also increase. On other words, if students have the motivation to achieve their achievements, it will affect their learning outcomes.

Data obtained from the observations process in the upper class of Gerunggang sub-district elementary schools showed 75% of learning outcomes did not meet the minimum criteria score. From the interviews found that the physical

education teachers still dominant to use the learning method by speech and less adaptable to the students. Furthermore, students have less responsibility to all of their assignments given by the teacher

Based on the description above, it can be described that the achievement motivation is an internal factor that has an important role in student achievement

METHODS

This research is a research with a qualitative approach. According to Sugiyono (2009: 15), qualitative research methods are research used to investigate, discover, describe, and explain the quality or idiosyncrasy of social influence which cannot be explained, measured or illustrated through a quantitative approach.

The method used is descriptive research method. The population in this study were high school elementary school students with a total of 150 students. The subject of this study were 40 students with random sampling techniques. Data collection techniques in this study used instruments in the form of questionnaires

RESULT AND DISCUSSION

The results of this study are intended to describe the data about how high the achievement motivation of upper-grade elementary students in joining the physical education learning process revealed by the questionnaire and interviews.

Table 1. Distribution of Achievement Motivation

Variable	Range Value	Category	Frequency	Percentage
Achievement Motivation	>144	Very High	9	22,5%
	104-144	High	25	62,5%
	84-103	Medium	6	15%
	58-83	Low	0	0%
	≤ 58	Very Low	0	0%
Total			40	100%

(Data Source: Primary Data Analysis)
Based on data from the table above obtained information from 40 students,

more than 50% of students who became the study sample had high achievement motivation (62.5%).

Based on the results of descriptive analysis, it was found that there were no research samples in the low and very low categories. Samples obtained and classified as medium categories were 6 people (15%). Medium categories can be identified with the characteristics of students having difficulty following learning activities because their interests were low. This is clearly seen when students attend physical education learning. When the teacher is delivering the lesson material, many students play alone, not listening to what the teacher tells them to do. Furthermore, the samples that have a high motivation category were 25 people (62.5%). The students have high motivation to participate in learning and have responsibility for the tasks given by the teacher and can adapt to their friends by working together. The samples in the category of very high achievement motivation were 9 people (22.5%), many students assumed that physical education learning was very enjoyable and all the challenges that existed in learning could be passed and considered failure as a barrier but as a motivation to become better, have responsibility for the task and are able to accept suggestions as evaluation material to achieve better performance.

From the description, obtained the results that achievement motivation is a momentum in students to achieve high achievement in accordance with what was set by the students themselves. Students who have good achievement motivation have an effort to achieve the level of success they will get and students who have high achievement motivation can play a competitive environment. McClelland (in Mangkunegara, 2007) stated that individuals have potential energy reserves. Energy is released and used depends on the strength of one's motivation and opportunities available. Energy will be utilized by someone because it is driven by the following factors: (1) the needs of the motives and needs involving; (2) hope of success; (3) intensive value attached to the goal. The things that motivate a person include: (1) the need for achievement; (2) the need for affiliation, and (3) the need for power.

Students who have a good quality of achievement tends to improve things better and have responsibility for themselves to solve problems, set challenging goals in

the sense that they are motivated by situations full of challenges and competition. Conversely, students who have low achievement needs tend not to be motivated to face challenges. The characteristics of individuals who have high achievements according to McClelland (in Anonymous 2011) are: (1) have a high level of personal responsibility; (2) have acceptance of feedback; (3) doing good work; (4) the tendency to set decent performance goals; (5) have a high level of achievement of goals; (6) determine reasonable achievement targets; (7) take risks calculated; (8) strong willingness to obtain feedback on their performance.

According to Harter (in Hadi, 2001) there are 3 things that affect achievement motivation in teaching and learning activities at school:

a) Competencies felt by people are influenced by their perceptions of how other people value actual performance levels. The higher a person's achievements, the greater they also recognize the challenges that full of curiosity and involve themselves in mastering a skill.

b) Affect in school learning activities related to subjects with teachers and schools. Students feel capable of a subject that will be taught by a teacher they enjoy. Affect for schools is obtained from the feeling that students have high skills in most school assignments receiving great recognition for learning activities and having a good relationship with the teacher and friends.

c) Perception about control. Students who have a perception of internal control have high expectations for success and are encouraged to work hard. They realize that success and failure depend on their own efforts.

Here are some related research results in this study: 1. Research conducted by Dewi et al. (2014), a student of Ganesha Education University with the title "The Relationship of Scientific Attitudes and Achievement Motivation with Science Learning Outcomes in Grade V Students of Elementary Schools."

The research aims to (1) find the significance of the relationship between scientific attitudes and science learning outcomes; (2) know the significance of the relationship between achievement motivation and science learning outcomes; and (3) know the significance of the relationship between scientific attitude and

achievement motivation with the science learning outcomes of Class V students of the Cluster II Admiral Jembrana Regency in the academic year 2013/2014. The results of this study found that (1) there was a significant correlation between scientific attitudes and learning outcomes of Natural Sciences in fifth grade students in the Cluster II Admiral Jembrana Regency; (2) there was a significant correlation between achievement motivation and science learning outcomes in the fifth grade elementary school students in the Cluster II Admiral Jembrana Regency; and (3) there was a significant correlation between scientific attitudes and achievement motivation with the science learning outcomes of fifth grade students in the Cluster II Laksamana District, Jembrana Regency.

Research conducted by Merta et al. (2015) Effect of Media Visual Assisted Contextual Learning Approach on Achievement Motivation and Learning Outcomes of Science in Class IV Class II Students of Abang District, Karangasem Regency showed that: first, there is a significant difference in achievement motivation between students learning and learning contextual assisted visual media and students who study with conventional learning models in grade IV elementary school students in Cluster II Abang District. Second, there is a significant difference in science learning outcomes between students studying with visual media-assisted contextual learning and students learning with conventional learning models in the fourth-grade elementary school students in Group II of Abang District. Third, simultaneously there are significant differences in achievement motivation and science learning outcomes between students learning with visual media-assisted contextual learning and students learning with conventional learning models in grade IV elementary school students in Cluster II Abang District.

CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that the achievement motivation of upper class elementary school students in physical education learning in Gerunggang District are in the category of: "Very High" was 22.5% (9 students), "high" was 62.5% (25 students), and "Medium" was 15% (6 people).

In each education unit student,

achievement motivation always differs between one student and another student. There are students who have high achievement motivation and there are also students who have low achievement motivation. Students who have high achievement motivation will always strive to overcome various obstacles that exist during the learning process. In addition, students also have the desire to compete in a healthy manner with themselves and others and be able to make a breakthrough in long-term thinking. While students who have low achievement motivation always assume that a failure experienced during the learning process is caused by the low ability they have, difficulty in completing tasks and ignore the business as one that makes him become successful.

Student learning outcomes are influenced by many factors, besides a positive self concept, motivation to achieve achievement also has an important role to improve learning achievements. Students who have high achievement motivation will have responsibility for school assignments, foster a healthy, persistent and active spirit of completing school assignments. Students who have low achievement motivation do not think of competition to achieve higher achievements or compete with other students so the students with high achievement motivation are likely to achieve high learning achievements.

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