



Student Learning Motivation in Following Tp.
Floor Gymnastics Learning at Undiksha
Penjaskesrek Study Program in the Even
Semester of 2021/2022

Rizky Suhartono, Gede Suwiwa and Budaya Astra

EasyChair preprints are intended for rapid dissemination of research results and are integrated with the rest of EasyChair.

August 11, 2022

Student learning motivation in following tp. floor gymnastics learning at Undiksha Penjaskesrek study program in the even semester of 2021/2022

Rizky Suhartono¹
Department of Sport and Health
Science
Ganesha University of Education
Bali, Indonesia
rizky@undiksha.ac.id

I Gede Suwiwa²
Department of Sport and Health
Science
Ganesha University of Education
Bali, Indonesia
gede.suwiwa@undiksha.ac.id

I Ketut Budaya Astra³
Department of Sport and Health
Science
Ganesha University of Education
Bali, Indonesia
budaya.astra@undiksha.ac.id

This study aims to determine student learning motivation in participating in TP. floor gymnastics learning in the Undiksha Penjaskesrek study program in the even semester of 2021/2022. This research is a quantitative descriptive research with the type of survey research. The population in this study were all students of Physical Education Study Program who attended TP lectures. The total number of floor gymnastics lessons for 2021/2022 is 114 people. The sample selection method used total sampling, namely where all the population became the research sample so that the number of samples in this study was 114 students. 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 extrinsic factors of student learning motivation in following the TP. Floor gymnastics learning gets a value of 70,4% if it is converted into a category interval included in the high category. Based on the two indicators on the variable, students' learning motivation in following the TP. Floor gymnastics learning in the Undiksha Penjaskesrek study program in the even semester of 2021/2022 if the average score is 70,58%. If converted into category intervals, student motivation in following the TP. Floor gymnastics learning is included in the high category. Thus, it is suggested to students of the Undiksha Penjaskesrek study program in the even semester of 2021/2022 to maintain and increase motivation in participating in the TP. floor gymnastics learning in the Undiksha Penjaskesrek study program.

Keywords; Learning motivation, TP. Floor gymnastics lessons.

I. INTRODUCTION

Learning is a series or stages of 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 in which it aims to provide stimulation so that students are able to play an active role in the learning process. Indirectly in 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, organizing the environment around students so that it can grow and encourage students to carry out the learning process. Learning is also said to be a process of providing guidance or assistance to students in the learning process(Pane, (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.(Akbar & Noviani, 2019)stated that the development of information and communication technology (ICT) has had an influence on the field of education in the learning process. 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 that is often applied is 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 andragogical environment, the role of the lecturer clearly 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(Hadjarati., 2020)stated that 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. Group of gymnastic courses aimed at increasing physical potential and instilling sportsmanship and awareness of healthy living.(Wahyudin, 2021)states that we often call floor gymnastics agility gymnastics. 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. In an effort 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 be carried out in the form of a Government Regulation (Telaumbauna, 2020) Through 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.

In the learning activities of everyday human life, it is almost never separated from learning activities, whether someone is carrying out their own 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. According to Soekirno, (2017) The essence of learning is a change in behavior that includes the cognitive, affective, and psychomotor fields. 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. Gunarsa, (2008). Whereas in general psychology, we know that the motive is an impulse or will that underlies the emergence of a behavior. So, motivation can be interpreted as a force, drive, need, spirit that encourages a person or group of people to achieve certain achievements in accordance with 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 doing 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 basically movements that are easy to do and put into practice, 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 about the practice of floor gymnastics learning not being optimal in the Physical Education and Health Study Program environment (physical education, health and recreation).

II. RESEARCH METHOD

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. 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 using total sampling which is done by using all the population.

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

The data analysis technique used is descriptive data analysis technique with the percentage of students' answers. The instrument consists of positive and negative statements, the level of agreement of the respondents is classified as follows: Always (4), Often (3), Rarely (2), and Never (1). In order 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 much student 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:

$$\text{Motivation Percentage} = \frac{x_1 + x_2}{2}$$

Information :

x_1 = Percentage of intrinsic motivation

x_2 = Percentage of extrinsic motivation

III. RESULT AND DISCUSSIONS

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. In this statement to be divided into two categories, namely intrinsic motivation and extrinsic motivation, for intrinsic motivation consists of 25 statements consisting of indicators of Perseverance, Diligence, Discipline, Fear, 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. In this statement to be divided into two categories, namely intrinsic motivation and extrinsic motivation, for intrinsic motivation consists of 25 statements consisting of indicators of Perseverance, Diligence, Discipline, Fear, Worry. the following are the results of the intrinsic item analysis:

MOTIVASI INTRINSIK MAHASISWA					
NO	INDIKATOR	SKOR	SKOR MAKS	PERSETASE	KATAGORI
1	TEKUN	1689	2280	74,08%	TINGGI
2	RAJIN	1691	2280	74,17%	TINGGI
3	DISIPLIN	1617	2280	70,92%	TINGGI
4	TAKUT	1480	2280	64,91%	SEDANG
5	KWATIR	1550	2280	67,98%	TINGGI
RATA - RATA				70,76%	TINGGI

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, 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. this is in accordance with the opinion Fadhillah, 2017 (in Gunarsa 2004) that intrinsic motivation is 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. (Zulkafli

& Mahbob, 2020) stated that intrinsic motivation is related to employee performance where it affects one's work performance which involves three factors, namely achievement, activation and also one's self-improvement at work. The results of the study show that motivation can increase perseverance, can have a good impact on learning activities. This is in accordance with the opinion (Sugiyanto, 2012) that trying continuously, diligently and disciplined, students can learn all the time in order to realize the desired goals so that learning can be achieved. done can be achieved and run well. Discipline also has a strong relationship with the family so that it can affect student achievement. This is in accordance with the opinion (Santoso, 2013) argues that learning motivation and family support have a positive effect on student learning discipline, it is recommended for teachers to provide learning motivation to students in order to obtain the highest learning achievement. 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 in accordance with the opinion of Yanti, 2013 (in Elliott, 1996) which states that basically anxiety in 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. Worrying can also affect the learning process positively, this is in accordance with the opinion (Rana and Mahmood, 2010) that worrying about learning motivation cannot be viewed negatively because at a certain level, concern can contribute positively to students' academic performance. However, if this concern continues, it can certainly affect student learning outcomes.

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

MOTIVASI EKSTRINSIK MAHASISWA					
NO	INDIKATOR	SKOR	SKOR MAKS	PERSENTASE	KATAGOR
1	HADIAH	1570	2280	68,86%	TINGGI
2	PENGHARGAAN	1592	2280	69,82%	TINGGI
3	HUKUMAN	1623	2280	71,18%	TINGGI
4	TEKANAN	1603	2280	70,31%	TINGGI
RATA -RATA				70,4%	TINGGI

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, support from parents has been able to take part in a lesson well, this is in accordance with the opinion of Jannah & Sontani, 2018 (in Comfort, 2016) 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. 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, according according to (Tan, 2018) extrinsic motivation is motivation that comes from the family (especially parents). Parental support is an interaction developed by parents which is characterized by care, warmth, approval, and various positive feelings of parents towards children. Can affect student achievement this is because parents have the best sports system for their children. Meanwhile, from the reward indicator according to Supratin, 2019 (in Sardiman, 2005: 92) where 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 is able to excel in the field he is engaged in. Rewards can also be an influence on learning outcomes according to (Mayliana & Sofyan, 2013) 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. This is expressed by (Supratin, 2019) who argues that 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 behavior that is in accordance with expectations. Pressure can affect student learning motivation according to (Sugiyanto, 2012) that individuals who have high achievement motivation in learning will tend to have a high level of confidence, have responsibility, 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. From the results obtained, it shows 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 research (Palittin, 2019) entitled "The Relationship of Learning Motivation with Student Learning Outcomes" that motivation is influenced by various factors, one of which is motivation. Motivation can come from within the student or from outside the student, namely the environment. Research conducted at SD Inpres 7 Muting shows that motivation is related to student learning outcomes. Meira Zuraida, et al (2015) with the title "Community Intrinsic Motivation in Participating in Aerobic Gymnastics at the Harapan Bangsa Stadium in Banda Aceh in 2015" stated that the community's motivation was very good and very enthusiastic in participating in aerobic exercise activities. Research by Eka Ayu Puspa Sari (2016) with the title "Unesa Student Motivation in Participating in Futsal Sports at Surabaya State University UKM" states that the level of student motivation in participating in futsal at Surabaya State University UKM is high. As well as research by Muhamad Ali (2011) with the title Contribution of Nutritional Status

and Learning Motivation to Physical Health of Students of Sports Education and Health, University of Jambi" states that nutritional status and learning motivation together contribute to physical fitness.

IV. CONCLUSION AND SUGGESTIONS

Based on the results of the quantitative descriptive data analysis, it can be said that the students' learning motivation in following the TP. The learning of Floor Gymnastics in the Undiksha 2021/2022 Penjaskesrek Study Program is high.

REFERENCES

- [1] 1. Upaya Meningkatkan Motivasi Belajar Siswa. G-Couns: Jurnal BimbinganDanKonseling,3(1),73–82. <https://doi.org/10.31316/g.couns.v3i1.89>
- [2] Zulkafli, N., & Mahbob, M. H. (2020). Pengaruh Faktor Motivasi Terhadap Prestasi Kerja. *Jurnal Wacana Sarjana*, 4(3), 1–11.
- [3] 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
- [4] Santoso, E. X. (2013). Hubungan Motivasi Belajar Dan Dukungan Keluarga Dengan Kedisiplinan Belajar Siswa Kelas X Di Smk Negeri 5 Surakarta. 1–12.
- [5] Yanti, S., Erlamsyah, E., & Zikra, Z. (2013). Hubungan antara Kecemasan dalam Belajar dengan Motivasi Belajar Siswa. *Konselor*, 2(1), 283–288. <https://doi.org/10.24036/02013211242-0-00>
- [6] 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>
- [7] Palittin, I. D., Wolo, W., & Purwenty, R. (2019). Hubungan Motivasi Belajar Dengan Hasil Belajar Fisika. *MAGISTRA: Jurnal Keguruan DanIlmuPendidikan*,6(2),101–109. <https://doi.org/10.35724/magistra.v6i2.1801>
- [8] Abdulaziz, MF, Dharmawang, DB, & Putri, DT (2018). Student Motivation towards Sports Activities in the Afternoon Around the Taman Sutera Area, State University of Semarang. *Journal of Physical Education Health and Sport*, 3(2), 113–120.
- [9] 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 Pgrl Palembang University*, 2(1), 18–25.
- [10] Gunarsa, SD (2008). *PRESTIGE SPORT PSYCHOLOGY* (RU Naplupulu-Simarangkir (ed.)). PT BPK Gunung Mulia.
- [11] Hadjarati, H., Haryanto, AI, Sports, PK, Sports, I., & Floor, S. (2020). Motivation for floor exercise learning outcomes. 19(2), 137–145.
- [12] Hardiyono, B. (2020). Anxiety Levels Before Competing And Confidence When Competing Athletes of South Sumatra Province Pengprov Fpti Pelatda. *Kinesthetic*, 4(1), 47–54. <https://doi.org/10.33369/jk.v4i1.10399>
- [13] Imansyah, F. (2018). Survey of Factors Affecting Student Motivation in Taking Swimming Learning Courses. *Didactic Vehicles*, 16, 53–66.
- [14] Nusantara, T. (2018). Learning Design 4.0. National Seminar Forum, Mandala Educational Research Institute (LPP), 1(1), 1–16.
- [15] Pane, A., & Darwis Dasopang, M. (2017). Study And Learning. *FITRAH: Journal of the Study of Islamic Sciences*, 3(2), 333. <https://doi.org/10.24952/fitrah.v3i2.945>
- [16] Pertiwi, DE (2016). Sports Coaching Education, Faculty of Sports Science, State University of Semarang. *Lib.Unnes.Ac.Id*, 2016. https://lib.unnes.ac.id/37766/1/6301415007_Optimized.pdf

- [17] Ratno, P., & Suandi, DH (2018). Community Motivation Survey of
- [18] Binjaidalam City. *Journal of Health and Sport*, 2(2), 22–33.
- [19] Soekirno, DRH, Hariyoko, H., & Sudjana, IN (2017). The Effect of the Small Sided Games Method and the Part Method on the Learning Outcomes of Football Pass-Control. *Indonesian Physical Education Center*, 1(1), 125. <https://doi.org/10.17977/um040v1i1p125-137>
- [20] Telaumbauna, D. (2020). Juridical Review on Determining Public Health Emergency Due to Covid-19. *Journal of Education and Development*, 8(2), 30–36.
- [21] Wahyudin, D., Syafei, MM, & Ismaya, B. (2021). Student Motivation in Learning Floor Gymnastics during the Pandemic Period in Class XI SMA Negeri 1 Banyusari. 5(4), 542–550.