

## STUDENT MOTIVATION IN LEARNING PJOK: A STUDY ON LOWER PASSING VOLLEYBALL

Akhmad Arif Widiatma <sup>1</sup>, Hasmyati <sup>2</sup>, Asran <sup>3</sup>

<sup>1</sup> MIN 5 Ngawi, Jawa Timur, Indonesia

<sup>2</sup> Universitas Negeri Makassar, Indonesia

<sup>3</sup> SMP Negeri 8 Makassar, Indonesia

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### ABSTRACT

This paper aims to find out how students' motivation to learn improves skills in learning volleyball underpassing in learning PJOK. In this study, researchers used a qualitative approach. The data was taken through the interview method. The study selected participants taken from fifth-grade students at MIN 5 Ngawi, East Java, Indonesia. The technique used is Provosive Sampling. Data sources are taken with certain considerations. In this technique, the person who is considered to know best about what we expect is given consideration. Data analysis used reduction data, display data, and conclusion. The results showed that motivation affects learning outcomes. While the award provides stimulation from the outside to participate in learning.

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### Corresponding Author:

Akhmad Arif Widiatma,  
MIN 5 Ngawi, Jawa Timur, Indonesia  
Email: [whida.whidul@gmail.com](mailto:whida.whidul@gmail.com)

## 1. INTRODUCTION

The school, as an educational institution, is a place for students to carry out various activities and learning activities. In accordance with what is stated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, "aims at developing the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens" (Lukita et al., 2020; Helda & Syahrani, 2022).

To educate and foster students to become human beings who are good at productive and quality can be determined by many factors, one of which is motivation in learning (Knight & Yorke, 2003). In other words, motivation motivates people to do their jobs and stay active. Motivation is the basic drive that moves a person to behave (Haque et al., 2014).

With the motivation of students to get a change in energy from within to do something in achieving certain results and maintaining what has been achieved. Observations made by researchers on September 15, 2021 on students in the learning process at MIN 5 Ngawi showed that there were several problems that occurred during

learning. There are still many students who look bored, indifferent, and not serious about participating in physical education lessons. At that time, the learning material for the big ball game was volleyball. According to the researcher, the subject of volleyball passing down is quite easy and fun to do.

During their observations of the PJOK teachers at the school, the researchers attempted to interview them about their findings. From the results of an interview on September 15, 2021 with Mr. Andi Harianto, S.Pd as a PJOK teacher, who stated that "it is true that some students at school participating in underhand volleyball learning are still found to be less serious with symptoms such as not listening when teaching materials are delivered and joking during the lesson."

Motivation is one of the important factors that affect learning and learning outcomes (Wibisono et al., 2018; Susanto & Sari, 2020). From the observations, it was found that the grade V report card scores, especially the volleyball learning material, only passed the KKM score and did not get a perfect or high score. The findings found by the researchers were strengthened by interviews with sports teacher Andi Harianto, S.Pd, regarding learning outcomes. "It is true that the learning outcomes obtained in class V, especially the subject of volleyball, only passed the specified KKM value, but it was still lacking because students did not get good results."

The results of direct observations and interviews with PJOK teachers, the researchers concluded that the lack of student motivation in learning affects the learning outcomes obtained and that efforts are needed to increase student motivation in learning volleyball under perfect conditions so that learning outcomes are perfect. Motivation will grow well if there are efforts made by the teacher to generate motivation (Lamb & Wyatt, 2019; Da'i et al., 2021). Several ways to increase student learning motivation are: "giving points; giving prizes; competition or competition; giving tests; knowing the results of work; giving praise; giving punishment; the desire to learn; and clear goals." Furthermore, there are several things that must be considered by teachers to arouse student learning motivation, including clarifying the goals to be achieved, arousing student interest, creating a pleasant atmosphere in learning, giving praise, giving assessments, and giving positive and constructive comments (Palmer, 2005; Beardsley et al., 2021).

From the facts found by researchers in the field and strengthened by direct interviews with the teacher, the researchers found that there was a lack of student motivation and perfect learning outcomes. Therefore, the researcher wants to know the main cause of the lack of student motivation, especially in learning physical education for big ball games, in this case, the subject of volleyball.

Motivation can be defined as a driving force from within the subject to carry out certain activities to achieve it (Arisetiyana et al., 2020; Rohman et al., 2022). The word "motivation" is defined as an effort that encourages someone to do something or a set of actions that can make individuals perform certain activities to achieve goals. Thus, motivation is an impulse that can lead to certain behaviors that are directed and the strength or weakness of the efforts made by a person to achieve goals will be determined by the strength of the motives possessed by that person.

Motivation in learning is very important to achieve the expected teaching and learning process goals (Shen et al., 2009; Arisetiyana et al., 2020). In addition to achieving the goals in learning, motivation also functions to choose or complete tasks in making decisions (Chen et al., 2014). Thus, motivation has several functions. Motivation has several functions, including a) encouraging people to act; b) determining the direction of action, and c) selecting actions (Chen et al., 2014).

From the explanation above about the function of motivation, it can be concluded that motivation can function as a driver of effort and achievement for a person in an effort to do business because of motivation. Motivation will arise because of factors from within (intrinsic) and from outside (extrinsic) (Kilpatrick et al., 2005; Ntoumanis & Standage, 2009). Motivation can be grouped into two kinds: intrinsic and extrinsic.

Factors that influence the emergence of motivation from within include the desire to succeed; encouragement to learn; hopes and ideals (Spittle & Byrne, 2009; Sheehan et al., 2018). Intrinsic motivation is generally related to talent and intelligence factors in students. There are external factors that influence the emergence of motivation from the outside because of interesting learning, rewards, and good environmental conditions (Sheehan et al., 2018). The learning process will be successful when students have the motivation to learn. Therefore, teachers need to foster student learning motivation. To obtain optimal results, teachers are required to act creatively to generate student learning motivation (Spittle & Byrne, 2009). This is one way of motivating students in learning activities at school by giving points, prizes, exams, punishments, and clear goals. same as the opinion above, which emphasizes the efforts that can be made by the teacher. In an effort to increase student motivation, teachers should identify the type and level of aspirations of students, communicate the results of recognizing the aspirations of these students with parents, and provide programs or forums to develop their aspirations.

Learning is the most important activity in teaching and learning activities (Onishi, 2008; Meirink et al., 2009; Bakkenes et al., 2010). Furthermore, learning is essentially a process of interaction between students and their environment so that behavior changes for the better (Meirink et al., 2009). Thus, learning is a process of making students learn through the interaction of students with their environment so that changes in behavior occur for students. Based on the above understanding, it can be concluded that learning is a conscious effort from the teacher to make students learn, namely the occurrence of changes in behavior in students who are learning, where the change is with the acquisition of new abilities that apply for a relatively long time and because of the effort.

Volleyball is a game that uses a reflected rubber ball and is played in groups of two teams (Lidor & Ziv, 2010; Ozawa et al., 2019). Each team consists of six players, whose areas are separated by a net. Volleyball is a sport played by two opposing groups bouncing the ball into the opponent's area (Kenny & Gregory, 2006; Balser et al., 2014). In addition, volleyball is a sport with the characteristic of volleying the ball in the air, the ball going back and forth through the net with the intention of dropping the ball in the opponent's field as much as possible (Arte et al., 2019; Jati et al., 2019). Thus, the

game of volleyball can be interpreted as a game that involves reflecting the ball over the net using the arm with the aim of dropping the ball in the opponent's area.

## 2. METHOD

In this study, the researcher uses a qualitative approach by Creswell (Creswell & Creswell, 2017; Oflazoglu, 2017). Qualitative research methods are often called "naturalistic research" because the research is carried out in natural conditions. Qualitative research shows the truth (natural) of the data and must be accepted by researchers. This research is a qualitative descriptive study with the aim of researching or finding information and expectations to obtain an overview of the implementation of sports and health physical education learning.

In this study, the subject was chosen using a purposive sampling procedure, which is a method for obtaining credible subjects based on predetermined criteria. Subjects in this study have criteria or requirements, namely physical education teachers at MIN 5 Ngawi, who are educators who are directly involved in providing physical education lessons on sports and health. The subjects in this study amounted to 1 PJOK teacher and 5 students from class V MIN 5 Ngawi, presented in Table 1 below.

**Table 1.** Research Subjects

No	Respondent	Population	Sample
1	Students	28	5
2	Teacher PJOK	2	1
	Total		6

The instrument used in this study was the researcher himself, assisted by interview guidelines and observation sheets. These guidelines are guidelines developed by researchers based on indicators of each variable being studied. The following interview grids and observations refer to the learning theory proposed by Nana Sujana (2002). The term coding is to make it easier to read in analyzing the results of the interviews in this study, to find out the sources used in conducting research so that it can be easily explained in terms of the code that has been set. Coding for interviews:

RA: Terms for PJOK Teachers

R1: Number One Student

R2: denotes the second student.

R3: refers to the third student.

R4: The fourth student.

R5: refers to the fifth student.

**Table 2.** Teacher Interview Guidelines

No	Questions
1.	Did the students complete the task the father gave?
2.	What motivates students to learn
3.	Do students take lessons seriously?
4.	Do you give appreciation to student learning outcomes?
5.	Is doing learning fun and not boring?
6.	Does learning volleyball require a special field?
7.	Do you provide value to students?
8.	What do students get after participating in underhand volleyball lessons?

**Tabel 3.** Students Interview Guidelines

No	Questions
1.	Did you complete the task given by the teacher?
2.	What drives you to learn?
3.	Do you take lessons seriously?
4.	Did you get an award in following the lesson?
5.	Is the lesson given by the teacher fun?
6.	Can the field conditions at school be used for volleyball lessons?
7.	Did you get the value of learning outcomes, such as tests or tests?
8.	What do you get after participating in underhand volleyball lessons?

Regarding data collection regarding the implementation of physical education, sports and health at MIN 5 Ngawi, the study used the following data collection techniques:

Observations can be used by a researcher in order to collect information about the reality being studied. In using observation as a research method, it is required to meet certain conditions so that the results of observations are in accordance with the reality that is the target of research. Furthermore, documentation is a research method that uses documents as reference material in describing verbal data, namely writings, diaries, articles, and so on. This document is used to find out about past social phenomena. Meanwhile, interview techniques in qualitative research usually use interviews that are (1) not structured, (2) carried out openly, and (3) place the informant as a colleague of the researcher.

The data obtained in this study is more in the form of words that are qualitative than in the form of numbers. Therefore, the data obtained qualitatively will be analyzed by induction and deduction. Inductive analysis is used to conclude from the general to the specific, and deductive analysis concludes the specific data into the general. Data reduction is done by selecting or selecting relevant and meaningful data and can focus the data on problem solving. It can then be simplified and arranged systematically by highlighting the things that are important and principal to taking a summary summary of all findings. The results of data reduction are presented in a systematic report that is understood. Data display involves classifying and presenting data according to the subject matter, which begins with coding for each sub-topic. A matrix or chart is made to make it easier to get conclusions from the field. Researchers' conclusions

(verification) as a result of their based on data reduction and data display so that the conclusions do not deviate from the data and analysis. Verification is intended so that the assessment of the suitability of the data with the intent contained in the basic concepts of the research is more precise and objective.

### 3. RESULTS AND DISCUSSION

This research was conducted at MIN 5 Ngawi, which is located at street. Hero No. 43, Gelung Village, Paron Subdistrict, Ngawi Regency. MIN 5 Ngawi has 488 students divided into 17 classrooms. With the number of educators, there are 27 male and female educators. In addition, this school is also equipped with a principal's room, teacher's room, TU room, sports room, library, warehouse, prayer room, toilet, uks room, and kopsis room.

The research was carried out on August 14, 2020 at MIN 5 Ngawi with the source of the PJOK teacher and five students who were randomly selected according to the provisions and criteria needed in this study. The learning outcomes contained in this study consist of three factors, namely external factors, internal factors, and learning outcomes. From the three factors, indicators emerge, which include the desire and desire to succeed, the drive and need for learning, hopes and aspirations, appreciation of learning, interesting activities, a conducive learning environment, values and skills. The following researchers will describe the results of the study starting from the internal factors as follows:

#### 3.1 Internal Motivation

In the discussion of research on student interest in learning to improve volleyball learning, one of the factors is internal factors, which include the desire and desire to succeed, encouragement and needs in learning, hopes and aspirations. These factors were asked of the PJOK teacher and the five students who became the research sample. Here the researcher will describe the results of the research that can be then compared with the relevant theory.

##### *Desire to Learn*

Based on the descriptions of teacher and student interviews and relevant theories, it shows that there is still a lack of desire and desire to learn in class VIII students at MIN 5 Ngawi Purwakarta, with indications of not doing assignments, ignoring assignments, and giving assignments to others to do.

##### *Learning Motivation and Requirements*

From the results of interviews and relevant theories, it can be concluded that the motivation for the learning needs of students in class MIN 5 Ngawi is influenced by external factors such as following their peers and following a predetermined schedule.

##### *Hopes and Aspirations*

From the results of the interview description, it can be concluded that hopes and ideals are very important in doing learning, especially in PJOK learning. Hopes and aspirations can make students trigger behavioral changes in accepting the learning given, and they will be more consistent in doing something.

### 3.2 External Motivation

The external factors in the discussion of this research are factors contained in the school or school environment. From external factors, it is meant to be an appreciation for learning, interesting activities, and a conducive learning environment. So, researchers will discuss three indicators contained in external factors. The explanation is as follows:

#### *Appreciation of Learning*

Based on the results of interviews with PJOK teachers regarding the awards given for learning outcomes. In completing the task, the teacher gives marks to students who have completed the assigned task. While the results of interviews with students are usually given in the form of grades, praise, or prizes, the form of appreciation is usually given in the form of grades, praise, or prizes. From the results of the interviews, it can be concluded that rewards in learning can influence students to be even harder in improving learning and also that rewards are actions from educators that function to strengthen mastery of educational goals.

The third discussion regarding the results to be achieved is student learning motivation in improving the learning of underhand volleyball. From this discussion, the indicators are values and skills.

#### **Value**

Based on the results of the interview with the PJOK teacher regarding the value of learning outcomes, it shows that in completing the task, the teacher will give value. Because grades are a form of appreciation given by teachers to their students, While the results of interviews with students regarding the value of learning outcomes suggest that teachers always give marks directly when they have completed assignments Based on the results of interviews with PJOK teachers and students, it can be concluded that grades are an important component in appreciating the learning outcomes that students get.

#### **Skills**

Based on the results of interviews with teachers regarding skills in volleyball learning, it was stated that the skills obtained by students after participating in underhand volleyball learning were sufficient to master and understand. While interviews with students stated that in carrying out the tests given by the teacher, students could do well and correctly. Thus, there are still not many achievements in the sports branch, but in improving skills it is quite good and students can do these skills with the encouragement of interest and motivation that exists from within students created by PJOK teachers with interesting learning using good methods.

## 4. CONCLUSION

Based on the results of research through observations, interviews, and documentation of students' learning motivation in improving the learning of underhand volleyball. Extrinsic

and intrinsic motivation greatly affect the learning outcomes of underhand volleyball at MIN 5 Ngawi.

a) In the learning process, motivation, which is divided into extrinsic and intrinsic factors such as desire to learn, encouragement to learn, hopes and ideals, interesting learning activities, appreciation of learning, and a conducive learning environment, is very influential for students to take learning seriously and diligently so as to get maximum learning results.

b) Passing down is very high from the learning outcomes obtained by students in volleyball learning because the teacher provides interesting and easy-to-understand learning by students and rewards in learning so that students follow and accept the material given by the teacher properly.

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