

Analysis of Motivation to Learn and Motion Gymnastics Sequentially Dexterity Primary School Students

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Abstract:-Based on observations by the author in the field, that gymnastic dexterity and rhythmic motion in elementary school students 12 Batang Anai, Padang Pariaman not run properly. The purpose of this study was to determine the motivation to learn gymnastic dexterity and rhythmic movement of primary school students 12 Batang Anai, Padang Pariaman. This type of research is deskriptive. The populations in this study were all fifth grade students of SDN 12 Batang Anai, Padang Pariaman, numbering as many as 38 people. Samples were taken with total sampling, thus the number of samples is as many as 38 people. The type of data in the study of primary data, data collected by the researchers by distributing questionnaires to students who are chosen to be sampled. Data were analyzed with the level of student motivation achievement percentage of respondents with technique. The study states that intrinsic motivation acquired achievement level of 74%, are in the category of "Enough". This means that students have enough intrinsic motivation to learn gymnastic dexterity and rhythmic motion. Extrinsic motivation obtained the degree of achievement of 54%, are in the classification "Less than once". This means that students are less once or very low extrinsic motivation in learning gymnastic dexterity and rhythmic motion. currently on the classification of "Less than once". This means that students are less once or very low extrinsic motivation in learning gymnastic dexterity and rhythmic motion. currently on the classification of "Less than once". This means that students are less once or very low extrinsic motivation in learning gymnastic dexterity and rhythmic motion.

Keywords: Motivation, Gymnastics

I. INTRODUCTION

In the development of learning physical education, sport and health should be designed to provide teaching and learning experience that involves the mental, physical, through interaction between learners and teachers, environmental and other learning resources. So the achievement of competence with the adoption of a variety of learning and activate the learners and load life skills that need to be mastered by the learner. Teaching and learning activities according to Rashid (2011: 21) is the "stages of activity that teachers and students to complete course material, the subject matter is limited to the subject matter contained in the RPP suaru". This means that the materials provided to learners must be in accordance with the lesson plan, and teachers should explain the material that will be taught to students.

Among the materials that will be provided in particular for learning penjasokes Elementary School fifth grade include a gymnastic dexterity and rhythmic motion. According Margiyani (2008: 28) "gymnastic agility of the cover; flexibility exercises and stand rests on the head (headstand). As for the rhythmic motion includes locomotor patterns and nonlokomotor rhythmic motion, and a combination of motion using the tool".

Implementation of learner material one dexterity gymnastics, and rhythmic motion as noted above, would be able to run well. So that it can increase the movement skills and nonlokomotor rhythmic locomotor movements, as well as combinations of motion using the tool. In addition, learners or students have the knowledge of motion and can be practiced in everyday life, so that they can develop a level of physical fitness. The learning process of physical education health sports, special material one dexterity gymnastics, and rhythmic motion is expected teachers can give students the opportunity to be directly involved in learning activities. Ideally the implementation of learning agility gymnastics, and rhythmic movement can succeed and berjaan accordance with the purpose, certainly supported by many factors, including the availability of the necessary infrastructure, the ability of teachers to teach, the students' motivation to learn, the selection of appropriate methods and media, student interest, as well as a conducive learning environment. Based on observations by the author in the field in the learning process of physical education health sports, special materials agility gymnastics, and rhythmic motion in elementary school students 12 Batang Anai, Padang Pariaman not run properly. This is evident from the attitudes of students in doing some movements taught by the teacher, there are students who do not want to, sometimes afraid to do, and so on. the selection of appropriate methods and media, student interest, as well as a conducive learning environment. Based on observations by the author in the field in the learning process of physical education health sports, special materials agility gymnastics, and rhythmic motion in elementary school students 12 Batang Anai, Padang Pariaman not run properly. This is evident from the attitudes of students in doing some movements taught by the teacher, there are students who do not want to, sometimes afraid to do, and so on. the selection of appropriate methods and media, student interest, as well as a conducive learning

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Based on the description above, it is clear that that is so the problem is the implementation of learning the gymnastic dexterity and rhythmic motion, one reason may be related to student motivation. Motivation is a factor that is considered important in learning a gymnastic dexterity and rhythmic motion, Because, motivation is the impulse that arises from within and outside the self, which can affect the success rate of students in learning. In accordance with the above description, then at this moment I wish to do research on the motivation of students at SDN 12 Batang Anai, Padang Pariaman district in a learning agility gymnastics, and rhythmic motion. It is important to note because it can affect the learning process and the achievement of the desired goals as expected. Then the research is expected to be a solution in improving student motivation to learn gymnastics ketengksan and rhythmic motion. Gymnastics is a movement that refers to the quality of movement that implies as a system of exercises to improve physical abilities through body exercises. While the rhythm motion a series of motion exercises are performed with the movement of steps along the swing arm and body posture accompanied by a rhythm or music. Referred to motivation itself adala Gymnastics is a movement that refers to the quality of movement that implies as a system of exercises to improve physical abilities through body exercises. While the rhythm motion a series of motion exercises are performed with the movement of steps along the swing arm and body posture accompanied by a rhythm or music. Referred to motivation itself adala Gymnastics is a movement that refers to the quality of movement that implies as a system of exercises to improve physical abilities through body exercises. While the rhythm motion a series of motion exercises are performed with the movement of steps along the swing arm and body posture accompanied by a rhythm or music. Referred to motivation itself adala encouragement directed to the psychic or spiritual fulfillment. The need is a situation where people feel a deficiency or absence of something that is needed.

II. METHODS

This type of research is descriptive, according Arikunto (2002: 30) descriptive research is "research that is not intended to test a particular hypothesis, but simply describe what a variable, the symptoms of the state". Thus it can be interpreted that descriptive research is a form of research that is used to see, know, and disclose data or things as motivation to learn gymnastic dexterity and rhythmic movement of students in primary schools 12 Batang Anai, Padang Pariaman.

This research was conducted at SDN 12 Batang Anai, Padang Pariaman. This study was conducted after the proposal is approved and planned in May 2014. The population in this study were all fifth grade students of SDN 12 Batang Anai, Padang Pariaman, numbering as many as 38 people, consisting of 21 boys and 17 the female students. The sample in this study were taken using total sampling technique, the entire population sampled, thus the number of samples in this study amounted to as many as 38 people.

Namely data collection techniques with questionnaires / questionnaire distributed to respondents. Questionnaire contains questions based on indicators of the variables studied were about the students' motivation in learning gymnastic dexterity and rhythmic motion. This questionnaire form enclosed field, where the answer to the question the answer has been provided and respondents simply choose one of the alternative answers. To answer the questionnaire in this study used a Guttman scale, according Sugiyono (2008: 139) that is: Yes and no.

III. RESULTS AND DISCUSSION

Result

1. Variable Intrinsic Motivation

For variable intrinsic motivation of students in physical education, sports and health in SDN 12 Batang Anai, Padang Pariaman, granted 10 items of questions to 38 students who serve as respondents, obtained total number of "yes" is 280 (74%) and total number of "No" of 100 (26%). Based on the previous description, the obtained level of achievement variables intrinsic motivation for students to learn gymnastic dexterity and rhythmic motion in SDN 12 Batang Anai, Padang Pariaman is 74%. According Sudjana (1989: 85) classification value of 65% - 79%, were classified as "Enough". It can be concluded that students have enough motivation intrinsic motivation in learning gymnastic dexterity and rhythmic motion.

Table 1 Distribution of Intrinsic Motivation Data Students In Learning Agility And Motion Rhythmic Gymnastics

Alternative answer	total Frequency	Percentage (%) Frequency	level of achievement
Yes	280	74%	74%
Not	100	26%	
total	380	100%	

2. Extrinsic motivation variable

For variable extrinsic motivation for students to learn gymnastic dexterity and motion rhythmic State Primary School 12 Batang Anai, Padang Pariaman, with granted 15 items of questions to 38 students who serve as respondents, the obtained total number of "yes" is 305 (54%) and the total number of "No" is 265 (46%). Based on the description on the previous page, the obtained extrinsic motivation variable level of achievement of students in learning gymnastic dexterity and rhythmic motion in SDN 12 Batang Anai, Padang Pariaman is 54%. According Sudjana (1989: 85) classification value of 0% - 54%, were classified as "Less than once". It can be concluded that the students do not all have extrinsic motivation in learning gymnastic dexterity and rhythmic motion in SDN 12 Batang Anai, Padang Pariaman. For a clearer distribution of extrinsic motivation variable data can be seen in table 2 below:

Table 2. Distribution of Data Results Extrinsic motivation Students in Learning Agility and Motion Rhythmic Gymnastics

Alternative answer	total Frequency	Percentage (%) Frequency	level of achievement
Yes	305	54%	54%
Not	265	46%	
total	570	100%	

3. Variable Motivation

Based on the results of questionnaires from the two indicators namely intrinsic motivation and extrinsic motivation of students in learning gymnastic dexterity and motion rhythmic State Primary School 12 Batang Anai, Padang Pariaman, with granted 25 items of questions to 38 students who serve as the respondent, then obtained the total number of answers "YES" is 585 (62%) and the total number of "No" is 365 (38%). Based on these descriptions, the obtained level of achievement motivation variables students in learning gymnastic dexterity and rhythmic motion in SDN 12 Batang Anai, Padang Pariaman is 62%. According Sudjana (1989: 85) classification value of 55% - 64%, were classified as "Less". It can be concluded that the students lack motivation in learning gymnastic dexterity and rhythmic motion in SDN 12 Batang Anai, Padang Pariaman. For a clearer distribution of extrinsic motivation variable data can be seen in Table 3 below:

Table 3 Distribution of Data Results In the Student Motivation Learning Agility And Motion Rhythmic Gymnastics

Alternative answer	total Frequency	Percentage (%) Frequency	level of achievement
Yes	585	62%	62%
Not	365	38%	
total	950	100%	

Discussion

1. Intrinsic Motivation Students In Learning Agility And Motion Rhythmic Gymnastics

Intrinsic motivation for students to learn gymnastic dexterity and rhythmic movements have a very important role in achieving the learning objectives. Typical role of intrinsic motivation in learning is growing in terms of passion, happy and eager to learn. In the learning process is intrinsic motivated students can be seen from the activities that occupied in doing the study because of need and want to achieve the goal of learning the truth. Then Intrinsic motivation occurs when the motivation comes from within the students themselves. Soemanto (1990: 190) says that "a person who has the intrinsic motivation, it shows the behavior diligent in following and doing all the tasks assigned to him". In accordance with these opinions can mean that students who have intrinsic motivation high, it will be seen a strong urge to do, so he became a diligent, industrious, hard-working, organized, disciplined in learning, do not like to depend on others, have personality characteristics positive ,

Based on the results for the variable intrinsic motivation for students to learn gymnastic dexterity and rhythmic motion in SDN 12 Batang Anai, Padang Pariaman, obtained the degree of achievement of 74%, and were on the classification of "enough". This means that students at SDN 12 Batang Anai, Padang Pariaman district were chosen as samples for learning gymnastics rhythmic dexterity and movement motivated not pick instriksi well. Furthermore, the authors look at the field and when they learn in learning gymnastic dexterity and motion rhythmic, many factors memppengaruhi intrinsic motivation of students among others is the willingness to learn is still low, the factor needs, the lack of knowledge about the learning objectives, the fear of doing a given movement physical education teacher.

2. Extrinsic motivation Students In Learning Agility And Motion Rhythmic Gymnastics

Extrinsic motivation is an active motifs and serves as the stimulus from the outside. Besides motivation eksrinsik also an impulse that comes from outside the individual that causes individuals to participate in an activity. This is in accordance with the views expressed by Hendri in Elmawardi (2011: 15) extrinsic motivation is "the encouragement that comes from outside the individual that causes the individual to participate in an activity". When viewed in terms of the purpose of the activities that do not directly relate to the essence of what it does. Therefore, extrinsic motivation can also be regarded as a form of motivation in which learning activities initiated and passed by a push from outside which is not absolutely related to the learning activities. For example, a student would perform gymnastic movements dexterity and rhythmic movement for fear of ridicule her for not being able, later do not want to perform gymnastic movements dexterity and rhythmic motion caused by the learning means unattractive.,

Instead a student willing and happy to do rhythmic gymnastic movements because it was accompanied by music, and there are also happy to do gymnastics dexterity because it is done on the mat were nice and soft, so if you fall do not feel pain or injury. Furthermore, there are students who want to perform gymnastic movements knock for physical education teachers in learning to use tools colorful balls, so that students interested in learning. This means that extrinsic motivation appears indeed caused adannya influences from outside the student. Based on the results for the variable extrinsic motivation for students to learn gymnastic dexterity and motion rhythmic SDN 12 Batang Anai, Padang Pariaman, obtained obtained level of achievement by 54%, according to Sudjana (1989: 85) classifications of 0% - 54% in the classification " Less than once ".

Guided by the results of the study stated that students do not all have extrinsic motivation, or low once extrinsic motivation for students to learn gymnastic dexterity and rhythmic motion. We know that the extrinsic motives active and its function due to the influence from the outside. Thus it can be interpreted that this motivation appears in the student due to the influence from outside. Low extrinsic motivation for students to learn gymnastic dexterity and rhythmic motion The SDN 12 Batang Anai, Padang Pariaman, according to the students' answers are caused students are not accustomed to after school movement exercises like squats to lift the foot and put the head on the floor, and then the students would perform gymnastic movements dexterity and motion rhythmically for fear of teachers physical education angry, and enjoy learning rhythmic motion due to music with a nice Recorder mode. Thus it can be interpreted that most students extrinsic motivation appears indeed because it is caused by external influences.

IV. CONCLUSION

Intrinsic motivation acquired achievement level of 74%, are in the category of "Enough". This means that students have enough intrinsic motivation to learn gymnastic dexterity and rhythmic motion. Extrinsic motivation obtained the degree of achievement of 54%, are in the classification "Less than once". This means that students are less once or very low extrinsic motivation in learning gymnastic dexterity and rhythmic motion

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