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### DIFFERENCES IN ACHIEVEMENT MOTIVATION IN PHYSICAL EDUCATION (PJOK) BETWEEN MALE AND FEMALE STUDENTS AT SMAN 1 SOURCE

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#### Abstract

Research entitled "Differences in Achievement Motivation in Physical Education (PJOK) between male and female students at SMAN 1 SUMBER". This research is a descriptive study with a cross-sectional approach. The researcher used a cross-sectional design because the researcher intended to identify whether or not there was a relationship between the independent variable (achievement motivation) and the dependent variable (male and female students) in one measurement using a questionnaire measuring instrument. The instrument used is an achievement motivation scale related to physical education, according to the original name adopted in this research. The original name of the instrument is Learning and Performance Orientation in Physical Education Classes Questionnaire (LAPOPECQ).

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## INTRODUCTION

Physical education as a subject taught by physical education teachers, which focuses on providing students with meaningful and challenging learning opportunities so that they can learn the movement skills and knowledge needed to maintain a healthy and active lifestyle (Banville et al 2021). With education, humans can develop their potential and talents.

Law of the Republic of Indonesia no. 20 of 2003, the National Education System aims to develop the potential of students to be pious, moral and knowledgeable. Physical learning is physical activity, any body movement produced by skeletal muscles that requires energy expenditure. The fundamental goal of physical education globally is student participation in physical activity and health which is a primary need for everyone, including students.

The main role of education is not to teach about right or wrong knowledge but rather to educate humans in their behavior. Good education can make progress in the nation, compete in the world of knowledge and give birth to people with character in realizing the mission of national education with character. If we refer to the basic function of education, it is hoped that it can provide changes in knowledge,

skills and attitudes and values in society (Nurafiati et al 2021).

Each student has a different perception of learning physical education, sports and health at school, there are students who don't like or don't participate enough in learning and there are also students who are very enthusiastic about learning physical education, sports and health. Perception is one of the most important cognitive aspects of humans, enabling them to know and understand the world around them.

Perception takes place when a person receives a stimulus from the outside world which is captured by his supporting organs which then enter the brain. Because each individual will experience or observe an object in accordance with various determinant factors related to the individual, namely, the physical and social environment, physical structure, life needs and goals, and past experiences.

Issues regarding the relationship between students' attitudes in participating in physical education learning and their physical activity outside of school. The attitude referred to in this research is more about students' motivation when taking physical education lessons, both intrinsic and extrinsic motivation.

Slameto (2003), suggests that there are many types of factors that influence learning, but can be classified into only two groups, namely internal factors and external factors. Internal factors are factors that exist within the individual who is learning.

Meanwhile, external factors are factors that exist outside the individual. Attitude is a factor that must be tested when measuring the level of motivation because the level of motivation is a potential factor that influences student participation in physical activity. A child's experiences as a child are greatly influenced by his motivations. A person's beliefs have a huge influence on the formation of his motivation, and these beliefs influence his attitude towards what he will do.

Motivation is the actualization of motives, so that motives and motivation are two things that cannot be separated. Motivation is not something that can be seen clearly and concretely, but can only be concluded because there is something that can be observed, as explained by Gunarsa (2002: 42) who states: "a person's achievement can increase motivation because there is a strong drive within a person . This drive can only be observed through the performance displayed by that person." In education, the most important factor influencing student learning is providing experience and knowledge

while they study, and more importantly, triggering motivation to participate and learn.

## RESEARCH METHODS

Research entitled "Differences in Achievement Motivation in Physical Education (PJOK) between male and female students at SMAN 1 Sumber". This research is descriptive research with a cross-sectional approach and is research carried out by observing at a certain point or period of time, and each research subject only applies one observation from the research. Regarding cross-sectional descriptive research, Sukmadinata (2013, p. 54) stated that cross-sectional descriptive research aims to explore the development of respective competencies. Likewise, in this study, researchers tried to simultaneously analyze the development of motivation in the conditions of students' learning motivation in physical education subjects at SMAN 1 SUMBER (Portier et al, 2000).

In this cross-sectional research, the researcher only observes the phenomenon at one particular point in time. Research that is exploratory, descriptive or explanatory, cross-sectional research is able to explain the relationship between one variable and another variable in the population studied, test the validity of a model or hypothesis formulation and the level of differences between sampling

groups at a certain point in time. The researcher used a cross-sectional design because the researcher intended to identify whether or not there was a relationship between the independent variable (achievement motivation) and the dependent variable (male and female students) in one measurement using a questionnaire measuring instrument (Nursalam, 2017). This type of research is correlation or association, namely examining the relationship between variables and aims to find,

Research participants consisted of students from SMA Negeri 1 Sumber, Cirebon Regency. They come from classes X and XI, and actively participate in PJOK learning while they study in high school. His health condition is generally good, without abnormalities, or does not include students with special needs.

Their age ranges from 16 years to 17 years, which shows that their physical growth and development is approaching perfection, and they are able to demonstrate outstanding skills in a sport.

A makeshift sample or convenience sample makes it easier to determine the sample but depends on the volunteerism of the participants. The limitation is that the conclusions from the sample through statistical analysis are not strong enough to be generalized to the population.

## **RESULTS AND DISCUSSION**

Processing research data from answers obtained from students to questions contained in the motivation scale regarding physical education subjects at SMAN 1 Sumber with a sample size of 276 in the form of quantitative data. Quantitative data is data in the form of numbers or numbers. Data on student motivation towards physical education, sports and health (PJOK) for male and female students in high school.

### **RESEARCH RESULT**

Reliability testing was carried out on question items that were declared valid. A variable is said to be reliable or reliable if the answers to questions are always consistent. In this research, a reliability test must be carried out to measure whether the questionnaire in the research is consistent or not, which is used to measure the influence or not of variable X with variables Y1 and Y2. Before carrying out reliability testing, there must be a basis for decision making, namely an alpha of 0.60. A variable is considered reliable if the value of the variable is greater than  $>0.60$ , if it is smaller then the variable under study cannot be said to be reliable because it is  $<0.60$ . The following are the results of the reliability test for achievement motivation on 276 students.

The results of the reliability test on the Total Achievement Motivation variable (X) can be seen that Cronbach's alpha on this variable is higher than the basic value, namely  $0.955 > 0.60$ . These

results prove that all statements in the variable questionnaire (X) are declared reliable. From these results it can be concluded that all statements on this variable are declared reliable or trustworthy.

Descriptive analysis was used to obtain an overview of the average scores for achievement motivation and physical education for both men and women. The following are the results of descriptive analysis calculations based on the data obtained.

Descriptive analysis of physical education scores shows that the physical education score of men is greater than that of women, where the average score of men is 84.09 while the average score of women is 83.98.

Descriptive Analysis of Achievement Motivation shows that the achievement motivation scores in total and per aspect for men are greater than for women.

## **COMPARISON TEST RESULTS**

A comparison test was carried out to test whether there was a difference in the average scores for achievement motivation and physical education between men and women. The comparison test uses the independent t-test. The following are the results of comparative testing using the independent t-test.

Two data are said to have a significant average difference if the significance value of the test results shows a value smaller than 0.05. both show a significance value greater than 0.05. This means that achievement motivation and physical education between men and women are not significantly different. Although descriptively it can be seen that the average score of women is greater than that of men, the difference is so small that it is not statistically significant.

## **Correlation Analysis Results**

Correlation analysis is used to see whether there is a relationship between achievement motivation and physical education for both men and women.

Correlation test results for achievement motivation and men's physical education. Based on the correlation test results, it can be seen that for men, overall achievement motivation does not have a significant relationship with physical education. This is because the total significant value has a value smaller than 0.05. However, if we look at it based on aspects, there are several aspects that have a significant relationship with physical education, namely the SWAM and OWE aspects.

Correlation Test Results of Achievement Motivation with Women's Physical Education Based on the results

of the correlation test, it can be seen that for women, achievement motivation has a significant relationship with physical

## DISCUSSION

This research does not go into an analysis of factors related to high school students' achievement motivation towards physical education (PJOK according to the curriculum). This study also does not reveal whether classroom climate influences achievement motivation. The research is really limited to identifying differences in achievement motivation towards PJOK between male and female students.

Based on the results of research findings that were conducted with a sample size of 276 students. It can be seen that the achievement motivation scores in total and per aspect for men are greater than for women. Men's physical education scores are greater than women's, where the average score for men is 84.09 while the average score for women is 83.98. It can be seen that the achievement motivation scores in total and per aspect for men are greater than for women.

Based on the results of correlation testing, it can be seen that for men and women, achievement motivation has a significant relationship with physical education. This is because the significant

education. This is because the significant value of all aspects and the total has a value smaller than 0.05.

value of all aspects and the total has a value smaller than 0.05. However, based on the results of correlation testing, it can be seen that for men, overall achievement motivation does not have a significant relationship with physical education. This is because the total significant value has a value smaller than 0.05.

However, if we look at it on an item-by-item basis, there are several aspects that have a significant relationship with physical education, namely the SWAM (Students' Worries About Mistakes) and OOWE (Outcome Orientation Without Effort) aspects. These findings are in line with Hermawati's (2007: 21) theory that men are described as having masculine traits such as hard, strong, rational and brave. Meanwhile, women are described as having feminine characteristics such as delicate, weak, sensitive, polite and timid. Meanwhile, based on the results of correlation testing on women, it can be seen that achievement motivation has a significant relationship with physical education. This is because the significant value of all aspects and the total has a value smaller than 0.05. students know that Female students have stronger

achievement motivation than male students towards PJOK.

This finding raises questions, because from the beginning of the research there were suspicions that male students had stronger achievement motivation. This finding is different from Anderson's (1993) analysis which revealed a tendency that sports socialization follows gender role patterns. Sports participation is most often not expected for girls, but is encouraged for boys to accept male activities (Hasbrook, 1986; in Anderson). The existence of gender greatly influences individual behavior, mentality, attitudes and characteristics. The differences between women and men are clearly real and visible in the anatomical aspect, but in terms of physiology the differences are less clear (Gregg & Gregg, 2017).

## CONCLUSION

Students are seen as active individuals who are directly involved in learning, so that students will have high achievement motivation. Student achievement motivation is a curiosity drive that can be developed during the learning process, an attitude that builds and encourages learning achievement, so that achievement motivation will influence student learning outcomes. Success in achieving short-term physical education

goals, namely instructional goals, is influenced by students' motivation towards physical education, especially towards the learning and teaching process.

Another factor is the indulgence of female students who are completely afraid and always want to be helped and get attention from teachers. This could also be a bias factor in services, but has a positive impact on the climate, namely that the interests of female students are better accommodated. This trend was also revealed by previous researchers, namely "Girls reported less criticism and lack of response from their teachers than boys, but they also felt more supported" (Nicaise, Cogérino, Bois, & Amorose, 2006; in Niederkofler et al, 2015). In addition, the influence of teacher feedback on perceived competence and self-concept is stronger for girls than for boys (Nicaise, Cogérino, Bois & Amorose, 2006, Mutz & Burrmann, 2014; in Niederkofler et al., 2015).

Time limitations, sports equipment as a learning resource, become an inherent part of the PJOK process which is weak from the perspective of the intensity of interaction between students and students during the learning process. Core activities are actually very minimal because they are taken up by completing other tasks such as time for changing clothes, traveling to the field, checking student attendance,

and disciplinary action. So the opportunities for students to help each other and even show off their performance in front of their friends are very limited. Even though this climate is very important as a trigger for learning motivation.

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