

**THE RELATION OF POSITIVE POSITION, MOTION ABILITY,
STUDENT ACHIEVEMENT MOTIVATION WITH RESULT OF
PHYSICAL EDUCATION LEARNING**

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By

Helmy Firmansyah

**INDONESIAN EDUCATION UNIVERSITY
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THE RELATION OF POSITIVE POSITION, MOTION ABILITY, STUDENT ACHIEVEMENT MOTIVATION WITH RESULT OF PHYSICAL EDUCATION LEARNING

Helmy Firmansyah

Abstract:

This research aim to know relation between motion ability, position of student and motivation of achievement with result of physical education learning of elementary school student in Kota Bandung with 100 responders. This research applies survey method with simple regression analytical technique and plural regression, simple korerlation and plural correlation, and parsial. Hypothesis from research shows (1) there is relationship which are positive between abilities of motion with result of physical education learning, (2) there is relationship which are positive with position of student with result of physical education learning, (3) there is relationship which are positive between achievement motivations and result of physical education learning.

Keyword: motion ability, position of student, motivation of achievement, result of physical education learning.

Introduction

Reflection to physical education concept adopted in Indonesia, not as complex as formulation of definition of athletics, because physical education concept embraced by that basically have the character of universal, roots at classic opinion? sight about tightly unity between " body and mind" Issue about dikhotomi between souls and body had long time back in overcomes completely, so that seeking effort values of education.

Definition which has been formulated as national reference (Mendikbud) for example, lays open function of physical education to give contribution to education totally: " Physical education is integral part of education through bodily activity with aim to increase individual organically, neuromuscular, emotional and intellectual." Physical education concept focused at socialization process or culture via bodily activity, game, and or athletics. Socialization process means transfer of cultural values from old generation to generation yang is more young. In consequence all interaction scene between teacher and participant is educative interaction. Its the intercession is teaching duty in the form of experience of motion which bermakna and gives guarantee to participation and development of all personality aspect of educative participant. Change happened involvement of educative participant as actor or perpetrator through experience and carrying out of directly in experience of motion whereas teacher as educator stands as " director" that activity which more has the character of the adult doesn't slip from attainment purpose.

This hardly explains that physical education which is indivisible part from education of course in it there are study process. If compared to study process of other subject, study process of very differing physical education. Physical education invites student to be able to grow after her fancy, but other reality is field to results physical education to become a dragging subject and tires and unmatched to physical education base concept of itself. Other reality is inexistence of continuity between

curriculums diajarkan with life of everyday child reality and study of physical education in Elementary school (SD) formulated by the teachers to tend to exclusive, narrow;tight, and too academic and impressed all educative participants will be pointed thus the athlete.

Physical education subject having allocation of time 2 hour lesson per week, where one hours lesson shifts between 30 - 40 minutes. allocation of The time hardly explains will influence intention of physical education, causing study process cannot reach purpose of physical education that is actually and cannot give maximum contribution to development of child., the research in this stripper America has not shows, study applying curriculum with subject is separated to makes teacher unable to successfully grows potency maximumly. Curriculum with subject is separated within 50 minutes per hour meeting becoming not realistik. The student unable to get opportunity to study something exhaustively.

Went to scholl tends to gives allocation of a real time many at eyes pelajaran-mata certain lesson. At Elementary school, this thing hardly back reject with development of child. Lack of time for schoolchild Basis for fulfills its peripatetic ambition resulting problem of subject study process, when child have a mind to make a move in class is being taking place processing study, hence child cannot arrest;detain peripatetic ambition of that resulting study process to become " in disorder".

Pass regular bodily education program, planned, and guided expected able to be reached a set purpose of covering growth and development of

bodily aspect, intellectual, emotional, social, and morale spiritual which optimal. Refers to the importance of growth and development of the child, hence needing existence of understanding about philosophy education of athletics in school this philosophy is one of base which can give to physical education teacher in giving activity physical of matching with enthusiasm and requirement of student.

This thing is a reality becoming challenge to all schoolteacher Basis for can create situation of learning which conducive for child of as of Elementary school age. Physical Education teacher of Elementary school must know and understands growth and development of schoolchild itself, then understands and knows correct study strategy for child of as of the age. The thing is added value, as effort increases quality of study of physical education in Elementary school.

To reach result of good physical education learning, claimed various abilities and readiness of good learning physiologically psychological and from individual learning condition of physical of public which can increase ability of the motion. Psychological condition covering position which are positive and motivation to can assist child in following study process. Problem which will be studied in this research is (1) does there is relation between ability of motion with result of physical education learning?, (2) is there is relation between position of student with result of physical education learning?, (3) does there is relation between motivation of achievement with result of physical education learning. This research aim

to study relation between ability of motion with result of physical education learning, relation between position of student with result of physical education learning, relation between motivation of achievement with result of physical education learning.

Essential physical education is a process learns to make a move (learning to move) and learning through motion (learning through movement). Corporeal education program tried assists educative participant to apply the body more efficiently in doing various skills of elementary motion and skill of complex required in everyday life. physical education teacher of giving success experience for every child, because experience successfully earns is source of motivation. Motivation is willingness of someone to choose, points and strengthens behavior in reaching purpose. Someone who is having motivation of achievement will do something with strong willingness to go forward, leads to excellence standard, likes competition, have high spirit, believes in the ability and learning viewed as street towards aspiration. motivation of Achievement pushes someone to race with excellence, either excellence and also others excellence, and pushes someone to participate is active in an bodily activity. Involvement of student in every motion duty, besides pushed to express the ability, also to reach for success experience. In consequence strives to awaken motivation of student is give to student experience to success.

Thereby motion duties also is adapted for student ability, so that student will motive to present best performance owned by it, relates to execution

of motion duties in bodily activity. As according to above description, foreseeable that there is relationship which are positive between achievement motivations with result of physical education learning.

Methodology

This research executed at elementary school in Kota Bandung. This research applies survey method with simple regression analytical technique and plural regression, simple corelation and plural correlation, and parsial. Becoming sample is student men and woman class six. Sampling with technique simple random sampling. Data collecting is done through enquette spreading, that is position variable of student, and motivation of achievement. Both the instrument has been causing up to standard adequate validity and reliability. instrument of Ability of motion and result of learning in test with skill test.

Result and Research Discussion

1. Based on data analysis obtained indicates that relation between ability of motion and result of physical education learning haves the character of signifikan and linear. This thing followed by improvement result of physical education learning 0,12. Strength of the relation of ability of motion and result of physical education learning shown by correlation coefficient $r_{y1} = 0,32$.

Table 1 ANAVA $\hat{Y} = 1,42 + 0,12X_1$

Sumber Varians	dk	Jk	RJK	F _{Hitung}	F _{Tabel 0,05}
Total	120	4300			
Regresi (a)	1	3853,33			
Regresi (b/a)	1	48,035	48,035	14,22	3,92
Sisa	118	398,63	3,37		
<i>Tuna cocok</i>	20	65,49	3,27	0,96	1,68
Galat	98	333,13	3,39		

From result of examination of significant correlation coefficient with test simply $t_H > t_{tee} = 3,39 > 1,66$ this means significant. Thereby there is relationship which are positive between abilities of motion and result of student learning. Mean ability excelsior of motion of excelsior also result of physical education learning. Coefficient of determination equal to $r^2_{y1} = 0,11$.

2. Relation between position and result of physical education learning posed at by equation of regression = $- 1,64 + 5,48 X_2$. Result of examination of significant and equation linearity of regression like seems to be at Table 2 indicating that equation of the regression significant and linear. This thing means that if position one scores, hence will be followed by improvement result of learning 5,48 at konstanta - 1,64.

Table 2 ANAVA $\hat{Y} = -1,64 + 5,48X_2$

Sumber Varians	dk	Jk	RJK	F _{Hitung}	F _{Tabel 0,05}
Total	120	4300			
Regresi (a)	1	3853,33			
Regresi (b/a)	1	34,24	34,24	6,77*	3,92
Sisa	118	422,42	3,58		
<i>Tuna cocok</i>	33	76,42	2,31	1,60 ^{ns}	1,68
Galat	85	345,99	4,07		

Strength of the relation of position of student with result of physical education learning shown by correlation coefficient equal to $r^2 = 0,23$. From result of examination of significant correlation coefficient with test t, simply $t_H > t_{tee} = 2,24 > 1,66$. This gives result signifikan also. On that account, inferential that there is positive relationship between student positions and result of physical education learning. This thing means, position excelsior of student to physical education of excelsior also result of physical education learning.

3. The relation of motivation of achievement with result of physical education learning shown by equation of regression = $- 6,30 + 8,68X_3$. Result of examination of significant and equation linearity of regression seen like at Table 3 indicating that equation of the regression signifikan and linear. This means if motivation of achievement is improved by one

scores, hence tendency result of physical education learning will increase 8,68 at constanta - 6,30.

Table 3 ANAVA $\hat{Y} = -6,30 + 8,68X_3$

Sumber Varians	dk	Jk	RJK	F _{Hitung}	F _{Tabel 0,05}
Total	120	4300			
Regresi (a)	1	3853,33			
Regresi (b/a)	1	37,16	37,16	10,71*	3,92
Sisa	118	409,51	3,47		
<i>Tuna cocok</i>	23	61,51	2,67	0,73 ^{ns}	1,63
Galat	95	347,98	3,66		

Strength of the relation of motivation of achievement with result of physical education learning is shown with correlation coefficient equal to $r_{y2} = 0,28$. Result of examination of significant correlation coefficient with test t simply, $t_H > t_T = 2,86 > 1,66$ this means, significant. Thereby the conclusion, there is relationship which are positive between achievement motivations and result of physical education learning. Or motivation excelsior of achievement of excelsior also result of physical education learning.

Conclusion

Firstly, If ability of motion is improved, hence result of physical education learning will increase also. On the contrary, when ability of motion of student declines hence attainment result of physical education learning will

decline. In theory this conclusion supports opinion Kirkendal, that ability of motion of someone will assist activity of motion learning and hardly determines success or failure of someone to reach level of domination of certain motion. Benefit which able to be taken is ability of motion is authorized capital to settle skill of elementary motion various corporeal activities and athletics branch.

Second, If motivation of achievement is improved, hence result of physical education learning will increase also. On the contrary, if motivation of achievement of student declines hence attainment result of physical education learning will decline. In theory this conclusion in line with opinion Singer, that motivation of achievement is motif to race with excellence and others excellence. Benefit which able to pulled is motivation of achievement is best predictor for achievement of learning. Thereby, properly teacher need to allow for does intervention in increasing motivation of achievement of student, to can assist student in executing the duties is hotly and seriously.

Third, position of student partakes gives contribution to result of physical education learning. When position of student increases, hence result of education learning of physical education will increase. On the contrary when position of student declines hence result of physical education learning reached by student will decline also.

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