The Relationship of Learning Motivation to Student Learning Outcomes in Physical Education Learning During the Covid-19 Pandemic

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Abstract. The purpose of the study was to see the relationship between student learning motivation and student learning outcomes in physical education learning during the covid-19 pandemic. This type of research is correlational with a quantitative approach. The population in this study were students of class X SMA YLPI Pekanbaru, amounting to 47 students. The sampling technique in this study used a total sampling technique. Data were collected with a research instrument in the form of a questionnaire (questionnaire).The results showed that there was a significant and significant relationship between learning motivation and student learning outcomes in physical education learning during the covid-19 pandemic. By calculating the correlation r_count 0,528 > r_table=0,288 then there is a significant relationship with the results of the coefficient of determination of motivation giving a value of 28% on the learning outcomes of physical education in students and the remaining 72% due to other factors.

Key words: learning motivation; learning outcomes; physical education.

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INTRIDUCTION

Physical education as a whole is as a component of education, everyone expects the implementation of effective physical education teaching which is carried out consciously and systematically through various physical activities to obtain physical growth, health and physical fitness, abilities and skills, intelligence and harmonious character and personality development.

in the framework of the formation of quality Indonesian people based on Pancasila. The physical education model is not only teacher-centered but student-centered as well. The stages of learning must also be adjusted to the developments possessed by students who receive learning. The content, material and delivery must be adjusted so that it attracts students' interest in learning and is fun for students. In the Law of the Republic of Indonesia No. 3 of 2005 concerning the National sports system article 1 paragraph 11: Sports education is physical education and sports carried out as a regular and continuous educational process to acquire knowledge, skills, personality, health and physical fitness.

Based on the observations that I encountered, students did not understand learning well and learning was less effective if physical education learning was not carried out directly and many students did not have good mobile phone capacity, lack of supporting facilities to support online learning such as laptops, androids/tabs. because some students don't have androids and they have to borrow their parents' cellphones to collect assignments, and many students complain because of the unstable network, lack of discipline when online learning is carried out, such as some students falling asleep when learning is about to start.

According to Petri (2016: 150) motivation is a force that acts on organisms that encourage and direct their behavior. The concept of motivation is also used to explain differences in behavioral intensity. According to Morgan et al (2016: 150) defines motivation as a force that moves and encourages behavior that is directed at certain goals. In a broader sense, motivation is defined as the influence of energy and direction on behavior which includes: needs, interests, attitudes, values, aspirations, and incentives. According to Gage and Berliner in khodijah (2016), the need and drive to satisfy these needs is the main source of motivation. As a psychological condition that encourages someone to do something, motivation is considered as a vital energy or life driving force that stimulates someone to do an activity.

According to Brophy et al (2015:24) motivation is the process of actualizing the internal driving generator within the individual to generate activity, ensure its continuity and

determine the direction or course of activity towards achieving the goals that have been set. According to Gunarsa (2011:116) motivation is an impulse or will that causes a kind of power to arise so that someone does or acts with the words of other people and behaves. According to Husdarta motivation is an abstract psychological energy. Its form can only be observed in the form of behavioral manifestations displayed.

From some of the descriptions above, it can be concluded that motivation is a desire or something that encourages a person to carry out activities that are useful for him to achieve certain goals. So motivation is very influential because motivation can make a person to be excited again in doing something certain he wants.

According to Uno (2014:83) the essence of learning motivation is internal and external encouragement for students who are learning to make changes in behavior, generally with several indicators or supporting elements. Indicators of learning motivation that can be classified as follows: a). There is a desire and desire to succeed. b). There is a drive and a need for learning. c). There are hopes and aspirations for the future. d). There is an appreciation in learning. e). There are interesting activities in learning. f). The existence of a conducive learning environment, thus enabling a student to learn well.

According to Sjukur (2012:372) learning outcomes are abilities obtained by individuals after the learning process takes place, which can provide changes in behavior both in knowledge, understanding, attitudes and skills of students so that they become better than before. According to Sanjaya in Sjukur (2012:372) learning outcomes are a process of a person's mental activity in interacting with their environment so as to produce positive behavioral changes, both changes in aspects of knowledge, attitudes, and psychomotor. It is said to be positive, because the change in behavior is an addition to the previous behavior which tends to persist (long lasting and not easily forgotten).

Based on the opinions of several experts above, it can be concluded that learning outcomes are the ability of a student after learning and knowing what he is learning, it will appear that the learning outcomes of these students, then learning outcomes are also associated with a person's process in studying subjects diligently then he will get good results, for example a student who is engaged in volleyball, he pursues the sport well and continues to take extracurricular activities so that from the learning process he can lead students to become athletes, of course before that he is experienced because he often participates in soccer training volleyball at school.

METHODS

The research used is correlational research with a quantitative approach. According to Arikunto (2010:313) correlation is a statistical tool, which can be used to compare the measurement results of two different variables in order to determine the level of relationship between these variables. The population in this study were students of class X SMA YLPI Pekanbaru, amounting to 47 students. The sampling technique in this study used a total sampling technique, class X SMA YLPI Pekanbaru with a total of 47 people. The instrument used is a questionnaire or questionnaire.

Table 1. Grid of Learning Motivation Before Valid

Factor	Indicator	Question Points	
		Positive	Negative
Internal Learning Motivation	a. the desire and desire to succeed	1, 2, 3, 4, 5, 6, 7	8, 9, 10
	b. there is a drive and a need for learning	11, 12, 13, 14	15, 16, 17
	c. there are hopes and aspirations for the future	18, 19, 20, 21, 22, 23, 24	25, 26, 27
External Learning Motivation	d. there is an appreciation in learning	28, 29, 30, 31, 32, 33	34, 35, 36, 37
	e. there are interesting activities in learning	38, 39, 40,41, 42	43, 44, 45, 46
	f. a conducive learning environment	47, 48, 49, 50, 51, 52, 53, 54	55,56, 57
	Total		57

Factor	Indicator	Question Points	
		Positive	Negative
Internal Learning Motivation	a. the desire and desire to succeed	1,2,3,4,5,6,7	-
	b. there is a drive and a need for learning	8,9,10,11	12,13,14
	c. there are hopes and aspirations for the future	15,16,17,18,19,20	21,22
External Learning Motivation	d. there is an appreciation in learning	23,24,25,26,27	28,29,30
	e. there are interesting activities in learning	31,32,33,34	35,36,37
	f. a conducive learning environment	38,39,40,41,42,43,44,45	46,47,48
	Total	48	

(Hendrayana (2014:83)

The learning outcomes will be taken from the odd semester report cards. To be a reference whether or not there is a relationship between learning motivation and residual learning outcomes in physical education learning during the covid-19 pandemic.

Table 2. Assessment scores of the Questionnaire Relationship between Learning Motivation and Student Learning Outcomes in Physical Education Learning During the Covid-19 Pandemic Class X SMA YLPI Pekanbaru

No	Information	Statement Score	
		Positive	Negative
1	Strongly Agree (SA)	5	1
2	Agree (A)	4	2
3	Doubtful (D)	3	3
4	Do not agree (DA)	2	4
5	Strongly Disagree (SD)	1	5

Sugiyono(2015:135)

After all the data has been collected, then data analysis is carried out using statistical analysis that is appropriate and easy to understand so that the data obtained has meaning and is useful in answering the existing problems. So the data analysis technique used is simple linear analysis, but before looking for the correlation value, the validity and reliability are tested first.

RESULTS AND DISCUSSION

From the results of the number of motivational questionnaires that have been given to students where the highest score is 237 and the lowest score is 183, it has an average of 200 and a standard deviation of = 12.35. Then the number of questionnaires is distributed in 7 interval classes with an interval class length of 8. In the first interval class with a value range of 183-190 it has an absolute frequency of 11 people or with a relative frequency of 23.40%, in the second interval class with a value range of 191 -198 has an absolute frequency of 15 people or with a relative frequency of 31.92%, in the third interval class with a value range of 199-206 it has an absolute frequency of 11 people or with a relative frequency of 23.40%, then in the fourth interval class with the value range 207-214 has an absolute frequency of 5 people or with a relative frequency of 10.64%, in the fifth interval class with a value range of 215-222 has an absolute frequency of 1 person or with a relative frequency of 2.13%, in the sixth interval class with the range of values 223-230 has an absolute frequency of 3 people or with a relative frequency of 6.38%, then in the seventh interval class with n value range 231-238 has an absolute frequency of 1 person or with a relative frequency of 2.13%. For more details, see the table below.

Table 3. Frequency distribution of the number of motivational questionnaire data for class X SMA YLPI Pekanbaru.

NO	Interval	Absolute Frequency	Relative frequency (%)
1	183-190	11	23.40
2	191-198	15	31.92
3	199-206	11	23.40
4	207-214	5	10.64
5	215-222	1	2.13
6	223-230	3	6.3
7	231-238	1	2.13
Total		47	100

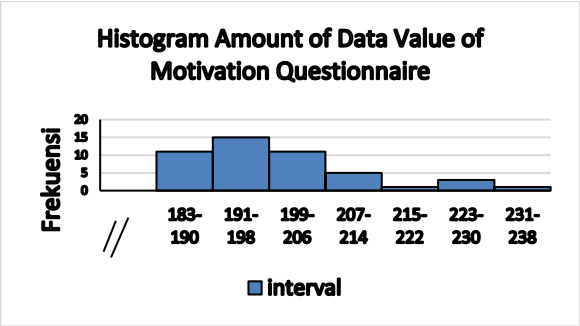

Figure 1. Histogram of Frequency Distribution of Motivation Questionnaire Value Data for Class X SMA YLPI Pekanbaru.

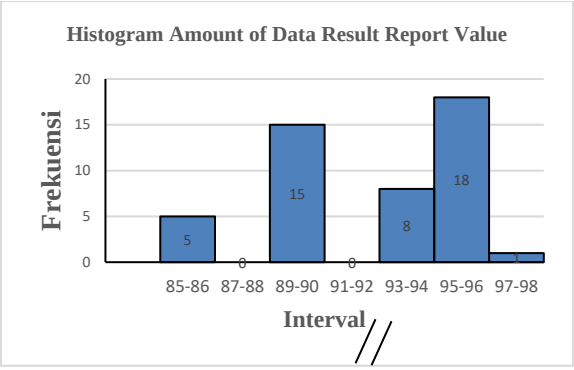

Figure 2. Frequency Distribution of Total Data Value of Physical Education Reports for Class X Ylpi Pekanbaru Students

From the number of physical education learning outcomes, it can be distributed with a frequency with the number of interval classes being 7 and the length of the interval class being 2. The highest reported score was 97 and the lowest was 85, which has an average of 92 and a standard deviation of 3.28. In the first interval class with a value range of 85-86 has an absolute frequency of 5 people or with a relative frequency of 11%, then in the second interval class with a value range of 87-88 it has an absolute frequency of 0 or with a relative frequency of 0%, then in the second class interval the third interval with a range of 89-90 has an absolute frequency of 15 people or with a relative frequency of 32%, in the fourth interval class with a range of 91-92 has an absolute frequency of 0 or a relative frequency of 0%, in the fifth interval class with a range of 93-94 has an absolute frequency of 8 people with a relative frequency of 17%, in the sixth interval class with a range of 95-96 having an absolute frequency of 18 or with a relative frequency of 38%, then in the seventh interval class with a range of 97-98 having an absolute frequency of 1 people or with a relative frequency of 2%. To see more clearly and in detail can be seen in the table below:

Table 4. The frequency distribution of the data value of the report value of Physical Education, Sports, Health, students of class X SMA YLPI Pekanbaru.

NO	Interval	Absolute Frequency	Relative Frequency (%)
1	85-86	5	3
2	87-88	0	0
3	89-90	15	32
4	91-92	0	0
5	93-94	8	17
6	95-96	18	36
7	97-98	1	2
Total		47	100

Based on the results of the study, it showed that students' motivation towards learning outcomes in physical education learning during the covid-19 pandemic was in the medium category. This situation is influenced by several existing indicators, ranging from indicators of desire and desire to succeed to indicators of a conducive learning environment. This shows the relationship between learning motivation and student learning outcomes in physical education learning during the covid-19 pandemic. Researchers categorize motivation, namely high, medium and low categories, from 47 students the highest motivation category is 8 people, moderate motivation category is 34 people, and the lowest motivation category is 5 people. And therefore it can be understood that students' learning motivation is classified as moderate because as many as 34 students answered that their learning motivation was included in the medium category.Based on the results of the study, it showed that students' motivation towards learning outcomes in physical education learning during the covid-19 pandemic was in the medium category.

Based on the results of the study indicate that there is a significant relationship between motivation and learning outcomes. Some of the following are previous studies with the same research, including those written by Risyanto (2017: 6). Based on the results of this study, it shows that from the calculation of the correlation of the moment product, a value of 0.986 is obtained or has a very strong relationship. Thus there is a relationship or there is a positive correlation between variable X (learning motivation) to variable Y (learning outcomes) with a correlation coefficient of 0.986. According to Asnaldi, et al (2018), the results of the calculation of the correlation between motivation

and learning outcomes have a significant relationship, because it was found that r_count 0.341 > r_(table) 0.329. It means that in this case there is a significant relationship between learning motivation and learning outcomes. The level of student learning outcomes will be better if there is encouragement or motivation to learn. The research results are relevant to the research that has been done by Umar, et al (2018) from the calculation of the correlation coefficient between learning motivation and physical education learning outcomes, where r_(table) at the significance level (0.05) = 0.444 means r_count (0.497) > r_(table)(0.444). This shows that learning motivation with physical education learning outcomes has a significant relationship.Based on the results showed that the students' motivation towards learning outcomes in teaching physical education at the time of a pandemic covid-19 in middle category.

This situation is influenced by several existing indicators, ranging from indicators of desire and desire to succeed to indicators of a conducive learning environment. This situation is influenced by several indicators, ranging from indicators of their desires and wishes success to the indicator of a conducive learning environment. This shows the relationship between learning motivation and student learning outcomes in physical education learning during the covid-19 pandemic.

It shows the relationship of learning motivation to the learning outcomes of students in physical education during the 19th covid pandemic. Researchers categorize motivation, namely high, medium and low categories, from 47 students the highest motivation category is 8 people, moderate motivation category is 34 people, and the lowest motivation category is 5 people.

Researchers categorize motivation is the category of high, medium and low, from 47 students the highest motivation category amounting to 8 people, motivation categories being totaled 34 people, and low motivation category of 5 people.

Based on the processing and analysis of the data collected in this study, using the product moment formula shows that the results of N = 47 at a significance level of 5% obtained the price of r_(table) = 0.288. It turns out that the obtained r_xy of 0.528 is greater than r_(table). Then it can be seen the level of closeness of the relationship between the X variable and Y variable, namely the relationship between learning motivation and learning outcomes for Physical Education subjects for class X YLPI Pekanbaru with a coefficient value (r_xy) of 0.528 in the medium category. As for testing the hypothesis in this study, the researcher tested the significance of the coefficient with the t test, and it turned out that the value of T_(count)> T_table = 4.16 > 1.677, so Ho was rejected and Ha was accepted. This means that there is a relationship between variable X and variable Y, namely, there is a relationship between learning motivation and learning outcomes for physical education subjects for class X YLPI Pekanbaru. From some of the data analysis above, it can be concluded that there is a significant relationship between learning motivation and learning outcomes so that motivation and learning outcomes have a very strong level. This research is supported by the results of previous studies that have been described previously. And the contribution of motivation to physical education learning outcomes is 28%.

CONCLUSION

Based on the results of the research that has been done, it can be concluded that there is a relationship between motivation and physical education learning outcomes for students of class X SMA YLPI Pekanbaru because the results of r_count 0.528 > from r_table 0.288 using a significant level of 5% with a coefficient of determination value of 28%.

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