



The Influence of the Application of the Game on Improving Motor Skills and Student Learning Motivation in Learning Physical Sport and Health Education (PSHE)

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Game Implementation; Motor ability; Student's motivation to study

Abstract

This Research aimed to examine the effect of game implementation on improving motor skills and student learning motivation in PSHE learning in Seventh grade of 2nd semester student on SMPN 4 Lamongan. This research used quantitative approach with research type of quasi experiment and using matching-only design. In this method the subject of research used two classes namely the seventh grade F, amounting to 28 students as an experimental group and the seventh grade I, amounting to 27 students as a control group. The data collection process was done by pretest and posttest stage using barrow motor ability test to measure motor ability and questionnaire to measure student's learning motivation. The result of the research showed that there was a significant influence on the role of the game on the improvement of motor ability (7,56%) and there was a significant effect on the improvement of student's learning motivation (8,28%) seen from t-test result. In addition there were differences in influence through the ANOVA test, as well as the role of the game was more influential than the control group in improving motor skills and student learning motivation. Based on the results of data analysis, it was concluded that learning by applying the game more effectively to improve motor skills and student learning motivation in learning PSHE but still need further development in subsequent research.

How to Cite

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INTRODUCTION

One of the goals of national education is to get physical and spiritual health for students in Indonesia. That goal can be realized through the subjects of Physical Sport and Health Education (PSHE) in schools. PSHE is an integral part of the overall education that prioritizes physical activity and the promotion of healthy living for good physical, mental, social, and emotional growth and development (Kristiyandaru, 2012, p.33). From what was put forward it can be concluded that PSHE is part of the education process, and the result is a pattern of motion of a person. Learning PSHE in schools have goal to improve the physical fitness of students. PSHE is very important subject so that it has been taught in every level of education in Indonesia.

Teenage is development period of locomotor, non-locomotor and manipulative basic movement abilities. When entering the junior high with the age range of 10-15 years, it can be said as young teenage period (Caskey, 2014). The activity in junior high school tends to make students to be active, so the movement development problem becomes very important and must get special attention. Because when new students enter junior high school, students tend to bring their habits from elementary school such as like to play, active and full of spirit. It makes students will adjust the aspects of behavior, knowledge and skills. So it is very important to plant the right motor, because it will greatly contribute to the growth of teenager that will be brought to adulthood. Meanwhile, according Decaprio (2013, p.34), development during teenage will concern to a series of processes, there is a short and long, there are also some smoothly stagnant. Similarly, the motor skills of junior high school students are also various, some are good, some are moderate, and some are not good. Good motor skills will help students in following process of learning PSHE in school.

Motivation is one of the important things when learning takes place, because when students follow the learning process, students are expected to follow the learning materials with enthusiasm and passion. According to Maksum (2011, p.71), if it is seen from the source, one's motivation can be intrinsic and extrinsic, where intrinsic motivation is the motivation that arises from within himself without any outside influences such as when the students motivate themselves to be able to perform a task of motion, while extrinsic motivation is the motivation that is influenced by things that come from outside himself. Therefore learning

requires a good method in order to increase student motivation.

Besides that, the limited facilities and infrastructure also affect the selection of methods and the ongoing learning process of PSHE. One of the goals of PSHE is to sufficient the student movement and the characteristics of junior high school students who have a high curiosity, so the provision of fun game method will give the spirit of moving in general and provide fitness to students are expected to be able improve motor skills and motivation of students to follow PSHE subject. Based on this background, it was conducted research with the title of "the influence of the application of the game on improving motor skills and student learning motivation in learning PSHE".

METHOD

This research used quantitative research approach. This type of research was classified as a kind of quasi experimental research because it was unable to control or manipulate all variables (Maksum 2012, p.100). Design in this research was matching only design. This design had a control group, a treatment, and a pretest-posttest to ensure the effectiveness of the given treatment.

The population in this study was all students of grade VII, SMP Negeri 4 Lamongan which amounted to 9 classes. The researcher took the sample of 2 classes from 9 classes, Class VII F as experiment group, and class VII I as control group. The sampling technique in this study used cluster random sampling. In cluster random sampling technique, the selection is not individually but group or area is selected which then called cluster (Maksum, 2012, p.57). How to determine the control group and the experimental group was by randomly drawing which was witnessed by the teacher and representative of the population, so that 2 samples were taken, it was drawn randomly again to determine which group as the control group and the experimental group. Technique of collecting data was using a test. The test instruments used were Barrow Motor Ability Test and motivation study questionnaire. Data analysis techniques were using normality test, homogeneity test, and hypothesis with t-test and ANOVA test.

RESULT AND DISCUSSION

The pretest and posttest results of motor ability by giving a game treatment to grade VII F of SMP Negeri 4 Lamongan with the number of

28 students showed that there was a significant increase after given treatment. This could be seen from the average final test of 3930.96 and the initial test rate of 3539.95. Based on these data it was concluded that the pretest of motor skills by giving the game treatment was increasing after posttest.

The result of pretest and posttest of learning motivation by giving game treatment to grade VII F of SMP Negeri 4 Lamongan with number of 28 students showed that there was a significant improvement after being given treatment. This could be seen from the average of the final test of 121.54 and the initial test rate of 107.57. Based on these data it was concluded that the learning motivation questionnaire pretest result by giving game treatment was increasing after posttest.

The pretest and posttest results of motor skills without giving a game in grade VII I of SMP Negeri 4 Lamongan with a total of 27 students showed that this control group showed an increase as well. This could be seen from the average of the final test of 3364.07 and the initial test rate of 3207.26. Based on these data it was concluded that the pretest result of motor ability of control group also increased after posttest.

The result of pretest and posttest of learning motivation without giving game in grade VII I of SMP Negeri 4 Lamongan with number of 27 students showed that this control group showed an increase also. This could be seen from the average of the final test of 108.85 and the average of the initial test of 103.89. Based on these data it was concluded that the pretest result of learning control group motivation questionnaire had increased after posttest.

The percentage of motor skills improvement and learning motivation by giving the game in the learning process in the experimental group and without game in the control group showed that the average number of pretest experimental group and control group for motor ability was 92857.16 and for learning motivation was 2908.5 and in the average, the number of posttest for motor skills was 100448.45 and learning motivation was 3171. Based on the data it was concluded that there was an increase from pretest to posttest with percentage of motor ability increased by 7.56% and 8.28% for learning motivation. The normality test above showed that the magnitude of the Sig value. (2-tailed) of both groups showed a number that greater than 0.05. So it meant that data from both groups were normally distributed.

Homogeneity test showed that data acquisition of both dependent variable of motor abi-

lity and learning motivation had homogeneous variance. This was interpreted because the significance value of each data indicated the level of significance or $(p) > 0.05$. So it was concluded that the variance in each group was the same or homogeneous. So the calculation could be continued for hypothesis testing.

To know whether there was or no influence of game application on motor ability and learning motivation, it could be known by looking at the significance obtained in t-test calculation with SPSS v.22. Analysis of pretest and posttest data showed that sig. (2-tailed) of 0.000, it meant that the level of sig. $0.000 < 0.05$. Looking at the results of these results, it was concluded that the null hypothesis was rejected and the research hypothesis was accepted, it meant that there was influence of game implementation on motor improvement and learning motivation in the experimental group. However, in the control group there was also a difference, although the difference was relatively small when compared to the experimental group.

The results of different test between groups using One Way ANOVA was concluded that there was a significant difference between the results of game implementation in the experimental group and control group on motor skills and learning motivation, because the posttest calculation of motor ability showed the Sig $< 0,05$ and the motivation posttest learning showed Sig value $< \alpha = 0,05$.

As some experts have pointed out like Hyvonen (2012), playing was an important and valuable activity, which was considered a fun and helpful thing in a person's development. In addition, according to Supendi and Nurhidayat (2016, p.11), playing was essentially an experimental learning process, where the culprit experience and feel directly. In this case, playing is an activity used by the child to express the expression directly, escape from the tensions, and learn to imitate the role of the person they admire or their teachers. In this study the students tried the game activities directly, so that students felt the direct learning activities and new movement, so it was expected to help the development of motor through the games. The theory proposed by Williams (2011), there were five factors that affect the motivation: students, teachers, content, models/processes, and the environment. In this study the increase of motivation was influenced by the game model, teacher, and school environment, so it could help to motivate students to follow PSHE subject at the school. In this study, the theories worked on improving learning motivation in lear-

ning PSHE.

The results of research on the role of the game indeed could improve motor skills and learning motivation of students in learning PSHE, but the results could not be used as a reference that by applying the game in the learning process would have a major impact to improve motor skills and learning motivation of the student. This is because there were other factors that could influence motor skills and student learning motivation as explained by Husdarta and Saputra (2000, p.21) that nutritional status, growth hormone gland system, disease, season and climate, ethnicity, socioeconomic condition, and psycho-social conditions could be other factors affecting a person's motor. Similarly, the motivation to learn, there were factors other than those involved in the learning process as proposed Hamalik (2010, p.179) that factors such as age, physical condition, and strength of intelligence should also be considered in this case.

CONCLUSION

The results of research on the influence of the application of the game on improving motor skills and learning motivation in learning PSHE in grade VII students of SMP Negeri 4 Lamongan, it was concluded that there was influence of game implementation on improving motor skills and learning motivation of the students in learning PSHE. After the calculation, it was concluded that there was an increase in motor skills of 7.56% and student motivation of 8.28%.

This research can be a provision of experience for students so that later they know how to develop motor skills. In addition, with this research, students will be more motivated again to learn PSHE with other teachers in SMP Negeri 4 Lamongan. This study can be a reference for teachers that the limited facilities and infrastructure is not an obstacle for students to learn and move. Teachers are expected to be more creative in processing and create an atmosphere of learning so that students are more motivated and active to move when learning takes place.

Further research on implementation can be done by incorporating other learning models, as well as higher grade characteristics with longer time allocations.

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