



The Influence of Motivational Climate Task-Oriented Against The Self-Discipline of Students in Physical Education

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History Article

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task involving motivational climate; intrinsic motivation; self-discipline; motor ability

Abstract

The purpose of this study was to determine: 1) The difference between the effects of training methods and the gradual striking distance striking distance remains as to the accuracy of hitting the ball Softball. 2) The difference in accuracy influence Softball hitting the ball between the athletes who have a good kinesthetic perception, kinesthetic perception was, and kinesthetic perception less. 3) The effect of interaction between training methods with kinesthetic perception as to the accuracy of hitting the ball Softball. This study used an experimental method with 2x3 factorial design. The results of this study were: 1) There is a significant difference between the gradual striking distance training methods and training methods remain striking distance of the ability to hit a softball with the result of the acquisition value p -value = 0.027 smaller than 0.05. 2) There is a significant difference between athletes who have a kinesthetic perception of good, moderate, lacking the ability to hit a softball with the result of the acquisition value p -value = 0.000, which is smaller than 0.05. 3) There is an interaction between striking distance training methods and kinesthetic perception of the ability to hit a softball with the result of the acquisition value p -value = 0.000, which is smaller than 0.05 The conclusion of this study were: 1) Gradually striking distance training methods have a better effect than the fixed striking distance training methods. 2) Athletes who have less kinesthetic perception has better results than the athletes who have good kinesthetic perception and being. 3) There is an interaction between striking distance training methods and kinesthetic perception of the ability to hit a softball.

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INTRODUCTION

Discipline is one of the characters is believed to be a determinant of the success of a person in reaching an accomplishment. The discipline also became a very important basis developed to form individual who always acted properly according to applicable rules. Discipline is to be achieved through a process of education is not a discipline that is based only on compliance with the rules or authority, but rather to the development of the ability to discipline yourself as one of the characteristics of individual maturity (self-discipline). When hearing the word discipline, then obtained a parameter called have self-discipline high and people who lack discipline. The term of a person who has high discipline is usually fixed to the person who is always present on time, obey rules, behave in accordance with the norms in force, and the like. Instead, the term person lacking the discipline usually is directed to people who are less or not able to obey the rules and conditions apply, whether sourced from the Community (informal-Convention), the Government or the rules established by a particular institutions (organizational-formal). The emergence of a variety of negative behavior that occurs among adolescent students lately seems to have been very alarming. Data in the National Narcotics Agency (BNN) 2013 showed an increase in drug users among students has increased from the year 2008-2012 (Data centers and information Kemenkes RI, 2014). The use of the drug has addictive nature is often followed by the emergence of various irregularities such behavior free sex, theft, even murder because of the various effects of the drug. Offence behavior such as cheating, skip school and fights also became a common problem that often occurs in schools. To overcome such negative behavior, certainly not enough to just discipline students with a variety of school rules, but it takes effort to build self-discipline in students so that they can control their behaviour and understanding each consequences of behavior. This sense of discipline for schools more associated with compliance follow the rules of the school such as the standard rules about dress, timeliness, social behaviour and learning in following the rules at school. Understanding school discipline is sometimes applied also to give penalties as a consequence of the breach of the rules has been established the school. However, when schools apply disciplinary methods, does not cover the possibility of the occurrence of physical treatment deviations form controversies (physical maltreatment) and irregularities of psychological

treatment (psychological maltreatment). For that much needed understanding of the existence of a proper method to shape student behavior.

The learning atmosphere created by the teacher also affects the orientation of aim students (Nicholls, 1989). Self-acceptance of students is, of granting appropriate task option as well as the success rate of study set forth in accordance with individual targets could grow a challenge or competition with itself, without them should be concerned because his ability compared to other students. Research the Widower (in Priambodo, 2005) States that the purpose of the orientation of students learning motivation affect participation in physical education. Young people with ego orientation will be motivated by the recognition and status. Instead, they would be more task oriented related to learning and mastering the task personally, would encourage a pattern of intrinsic motivation such as skills development and enjoyment. Motivation with regard to skills development also encourage someone to try to develop so that the quality is related to his own business (self determination). Otherwise the motivation for acquiring the status/recognition of the causes of the lack of self-determination efforts. Teachers and trainers are also encouraged to show sympathy towards the students in particular have difficulties in learning. This strategy should enhance the self determination in young kids so it created the feeling of "I want to participate," more than a feeling of "I must participate" (Zahariadis & Biddle, 2000). Self discipline is the exercise provided a person to himself to fulfill a specific task or adopting a particular behaviours, even when others would rather do other things. Next Duckworth and Seligman (2006) stated that the self discipline is the ability to suppress the response-response certain in themselves to bring about a higher purpose. Self discipline and motivation are proving to be a significant Predictive factors in the success of achievement (Waschull, 2005). The results of the research of Gong, Rai, Beck & Heffernan (2009) indicates high self discipline students with more careful in answering questions than students who have medium or low self discipline. Students with self discipline high solve problems faster and less need of help than the self discipline students with medium or low. Combs (2001) States that a person learn self discipline in the process of growth. They learned it from the way they are treated by the people in their lives. According to Combs (2001) there are four basic principles that are relevant to understanding the self discipline that is a) self discipline is determined by one's perception (such as feelings, attitudes,

beliefs and aspirations) b) people who have self discipline saw himself in a positive, successful experience of c) contribute positively towards themselves and discipline, d) feelings of belonging to or merges with another person is urgently needed for self discipline. Curwin and Mendler next (1999) also stated the factors in school that affect self discipline, namely a) boredom/saturation (boredom), b) learned helplessness (powerlessness), c) restrictions are not clear (unclear limit), d) the lack of acceptance of the way of expressing feelings (lack of acceptable outlet for feeling), and e) attacks against the authority of the (attacks on dignity). Physical education is an integral part of the overall education system, which focuses development aspects of physical fitness, skills, critical thinking skills of motion, emotional stability, social skills, reasoning and moral action through physical activity (Mone, 2003). Low levels of physical fitness of students at all levels of education show that the quality of the program of physical education in Indonesia is still low. From the survey results of physical Freshness Centre Department of national education, obtained information that Penjas was only able to affect physical fitness increased approximately 15% of the whole population of learners. While a simple search through Sport Search found that the physical fitness of the average learners in Indonesia reached only the category "low" (Department of national education, 2007). Even if physical education is a subject that is very necessary to provide life skills in students, but these subjects are not yet considered important in Indonesia. Such conditions occur due to public view the associate physical education sports achievements in the frame so that the many parents who consider the lessons of physical education is for students who have the potential in sports achievement. It is inseparable from a historical perspective in the 60s who tried to capitalize on sports as a strategic tool at once politically to come out of a sense of collective low self-esteem as a newly independent nation. As the excesses of that policy makers, always orienting sports on sheer accomplishment without recognizing the values contained therein. This resulted in a more focused learning orientation to the mastery of the skills of the sport competitively, but less direct to acquisition values that build character through the learning of motion are given. Unwittingly, the teacher of physical education physical education learning, often in situations of harsh exercises, using language that is the command with the sounds that are loud and assertive as well as extensive use of punishment if students are not able to do a

skill motion. This will certainly reduce the pleasure in learning (enjoyment) and for students who are not able to exercise (low perceived competence), then the situation will give rise to anxiety. To overcome anxiety, often students will perform a variety of ways so that he is able to overcome his ego, for example with the posited many reasons not to join the learning of physical education, avoiding various sporting activities, and cheating to accomplish the task that she don't think it can afford. Such anxiety situation also affects the self discipline of students. Fear of failure and loss of self-esteem, become a major source of anxiety in school (Slavin, 2011). Based on the penjas learning conditions, then to foster self discipline students, teachers need to create a climate of learning that is fun and provides ample opportunity for students to experience success in completing tasks or problems that challenge. Teachers should show empathy to understand the student's efforts to complete its work. The experience of success is the main ingredient for health and formation of self discipline (Combs, 2001). Teacher created learning climate is highly related to the perceptions of students will kemampuannya (perceived competence). Ames (1992) stated that the perception against the learning objectives of the situation created by the teacher or the Builder of this sports perceived as a motivational climate (motivational climate). The researchers have established two dimensions of motivational climate in physical and sporting activity namely motivational climate-oriented tasks (task orientation) and motivational climate oriented ego (ego orientation). Student oriented tasks or mastering capability (mastery orientation) focuses on the efforts, cooperation and control tasks as a form of self development. While the ego-oriented students or orientation performance (performance orientation) more emphasis on results rather than process. They always use a performance comparison with others as the goal achievement. Learning objectives with performance orientation always bring up the competition in the Group and teachers or trainers often use the approach to treatment that is both sentence against errors committed students. Task-oriented motivational climate will improve Adaptive behavior such as hard work, meets all the demands of a job well done and persevering in the face of adversity. While the ego-oriented motivational climate will improve the behavior of maladaptif such as looking for easy tasks, reduce effort, cheating or plagiarizing and easily surrender if faced a difficult task. Researchers have found that students in the class of ego-oriented, very related to the behavior of cheating, and ot-

her disruptive behavior. Thus, the task-oriented motivational climate will reduce cheating behavior and are able to improve discipline in learning. Nicholls (1984, 1989) States that the individual is long enough in a particular environment will change the trend naturally good ego-oriented or task. Thus, an accomplished goal orientation can be manipulated. Teacher physical education, athletic trainers, parents it's possible to create a motivational climate involves ego or task (Todorovich & Curtner-Smith, 2002; Jagacisnki, Kumar, & Kokkinou, 2008, Nicholls, 1989) circumstantial signals created and expressed by teachers, coaches, and parents can affect the orientation of individual involvement objectives which further affects the experience of overachievers (Standage, Widower & Pensgaard, 2005). The perception of students toward learning task-oriented climate affect internal locus students to maintain discipline, the opposite perception towards climate-oriented ego boost locus, behaviour external discipline students. Students with an orientation to the task of dealing positively with behavior disciplines, the perception of equality of treatment, and perception towards the learning climate that involve. Students with orientation of ego associated positively with the indisiplin behaviour, discrimination, perception and perception towards climate of learning that involves ego (Spray, 2002; Murcia, Villodre, Galindo, Gimeno, Perez, 2008; Moreno, 2005). Based on this research, then if the motivational climate created in task-oriented learning, then going nurturant effects i.e. students will have the attitude of discipline internally means that he will act as a character and discipline her lifestyle without being influenced by external stimulus. In General, this research would like to know the influence of motivational climate towards self discipline in PE learning. In particular, this research would like to know the influence of motivational climate task oriented towards increasing self discipline of students in PE learning.

METHOD

This type of research uses quasi experimental research design (quasy experiment) between groups (between group). The use of this design was chosen because the subjects of the research are not allowed to be selected randomly, but in a class group learning (Creswell, 2012). As Creswell (2012) stated that in the field of education, researchers often must use the class as a whole (intact group) in carrying out the experiment because it divides the students randomly into two groups would disrupt the existing learning

in class. This research uses the model of Pre and Posttest Design Experimental Design Quasy (Creswell, 2012). This design is also called the Nonequivalent Control Group Design (Mertens, 2010). The subject of research is the SMP Negeri Surabaya 34 students of class VIII 2013/2014 school year. To increase internal validity, then the selection of subjects of research conducted with the purposive sampling technique that is the researcher selected two classes as subjects of research from the whole class VIII with the requirements of both the class taught by the same teacher learning and also at the same time, namely the first and second hour. Finally obtained class VII-IA AIR-COOLED as much as 33 students as a group of experiments and class VIIIIG as many as 32 students as control group. As for the selection of the control group and the experimental group performed through sweepstakes. Treatment research of task-oriented motivational climate refers to six aspects expressed Ames (1992) and Epstein (1988) and abbreviated to TARGET (tasks, Authority, Reward, Grouping, Evaluation, Time). As for the explanation of the six aforementioned aspects can be seen in Table 1.

Research instrument used to measure the variables, namely the instrument of self-discipline, adapted from Self Control Scale (Tangney, Baumeister & Boone, 2004) and also consider the opinion of Taylor, Kuo & Sullivan (2002) which States that the self discipline basically has three dimensions, namely concentration, control of impulses, and delayed gratification. Data analysis use the paired difference test statistics calculations (dependent samples) and test different difference between groups (gain score) to answer the hypothetical influence of motivational climate task oriented towards self-discipline.

RESULT AND DISCUSSION

To answer a hypothetical one, two and three, here presented the results of a statistical analysis of the paired difference test (dependent samples) and test different difference between groups.

Based on the results of the analysis of the different tests in table 2 are obtained that the value of the variable on the significance of self-discipline in the control group values their significance greater than α (0.05), whereas the experimental value of their significance smaller than α (0.05). Thus in the control group, i.e. There is no accepted H_0 a significant difference between the data on variables postes pretes and self-discipline. Group experiments, H_a received so that it can be

Table 1. Six Principles Of Task-Oriented Motivational Climate

Aspect	Treatment that is given
Task	Students are given the opportunity to set individual targets for according maximum capability can be achieved. Next the students given alternative assignments or different learning activities to achieve the target outcomes study set
Authority	students were given authority to choose the material studied, students are allowed to set up their own equipment and are encouraged to evaluate their own appropriate target performancenya is already set.
Rewards	Appreciation Award given (Rewards) on an individual basis and are based on the progress that has been achieved learning students individually without comparing with other students.
Grouping	Students are given the opportunity to learn individually or in small groups. Grouping also is flexible and heterogeneous. So group members can vary with the goal of students more complete to achieve the learning targets set.
Evaluation	the evaluation is personal (self referenced). Progress of the study results based on the defined goals, efforts and improved learning results individually. So no rating (rank), but the evaluation is based on individual progress.
Time	Limits the task completion (deadline) is flexible. Students are assisted to schedule progress individually learning outcomes that differ with one another.

Table 2. The Dependent Variable T-Test Results Of Self-discipline

		Paired Samples Test					T	Df	Sig. (2-tailed)
		Paired Differences							
	Mean	Sd	Std. Error Mean	95% CI of the Diff					
				Lower	Upper				
Pair 3	SD_Pre_Kntrl - SD_Post_Kntrl	2.250	13.531	2.392	-2.629 7.129	.941	31	.354	
Pair	SD_Pre_Eks - SD_Post_Eks	-9.394	12.402	2.159	-13.791 -4.996	-4.351	32	.000	

concluded that there is a difference between meaningful data pretes and postes on a variable self discipline. Thus it can be inferred the existence of the influence of motivational climate learning task-oriented towards increasing self discipline of students in PE learning.

After learning of the existence of a significant difference in the next experiment, carried out the calculations to find out the magnitude of the difference by using a formula. Following the results of the calculation to find out the percentage of the magnitude of the influence of treatment on each variable.

Table 3. The results of the calculation of the percentage increase in Data Pretes and Postes

	Mean Pre	Mean Post	Beda Mean	% Ke-naikan
SD Eksperimen	86.09	95.48	9.394	10.91%

Based on the data in Table 3 be aware that after learning of physical education with the task-oriented motivational climate, then the students experience increased self-discipline of 10.91% for knowing the difference influences the treatment given in the experimental group, then conducted an analysis of test data difference gain between the experimental and the control group. The following different test analysis results data gain in

Table 4. Test result Data Gain in Different Experimental Groups and control

		Independent Samples Test								
		Levene's Test			t-test for Equality of Means					
F	Equal vari- ances	Sig.	T	df	Sig.	Mean Diff	sdDif	95% CI of Diff		
								Low- er	Up- per	
	Equal vari- ances	.059	.808	3.619	63	.001	11.64	3.22	5.21	18.08
SD Gain	not Equal vari- ances			3.614	62.13	.001	11.64	3.22	5.20	18.09

both groups.

Based on Table 4 be aware that the value of the variable on the significance of self-discipline is smaller dari α (0.05) it means H_a received so that it can be concluded that there is a meaningful difference between the data groups gain in experimental and control group. Thus, the treatment given to the experimental groups give significant effects to enhance self-discipline of students in PE learning.

Self-discipline (self discipline) is a person's ability to control impulses of the heart, emotion, desire and behavior. Fannin, j., (2005) extended self discipline as a willingness and commitment to stick with tasks to achieve the goals that have been set up to lead to vision. Self discipline is different in the sense of discipline as measured by compliance using school uniforms, don't smoke at school, following the dsbnya ceremony. Self discipline more looks to the consistency of a person in achieving goals or targets set. So the behavior of someone who has self discipline is more driven by a strong desire and self-awareness to realize the goals that have been set. Referring to the theory of Curwin & Mendler (1999) about the causes of various problems of discipline in schools i.e. boredom, helplessness, restrictions that are not clear, the lack of receipts to state the feelings and dignity of the collapse. Students become undisciplined when they feel bored with the various rules of the classroom or school. As the impact their satisfaction precisely when making teacher angry, when they are labelled as a maker of serve Inari. Students also become undisciplined when they are not involved in decision making. They also become less discipline when they are given the space to express his feelings and also they become undisciplined when they don't believe they

can be successful. These conditions can all be filled through learning with motivational climate-oriented tasks. Students are involved in decision-making, teacher and guide students to appreciate when the sets individual targets and teachers provide clear restrictions related activities that must be done for students learning. Through this learning, teachers can accept all students in accordance with their ability without having to compare one with the other. These conditions turns out to be thus fosters the pleasure in learning and increasing self discipline, especially when associated with the achievement of individual targets that have been set. In learning of physical education with the task-oriented motivational climate created the teacher, the students are given a few alternative activities in accordance with the given material that is the strength of the leg muscles, arm muscles, small ball game and big balls. With a few choice activities, then the student could try some form of exercise and then choose the most appropriate exercises to be done both at the time of learning as well as outside of the PE learning to achieve the targets that have been set. A selection of these activities provide a space on the students to develop competencies and autonomy in the learning outcome goals. Through task-oriented motivational climate, students are guided to have individual targets can be achieved. In addition, students are given the leeway to have appropriate learning strategies to achieve the targets set. Schmidt & Lee (2011) stating that goal setting is becoming a very important factor for fostering the motivation to learn. With a high motivation, of course, students will be more diligent to practice so that the expected learning outcome target will also increase. Through task-oriented motivational climate, students not only practice when

learning of physical education, but they will use the time to do exercises independently to achieve the targets set. Haibach, et.al (2011) stated that the learning environment should be built to cultivate the motivation of students. Self motivation is an important dimension as a phase of formation of self regulation. To that end, the motivational climate affects the perception of competence, autonomy and connectedness student will foster self discipline to practice in a controlled motion tasks that become learning objectives. Many of the motivational climate gives the experience of success will foster self-efficacy and motivation of students. Likewise with positive feedback will cultivate students ' motivation to keep practicing in mastering motor skills. Otherwise repetitive failures and negative feedback will decrease intrinsic motivation. Thus, if in the learning of physical education, teachers implement the task-oriented motivational climate allows the growing of intrinsic motivation and self-discipline of students, then the expected results belajarpun can be increased.

CONCLUSIONS

Based on the results of data analysis and discussion, then the conclusion that task-oriented motivational climate affect the self discipline of students. in learning of physical education research results prove an increase in self discipline of students on a group of experiments using the motivational climate-oriented tasks. This condition is different from the control group using the learning climate of physical education as it is wont to do. Research proves that the learning climate of physical education is done in the control group, the self discipline of students did not experience an increase.

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