



## Research Study of Intrinsic and Extrinsic Learning Motivation Physical Education

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### Article History

Received May 2022

Accepted June 2022

Published Vol.11 No.(2) 2022

### Keywords:

Physical Education Learning; Intrinsic Motivation; Extrinsic Motivation

### Abstract

The success of physical education learning is influenced by several factors, namely physical, cognitive and psychological skills. Psychological skills based on literature studies are an important component that has become the focus of research, especially on aspects of students' learning motivation. This study aims to reveal the psychological skills in physical education learning about intrinsic and extrinsic motivation that affect the success of the type of research used is a literature study or commonly called a literature study. Literature review is part of a qualitative research in which the analysis of research data is based on a data set of published articles that discuss intrinsic and extrinsic motivation in physical education learning. Data analysis is based on a collection of articles published in journals in the last 10 years. The results of the literature review are expected to be used as studies or information that can be used as a theoretical basis for further research in the use of intrinsic and extrinsic motivation to support physical education learning success.

### How to Cite

Vai, A., et al. (2022). Research Study of Intrinsic and Extrinsic Learning Motivation Physical Education. *Journal of Physical Education, Sport, Health and Recreation*, 11 (2), 70-78.

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p-ISSN 2460-724X

e-ISSN 2252-6773

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## INTRODUCTION

Physical education is one of the lessons in which it involves physical activity and motion in its application. (Sugito, Harmono, Beki, & Muharram, 2018) revealed that learning physical education or physical education is a complex learning because in its application there are movement, physical and cognitive activities that are carried out simultaneously. Physical education in its implementation has many materials that involve physical fitness in its implementation (Pujianto, Sugiyanto, & Sutisyana, 2019). (Listiono & Winarni, 2019) explains that physical learning in the implementation and implementation that is applied to students involves affective, psychomotor and cognitive. He continued, it was explained that this physical education learning is more practical learning in the field so that it takes the fitness and physical readiness of students so that they get maximum learning outcomes. (Maulana, Adi, & Hariyanto, 2019) says that physical education is a learning process through physical activities designed to improve physical fitness, develop motor skills, knowledge and behavior of healthy and active living, sportsmanship, and emotional intelligence.

The success of physical education learning is supported by several components, namely, physical and psychological students. The relevance of the research study reveals that psychological skills are an important factor in determining the success obtained by students in sports, in line with the statement Some of the benefits of sport psychology in improving student learning achievement are being able to explain and understand student behavior and psychological symptoms that occur in sports in general, can predict or make predictions accurately the possibilities that can occur in physical education learning, are related to psychological problems, and can control and control behavioral symptoms in sports (Effendi 2016). (Muryani, 2019) explains that the psychological skills possessed by students are a determining component of the success of physical education learning so that they are able to get the maximum value. Students who are cognitively capable in terms of mastering psychological methods such as self-confidence and motivation are things that students must have to get maximum physical education learning outcomes (Mulyo Luqmanul; Mulyono, Mulyono; Prasetya, Brahmana Ranga, 2020).

The study of the relevance of psychological skills to learning success reveals that one of the most influential aspects is student learning motivation. (Darmawan, 2018) explains that mo-

tivation is an impulse that exists in students who come from inside and outside that cause feelings of pleasure and want to take part in physical education learning with feelings of pleasure so as to lead to maximum learning outcomes. (Mudzakir, 2020) said that if students' laziness in sports can occur because of saturation that occurs then there needs to be some breakthroughs to lift student motivation. (Kapti & Winarno, 2022) revealed that to improve students' physical fitness, there must be encouragement in the form of motivation, in order to be willing to do physical activities that make the body healthy and fit, avoid feeling lazy.

The learning motivation possessed by students is influenced by intrinsic and extrinsic. Intrinsic motivation is motivation that comes from the students themselves. (Asmar, Kurniawan, & Hermita, 2019) explains that intrinsic motivation is an encouragement or willingness to learn that is owned by students that is from within the students themselves without any encouragement or influence from outside. Intrinsic motivation includes: 1) challenge, 2) curiosity, and 3) trying to work on their own and participate in learning consciously and voluntarily based on their own will (Dewi, Syamsuri, & Khaerunnisa, 2019). While extrinsic motivation is motivation that comes from outside the students themselves. (Yuliana & Rachman, 2019) explains that extrinsic motivation is an encouragement from outside or environmental influences. The environment in question can be in the form of nature, peers, residence, facilities and infrastructure.

Based on the explanation and explanation of the success of learning physical education which is influenced by several factors including psychological skills, especially on the motivational aspect. Reviewing the influential motivation, various journals are still debating between intrinsic and extrinsic motivation which contributes more to learning success, this journal research aims to examine the literature of previous research articles on intrinsic and extrinsic motivation that affect the success of learning physical education. This research will contain the results of an analysis of the strengths and weaknesses of athletes' psychological skills, especially on intrinsic motivation and extrinsic motivation, this research is expected to be able to provide further explanations regarding the motivation that affects the success of learning in sports.

## METHODS

This research is an article literature review research with the meaning of research ex-

aming the results of previous studies through documents. This research is included in the type of qualitative research, the data obtained in this study are sourced from published scientific articles which are stable, natural in nature, useful as evidence of a test and the results can open an understanding of something to be investigated in this research. There is a procedure in this study, first by conducting a search from various journals regarding motivational articles related to athlete success. The second step is to classify the types of motivation into intrinsic motivation and extrinsic motivation to then be analyzed more deeply about each motivation associated with the success of learning physical education. After grouping and selecting articles on intrinsic motivation and extrinsic motivation, the last stage is to present the results of the analysis of each research article which is then used as a basis to produce the themes presented in the discussion section.

## RESULTS AND DISCUSSION

The data collection carried out resulted in information from several research articles that discussed the understanding of intrinsic and extrinsic learning motivation, factors, and the influence of motivation in the learning process. The data collection carried out is a collection of published articles. The discussion will be presented in the sub-sub below:

### Understanding intrinsic and extrinsic learning motivation

The initial discussion in the literature review of this article will present data and journal documents including the author, year, title and the method used will be presented in table 1 below, while the results will be included in the discussion of the meaning of intrinsic and extrinsic motivation in the learning process can be seen in the **Table 1**.

Based on **Table 1** above, it displays the author's name, year, title, method and journal that publishes articles on the understanding of intrinsic and extrinsic learning motivation. Learning motivation plays a big role in student success and teachers have a strategic role in student motivation. Therefore, the ability of teachers to motivate students also determines student learning outcomes (Andriani & Rasto, 2019). Furthermore (Monika & Adman, 2017) explains that learning motivation can be interpreted as a driving force to carry out certain learning activities that come from within and also from outside the individual to foster a spirit of learning. It often hap-

pens that students who lack achievement are not caused by a lack of ability, but because there is no motivation to learn, so they do not try to use all their abilities. In the traditional learning process that uses an explanatory approach, sometimes teachers forget the element of motivation. Learning motivation arises from the intrinsic and extrinsic encouragement of a learner who exhibits learning behavior. Intrinsic motivation is a drive from within students, such as the desire to succeed, the need to learn, and the hope for ideals. Extrinsic factors are stimuli that come from outside, such as appreciation, a pleasant learning environment and interesting learning activities (Syafari & Montessori, 2021).

Based on the explanation (Sari, 2018) Intrinsic motivation exists in every individual because of the urge to do something. If a student is intrinsically motivated, he will consciously do activities that do not require external motivation. So intrinsic motivation arises on the basis of consciousness with an essential purpose, not just attributes and ceremonial. Extrinsic motivation is the opposite of intrinsic motivation. Extrinsic motivation is an active and functioning motive due to external stimuli. Learning motivation is said to be extrinsic when students place their learning goals outside of the learning situation (Dewi et al., 2019). Based on the analysis of published data articles, learning motivation is one of the important factors that students must have, because learning motivation will affect the learning outcomes obtained by students during learning activities.

### Intrinsic and extrinsic learning motivation factors

Further discussion after being disclosed regarding the meaning of intrinsic and extrinsic motivation in the learning process. The literature review of this article will present data and journal documents including the author, year, title and the method used will be presented in table 2 below, while the results will be included in the discussion of the factors that influence intrinsic and extrinsic motivation in the learning process can be seen in the **Table 2**.

Based on **Table 2** above, it displays the author's name, year, title, method and journal that publishes articles on intrinsic and extrinsic learning motivation factors. Student learning motivation is very important for the achievement of student performance or achievement (Devi., et, al 2021). According to (Saputra, Ismet, & Andrizar, 2018) intrinsic motivation is a factor that comes from within the students themselves. These fac-

**Table 1.** Results of Documents Collection of Scientific Publication Articles Understanding Intrinsic and Extrinsic Motivation

AUTHOR/YEAR	TITLE	METHOD	JOURNAL
Rike Andriani dan Rasto (2019)	Motivasi belajar sebagai determinan hasil belajar	Kuantitatif (survey)	Jurnal Pendidikan Manajemen Perkantoran
Yusneli Syafaril dan Maria Montessori (2021)	Analisis Pembelajaran Daring Terhadap Motivasi Belajar Dan Prestasi Belajar Siswa Dimasa Pandemi Covid-19	kualitatif asosiatif	Jurnal Basicedu
Indah Sari (2018)	Motivasi belajar mahasiswa program studi manajemen dalam penguasaan keterampilan berbicara (speaking) bahasa Inggris	Deskriptif kualitatif	Jurnal Manajemen Tools
Monika dan Adman (2017)	Peran efikasi diri dan motivasi belajar dalam meningkatkan hasil belajar siswa sekolah menengah kejuruan	Kuantitatif (survey)	Jurnal Pendidikan Manajemen Perkantoran
Vidiya Risna Dewi, Syamsuri, dan Etika Khaerunnisa (2019)	Karakteristik motivasi ekstrinsik dan intrinsik siswa SMP dalam belajar matematika	deskriptif kualitatif	Jurnal Penelitian Pengajaran Matematika

**Table 2.** Results of Document Collection Articles of Scientific Publications on Intrinsic and Extrinsic Motivation Factors

AUTHOR/YEAR	TITLE	METHOD	JOURNAL
Devi, Syaiful Bahri, dan Ahmad Shiddiq (2021)	Motivasi siswa dalam mengikuti pembelajaran Pendidikan jasmani olahraga dan Kesehatan (PJOK)	Deskriptif kuantitatif	ALPEN: Jurnal Pendidikan Dasar
Dody Aldino Saputra	Motivasi Peserta Didik dalam Mengikuti Pembelajaran PJOK di Masa Pandemi Covid-19	Deskriptif kuantitatif	Jurnal Ilmu Keolahra- gaan Undiksha
dan I Made Satyawan (2021)	Motivasi Peserta Didik dalam Mengikuti Pembelajaran PJOK di Masa Pandemi Covid-19	Kualitatif	Lantanida Journal
Amna Emda (2018)	Kedudukan motivasi belajar siswa dalam pembelajaran	Deskriptif kuantitatif	Jurnal Ilmu Keolahra- gaan Undiksha
Joni Arta Santosa (2021)	Motivasi Peserta Didik dalam Mengikuti Pembelajaran Pjok di Masa Pandemi Covid-19	Eksperi- men	Jurnal Ilmu Sosial dan Pendidikan (JISIP)

tors consist of 2 factors, namely the first, physiological factors (physical), where the general physical condition that marks the level of fitness of the organs of the body that affects the enthusiasm and intensity of students in participating in learning. If a student's physical condition is not good, it will reduce the quality of the cognitive domain, causing difficulties in receiving learning materials. The second factor is the psychological factor. While external factors are factors from outside. External factors that influence motivation are 1) family environment, if students are in a complete family environment and support students in learning, then student motivation will continue to increase to get maximum results. 2) the role and quality of teachers in learning.

Factors causing low student motivation are lack of understanding of students on the material provided and facilities that are less supportive of doing sports at home. In addition, the guidance

or direction from the teacher is felt to be not optimal because it is hindered by online learning. On the other hand, the application of technology in learning in schools is not evenly distributed and optimal. (Santosa, 2021). Learning motivation, both intrinsic and extrinsic, must be owned by students because it can encourage students so that they can know the direction of their learning to achieve the learning goals that have been set (Emda, 2018).

The level of learning motivation is a very important factor to consider so it needs to be controlled, maintained, and increased if it is still low. Physical education learning in schools sometimes usually only teaches the material directly without being stimulated by the teacher as a form of increasing motivation to learn (Wardani, 2022) Based on the analysis of published data articles, learning motivation functions to encourage students to do learning actions for the achievement of learning goals.

### The Influence of Intrinsic and Extrinsic Learning Motivation

Further discussion after being disclosed about the intrinsic and extrinsic motivation factors in the learning process. The literature review of this article will present data and journal documents including the author, year, title and the method used will be presented in table 3 below, while the results will be included in the discussion of how the influence of intrinsic and extrinsic motivation in the learning process can be seen in the **Table 3**.

Based on **Table 3** above, it shows the author's name, year, title, method and journal that publishes articles about the influence of intrinsic and extrinsic motivation in the learning process. Motivation can be interpreted as an energy that encourages students to continue to study actively and seriously. The basic components of motivation include several aspects, including needs, behavior, and goals (Saputra et al., 2018). If students' learning motivation is in learning activities, this will affect changes in behavior and learning achievement for the better. This means that in the child there is no change in energy, his affection is not stimulated to do anything, because he has no goals or learning needs (Giawa et al., 2020).

According to (Aini, 2016) that in principle

the motivation expected by students is intrinsic motivation, but this motivation does not always appear. Therefore, extrinsic motivation is also an important element for students, because the provision of motivation is a factor that affects the achievement of learning outcomes or one's own success. That is, the two drivers must reinforce each other to achieve successful student achievement. Based on this, these findings are in accordance with the results of research conducted by (Romadhoni, Wiharna, Mubarak, & Indonesia, 2019) that learning motivation has a major influence on student learning outcomes. The higher the student's learning motivation, the better the learning outcomes achieved.

Research (Novalinda, Kantun, & Widodo, 2018) suggests that motivation is the most influential factor on learning outcomes, because students will always try to do various activities that support their learning and will refrain from activities that interfere with their learning if their learning motivation is high. Research (Islamiyah, 2019) also shows a positive and significant influence on learning outcomes because motivation is a tool to filter which activities are in accordance with their goals and which are not. Furthermore, research (Efriza, Caska, & Makhdalena, 2014) also found a positive and significant influence

**Table 3.** Results of the Document Collection of Scientific Publication Articles The Effect of Intrinsic and Extrinsic Motivation

AUTHOR/YEAR	TITLE	METHOD	JOURNAL
Qurratul Aini (2016)	Pengaruh Motivasi Belajar Intrinsik dan Ekstrinsik Terhadap Prestasi Belajar Ekonomi di SMA NW Pancor Lombok Timur NTB	Kuantitatif (korelasi)	GaneÇ Swara
Hendra Dani Saputra, Faisal Ismet, dan Andrizal	Pengaruh Motivasi Terhadap Hasil Belajar Siswa SMK	Kuantitatif (korelasi)	INVOTEK: Jurnal Inovasi Vokasional dan Teknologi
Eri Novalinda, Sri Kantun, dan Joko Widodo	Pengaruh Motivasi Belajar Terhadap Prestasi Belajar Siswa Kelas V Sd Negeri 067245 Medan	Kuantitatif (korelasi)	Educatio FKIP UNMA
Evan Romadhoni, Ono Wiharna, dan Ibnu Mubarak	Pengaruh motivasi belajar terhadap hasil belajar peserta didik pada mata pelajaran gambar teknik	Kuantitatif (ex post facto)	Journal of Mechanical Engineering Education
Khoirun Nafisah, Margunani, dan Lyna Latifah	Faktor-Faktor yang Mempengaruhi Hasil Belajar Akuntansi Siswa Kelas XI Program Keahlian Akuntansi SMK Negeri 2 Semarang	Kuantitatif	Economic Education Analysis Journal
Nuril Islamiyah	Pengaruh Fasilitas Belajar dan Motivasi Belajar Terhadap Prestasi Belajar Mahasiswa Jurusan Pendidikan Ekonomi 2017 Universitas Negeri Surabaya	Kuantitatif	JPEKA: Jurnal Pendidikan Ekonomi, Manajemen dan Keuangan
Reni Efriza, Caska, dan Makhdalena	Analysis of Factors Affecting Student Learning Achievement of Social Sciences Subjects in Muhammadiyah Middle School Rokan Hulu Regency	Kuantitatif	Journal of Educational Sciences

**Table 4.** Results of the Document Collection of Scientific Publication Articles The Effect of Intrinsic Motivation in Physical Education

AUTHOR/YEAR	TITLE	METHOD	JOURNAL
Taofeng Liu and Mariusz Lipowski (2021)	Influence of Cooperative Learning Intervention on the Intrinsic Motivation of Physical Education Students—A Meta-Analysis within a Limited Range	Kuantitatif	Int. J. Environ. Res. Public Health
Andre Koka, Henri Tilga, Vello Hein, Hanna Kalajas-Tilga, and Lennart Raudsepp (2021)	A Multidimensional Approach to Perceived Teachers' Autonomy Support and its Relationship with Intrinsic Motivation of Students in Physical Education	Kuantitatif	International Journal of Sport Psychology
Ángela G. Botella , Salvador García-Martínez , Nuria M. García, Javier Olaya-Cuartero, and Alberto Ferriz-Valero (2021)	Flipped Learning to improve students' motivation in Physical Education	Eksperimen	Acta Gymnica
Subagyo Heri, Rizki Aminudin, Tedi Purbangkara (2022)	Motivasi Siswa dalam Mengikuti Ekstrakurikuler Futsal di SMA Negeri 1 Jatisari	Kuantitatif	Jurnal Pendidikan Riset dan Konseptual
Arumugam Raman (2022)	Investigating the Influence of Intrinsic Motivation on Behavioral Intention and Actual Use of Technology in Moodle Platforms	Kuantitatif	International Journal of Instruction

**Table 5.** Results of the Document Collection of Scientific Publication Articles The Effect of Extrinsic Motivation in Physical Education

AUTHOR/YEAR	TITLE	METHOD	JOURNAL
Dewi Setiawati , Dwi Cahyo Widodo & Indra Adi Budiman (2021)	Evaluasi Program Pembinaan Diklat Guru Pembelajar Pendidikan Jasmani, Olahraga, Dan Kesehatan Ditinjau Motivasi Mengajar	Kuantitatif	Journal of Innovation Research and Knowledge
Joni Arta Santosa (2021)	Motivasi Peserta Didik dalam Mengikuti Pembelajaran Pjok di Masa Pandemi Covid-19	Kuantitatif	Jurnal Ilmu Keolahragaan Undiksha
Umi Ayu , Arsika Yurnarta (2021)	Motivasi Siswa Dalam Pembelajaran PJOK di Masa Pandemi Covid-19 pada Siswa SMPN 2 Tembelang Tahun Ajaran 2020/2021	Eksperimen	Jurnal Pendidikan Tambusai
Kayla Nuss, MA, MS1 , Kristen Moore, BS1 , Tracy Nelson, PhD1 , and Kaigang Li, PhD (2020)	Effects of Motivational Interviewing and Wearable Fitness Trackers on Motivation and Physical Activity: A Systematic Review	Kajian literatur	American Journal of Health Promotion
Manuel Coimbra , Robyn Cody , Jan-Niklas Kreppe & Markus Gerber (2020)	Impact of a physical education-based behavioural skill training program on cognitive antecedents and exercise and sport behaviour among adolescents: a cluster-randomized controlled trial	Eksperimen	Physical Education And Sport Pedagogy

on learning motivation on learning outcomes, because motivation is a way to improve learning outcomes. Motivation also makes students more focused and concentrated and creates happiness. Based on data analysis from published articles, this means that the better students' motivation in learning, the better their learning achievement or vice versa.

#### The Effectiveness of Intrinsic Motivation in Physical Education Learning.

Further discussion after being disclosed regarding the effectiveness of intrinsic motivation in physical education learning in the learning

process. The literature review of this article will present data and journal documents including the author, year, title and the method used will be presented in the table below, while the results will be included in the discussion of the effectiveness of intrinsic motivation that affects the learning process can be seen in the **Table 4**.

(Liu & Lipowski, 2021) said that intrinsic motivation is more influential in the success of learning physical education. He continued, it was explained that intrinsic motivation has a stronger drive because it comes from within the students so that the willingness and awareness of students are not influenced by one thing or another.

(Koka, Tilga, Hein, Kalajas-Tilga, & Raudsepp, 2021) explains that intrinsic motivation has more influence on learning outcomes than extrinsic motivation. Intrinsic motivation increased significantly and the value of motivation decreased in the FL group. The FL approach allows spending more time in Physical Education classes and, as a result, is considered more enjoyable for students (Botella, García-Martínez, García, Olaya-Cuartero, & Ferriz-Valero, 2021).

(Heri, Aminudin, & Purbangkara, 2022) reveals that motivation forms a person who is enthusiastic in carrying out activities, both motivation that comes from within (intrinsic) and motivation from outside (extrinsic). Intrinsic motivation includes body / physical, interests, goals, and expectations. Meanwhile, extrinsic motivation includes the environment, facilities, infrastructure, and trainers. Effects of intrinsic motivation on actual use of learning management systems. Future studies could investigate variables to determine the acceptance of learning management systems such as technology, pedagogical, and knowledge content (Raman, Thannimalai, Rathakrishnan, & Ismail, 2022)

### **The Effectiveness of Extrinsic Motivation in Physical Education Learning**

Further discussion after being disclosed regarding the effectiveness of extrinsic motivation in physical education learning in the learning process. The literature review of this article will present data and journal documents including the author, year, title and the method used will be presented in the table below, while the results will be included in the discussion of the effectiveness of intrinsic motivation that affects the learning process can be seen in the **Table 5**.

(Setiawati, Widodo, & Budiman, 2021) explains that extrinsic motivation has a higher level of effectiveness compared to intrinsic motivation, this is due to additional external encouragement that causes students to learn physical education so that the results are maximized. It can be said that the role of motivation in sports education is very important. However, in the current condition in the midst of the Covid-19 pandemic, students cannot participate in learning as they should, especially regarding sports learning so that it is feared that it will affect students' motivation in exercising, especially extrinsic motivation due to additional encouragement coming from outside factors that create enthusiasm for learning. physical education (Santosa, 2021). (Ayu & Yunarta, 2022) explains that if you look at the results of the study, the effectiveness of extrinsic motivation

is better than intrinsic motivation.

(Nuss, Moore, Nelson, & Li, 2021) that extrinsically motivated behaviors vary widely in the mechanisms that control them. The most extreme form of extrinsic motivation is external regulation, in which behavior stems from a desire to comply, to conform, or to receive external rewards or avoid external punishment. Extrinsic motivation is said to be more effective than intrinsic motivation because behavioral skills training as part of compulsory physical education has the potential to increase the cognitive antecedents of sport and sports behavior and to encourage youth sports influenced by other factors (Coimbra, Cody, Kreppke, & Gerber, 2021).

### **CONCLUSION**

Based on the explanation of the discussion of the literature review above in the relevance of previous research on motivation in physical education learning. The author reveals that intrinsic motivation has advantages in determining the success of physical education learning by students. This is expressed from the level of effectiveness because intrinsic motivation comes from oneself so that other incentives are only additional because students already have an internal drive. Extrinsic motivation also affects learning outcomes but is not much more effective than intrinsic motivation. It was further revealed that students who have a higher intrinsic motivation value usually have the enthusiasm and joy to participate in physical education learning better. Even so, sometimes a teacher in learning students is required to be able to generate extrinsic enthusiasm and motivation so that the results are more optimal. Although the conclusion reveals that intrinsic motivation is better in the learning outcomes of students in physical education learning, the authors suggest conducting an in-depth research review on aspects of the psychological skills of both of these motivations.

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