



THE STUDENTS' MOTIVATION TOWARD PHYSICAL AND HEALTH EDUCATION SUBJECT (A GENERAL COURSE) IN STATE UNIVERSITY OF PADANG (UNP)

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ABSTRACT

The problems of the research were the students who frequently came late to their class and were unserious in the learning process. This research sought to reveal the students' motivation toward Physical and Health Education subject in State University of Padang. This research was conducted in December. The number of the sample involved was 134 students. The data were analyzed by using percentage formula. Based on the results of the research, it was found out that the students' intrinsic motivation toward Physical and Health Education subject is in average category while their extrinsic motivation toward Physical and Health Education subject is in good category. The students' motivation in general toward Physical and Health Education subject in State University of Padang is in average category.

A. INTRODUCTION

Education is a well-designed effort that could be gained through either formal or informal course which is done systematically in a particular time period starting from kindergarten to university level. The Department of Education and Culture (1992:2) states that "Physical Education is a subject emphasizing on physical activities and healthy life habits for the appropriate and proportional growth and development of physique". It is highlighted that Physical Education is a part of national education focusing on movement activities (psychomotor).

According to Gusril et.al (2006:1), the goals of Physical and Health Education subject is to help the students to develop and enhance their cognitive competence, psychomotor competence, affective competence and physical fitness through a learning process emphasizing on physical activities and developing healthy life habits by means of competence-based curriculum.

State University of Padang (UNP) is one of the universities offering Physical Education as a General Course. It is an elected course for all of the departments in the university. Physical and Health Education subject is expected to be useful for the students to recognize a wide range of movement activities for physical fitness through games, competitions and exercises, and to be acquaintance with the importance of physical activities in maintaining and developing physiological functions of the body.

The aims of Physical and Health Education subject is to develop the students' ability in analyzing the importance of physical activities to maintain and enhance the physiological function of the body, and to help them to do various movement activities for physical fitness through games and competitions. In the learning process of Physical and Health Education subject, there are several factors exerting influences upon, some of which are the physical fitness of the students, the lecturers' capability, the availability of facilities and infrastructures, and the students' motivation.

Based on the results of the observation done to the students taking Physical and Health Education class, it was figured out that the students had less participation in the learning process. This could be seen from the phenomena showing that many students came late to the class so that they had lack of understanding on the materials presented. In addition, many of them were unserious in the process. From these phenomena, it is concluded that the problems in the field were derived from the internal factor which was motivation.

Motivation is a psychological aspect encouraging people to do something. Hamzah (2006:1) states that "motivation is the basic stimulus encouraging people to act. Such motivation stimulates people to do something based on the stimulus. Therefore, someone's deed which is done based on particular motivation contains a theme pursuant to the motivation founding on".

Murry (2006:6) confirms that motivation is founded on the fulfillment of needs. He classifies needs into two categories: primary needs and secondary needs. The primary needs are those triggered by internal conditions



and they are not learned. Meanwhile the secondary needs are those that arise and grow after the primary needs are fulfilled.

Furthermore, Syafruddin (2012:142) proposes that "motivation is a stimulus or spirit within oneself encouraging him or her to gain success in a career or a job". Motivation, in general, is a power encouraging someone to do something to fulfill his or her needs. Based on the notions above, motivation could be defined as one of the factors triggering someone to do activities in order to satisfy his or her needs.

Regarding to the factors affecting athletes' motivation, according to Prayitno (1993:11), motivation consists of internal and external factors. Internal factor covers: 1) intelligence, 2) interest and talent, 3) self concept, and 4) discipline. Meanwhile the external factor involves: 1) coach, 2) facilities and infrastructures, 3) family, 4) economical status and 5) environment. There are several kinds of motivation, two of which are intrinsic motivation and extrinsic motivation.

Purwanto (1990:65) affirms that it is regarded as an intrinsic motivation "when it encourages individual to act based on the values contained in an object itself". According to Prayitno (1989:13), extrinsic motivation is "that whose existence does not come up from one's feeling or willingness". The students' motivation is very important in Physical and Health Education subject because it is one of the factors that could increase the students' contentment to and improve their achievement maximally. The higher the motivation the students have to learn Physical and Health Education, the greater their willingness to master the subject.

Education is a lifelong process which is intended to establish human being both physically and mentally. Physical and Health Education is a required subject taken by all of students studying in State University of Padang. After completing the course, the students are expected to understand the basic concept of physical education and sport, and have better physical fitness.

The course discusses the basic concept of physical and sport education, and has the students do exercise in the field. The learning process is conducted by applying various learning approaches especially expository approach (lecturing and asking and answering questions) and inquiry approach (task accomplishment, discussion and problem solving). In addition, it uses practice method (demonstration method, giving task and exercise).

The assessment is done through Final Semester Test (40%), Mid Semester Test (20%), Assignment (20%), Class/Group Participation (10%) and Attendance (10%). Especially for the attendance aspect, the students have to attend the class at least 80% of 16 meetings in a semester.

The learning process of physical education would run well if the lecturers are capable to manage, develop and apply educational media effectively and efficiently in accordance with their functions. The use of the facilities and infrastructures in the learning process would create harmonious and effective learning atmosphere enabling the students to develop based on their potential.

Based on the above definition, it could be formulated that physical education is a part of the entire education emphasizing on physical activities and healthy life habits for the growth and the development of physique, mental, social and emotional harmoniously and proportionally.

Through this course, the students are expected to be able to work based on the instructions given by the lecturers so that they could develop their ability either in the class or out of the class.

B. RESEARCH METHODOLOGY

1. Types, Location and Time of the Research

This is a descriptive research which was conducted in State University of Padang in December 2013.

2. Population and Sample

The population of the research was 1340 students registered in the semester of July-December 2013 taking Physical and Health Education subject taught by Drs. Deswandi, M.Kes., Drs. Nirwandi, M.Pd., Drs. Hendri Neldi, M.Kes., Drs. Zarwan, M.Kes., Drs. Argantos, M.Pd., Drs. Willadi Rasyid, M.Pd., Drs. Witorsah, M.Pd., Drs. Umar, MS. AIFO., Drs. Jonni, M.Pd., Drs. Edwarsah, M.Kes., and Drs. Maidarman, M.Pd. Of the population, 134 (10%) were taken as the sample.

3. Types of Data and Sources of the Data

This research used primary data which were gotten through questionnaire distributed to the sample.



4. Technique of Data Collection

In order to get information and description about the students' motivation toward Physical and Health Education subject, the data were collected by using questionnaire.

5. Technique of Data Analysis

After the questionnaire was distributed and collected, the completeness of the answers given was checked. The data gathered then were analyzed by using statistic descriptive technique in which the following formula was applied.

$$P = \frac{f}{N} 100\%$$

P = Percentage

F = Frequency

N = Number of Sample

The classification of score:

80% - 100% : Very Good

60% - 79% : Good

40% - 59% : Average

20% - 39% : Low

0% - 19% : Poor

C. RESEARCH FINDINGS AND DISCUSSION

1. Research Findings

a. The Description of the Students' Intrinsic Motivation toward Physical and Health Education Subject in UNP

Based on the data gotten from the questionnaire, it was found that the range of the score was from 13 to 129 in which the achievement level of the respective item was from 9.70% to 96.27%. The highest score was on the item number 9 (To get an A, I always do the assignment given by the lecturers) which was 129 (96.27%). Meanwhile the lowest score was on the item number 6 (I do not pay attention to the lecturer while he or she is explaining the lesson) which was 13 (9.70%).

Of 134, 65 students answered 'Yes' and 69 students answered 'No' indicating that the students' motivation, discipline and self-concept toward Physical and Health Education subject were on Average category. As the score gained was not yet Good or Very Good, it is expected to the students to increase their motivation, discipline and self-concept in joining the Physical and Health Education subject.

Table 1
The Description of the Students' Intrinsic Motivation toward Physical and Health Education Subject in UNP

No	Respondents' Answer	Number of Respondents	Percentage (%)	Achievement Level (%)	Category
1	Yes	65	48.21	48.21	Average
2	No	69	51.79		
	Total	134	100		

b. The Description of the Students' Extrinsic Motivation toward Physical and Health Education Subject in UNP that Consists of Parents, Lecturers, and Facilities and Infrastructures

Based on the data of the questionnaire, it is revealed that the extrinsic motivation of the students was in the range of 12 and 127 in which the achievement level for each item was between 8.96% and 94.78%. The highest score was on the item number 7 (the lecturers present the learning materials by using



language that is easily understood) which was 127 (94.78%). Meanwhile the lowest score was on the item number 3 (My parents do not care about my education) which was 12 (8.96%).

Of 134, 99 students answered 'Yes' and 44 students answered 'No' indicating that the support from parents and lecturers, and the availability of facilities and infrastructures motivated the students to learn Physical and Health Education subject. The score achieved, however, was not yet in Very Good category. Therefore, it is expected to parents to support and motivate their children to go to the class; to the lecturers to pay attention to the students during the learning process; and to the university fellows to provide sufficient facilities and infrastructures.

Table 2

The Description of the Students' Extrinsic Motivation toward Physical and Health Education Subject

No	Respondents' Answer	Number of Respondents	Percentage (%)	Achievement Level (%)	Category
1	Yes	90	66.67	66.87	Good
2	No	44	33.13		
	Total	143	100		

c. The description of the students' extrinsic motivation toward Physical and Health Education Subject in general

Based on the data gotten from the questionnaire, it was revealed that the students' motivation to learn Physical and Health Education subject in general was 57.51% in which 77 students answered 'Yes' and 57 students answered 'No'. The description of the students' extrinsic motivation could be seen in the following table:

Table 3

The Frequency Distribution of the Students' Motivation

No	Respondents' Answer	Number of Respondents	Percentage (%)	Achievement Level (%)	Category
1	Yes	77	57.51	57.51	Average
2	No	57	42.49		
	Total	143	100		

2. Discussion

Based on the results of data analysis, it is known that the students' intrinsic motivation consists of motivation, discipline and self-concept while the extrinsic motivation comprises of support from parents and lecturers, and facilities and infrastructures.

1. The Students' Intrinsic Motivation

Based on the result of descriptive analysis of the students' intrinsic motivation toward Physical and Health Education subject, it was found out that, thoroughly, the number of the students answering 'Yes' was 65 (48.21%) and that of students answering 'No' was 69 (51.79%) or it was on Average category. From the percentage of the intrinsic motivation, it is revealed that the number of the students answering 'Yes' was less than 50%. This was caused by the students' lack of motivation to learn Physical and Health Education subject, their less discipline to get involved in the learning process and the absence of self-concept to be healthy physically. According to Sudirman (2002), "motivation is energy within oneself characterized by the emergence of feeling which is preceded by response".



Pursuant to the above view, it is concluded that motivation is an effort done to achieve certain goals. In this case, intrinsic motivation consists of motivation, discipline and self-concept. It comes out from the students themselves that could encourage them to be keen on the subject, be serious and be discipline in the learning process.

Based on the results of the research, it is revealed that the students' intrinsic motivation was in Average category. In order to achieve Good and Very Good categories, the students have to be more discipline. They have to come to the class on time and may not be late. In addition, the lecturers could give simple games to increase the students' enthusiasm in the learning process.

2. The Students' Extrinsic Motivation

The results of descriptive analysis indicate that the students' extrinsic motivation toward Physical and Health Education subject was 66.87% (Good). In other words, the parents and the lecturers' support, and the availability of facilities and infrastructures could enhance the students' motivation toward Physical and Health Education subject.

The parents' support could be done by encouraging the students to learn, and the lecturers' support could be done by giving motivation, good scores and rewards. To effectively improve the students' motivation, the lecturers have to apply learning strategies that match to the students' needs. This is in line to the definition proposed by Prayitno (1993:123) that "extrinsic motivation is the motives raising for the pressure coming from outside which is essentially have no correlation to".

Based on the above opinion, it is concluded that someone do an action as there is a stimulus from outside. In this case, the students are willing to learn Physical and Health Education subject as the lecturers present the learning materials interestingly so that they are eager to study, the facilities and infrastructures are sufficiently available, and their parents give support.

Shortly, the main duty of the lecturers in managing the learning process is to motivate the students to study in order to achieve the learning goals and to establish the expected behaviors.

D. CONCLUSIONS AND SUGGESTIONS

1. Conclusion

- The students' intrinsic motivation comprising of motivation, discipline and self-concept toward Physical and Health Education subject in UNP is in Average category.
- The students' extrinsic motivation consisting of support from parents and lecturers, and facilities and infrastructures toward Physical and Health Education subject in UNP is Good category.
- The students' motivation in general (motivation, discipline, self-concept, support from parents and lectures, and the facilities and infrastructures) toward Physical and Health Education subject in UNP is in Average category.

2. Suggestions

Based on the research findings, it is suggested to:

- the lecturers to encourage and increase the students' motivation to learn Physical and Health Education subject in UNP
- to the students to be more serious and discipline in the learning process of Physical and Health Education subject in UNP
- to the parents to continuously give support to their children to learn Physical and Health Education subject.
- to the university to provide the facilities and infrastructures to enhance the student' motivation to learn Physical and Health Education subject.

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Author' biography



Firdaus Kamal, born in Jambi 12 November 1962, was the second of Mr. H. Sutan Pameran (Alm) and Mrs. Hj. Elzas M. (from Bukittinggi). Married to Agusnelly and having a child named Rahmat Al Aziz katialy, Student of PembangunanUNP Senior High School. Education finish his Primary School in SD Negeri 01 Bajubang Jambi in 1975, High School in Bajubang Jambi in 1978, Senior High School in Bajubang Jambi in 1981, and Sport Science Faculty, Institute of Science Teacher and Science Education of Padang in 1985, in 1997 continued Magister Program Sport Science in Airlangga University and finished 1999, in 2009 continued Doctor Program Sport Education Studies in Semarang University and finished 2012.

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