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THE EFFECT OF PHYSICAL EDUCATION LEARNING SCHEDULE, FACILITIES, AND MOTIVATON ON LEARNING OUTCOMES OF EIGHTH GRADE STUDENT

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Abstract. The purpose of this study was to obtain information about the effect of physical education learning. The method in this study used path analysis. The sample included in this study amounted to 80 students. The results of the analysis show that the contribution of the Physical Education Learning Schedule (X1) to Physical Education Learning Outcomes (Y) is significant at 0.761. , Learning Facilities (X2) on Learning Outcomes (Y) which is significant at 0.687, Motivation (X3) on learning outcomes (Y) which is significant at 0.677 , Physical Education Learning Schedule (X1) on Motivation (X3) which is significant at 0.420 , Learning Means (X2) on Motivation (X3) which is significant at 0.401. The conclusion in this study is that physical education learning schedule, learning facilities and motivation both have a direct effect on physical education learning outcomes. Physical education learning schedule, learning facilities have a direct effect on students' motivation.

Keyword : physical education, learning facilities, motivation.

INTRODUCTION

Education is a cultural process to improve human dignity and lasts a lifetime, carried out in the family, school, and community environment. Education is a responsibility between family, school and government (M Arifin,2003). Education is often interpreted as a human effort to foster his personality in accordance with the values in society and culture. The main mission in an educational institution is to teach character, ethics, give in to each other, and put the public interest above personal interests. This is applied in everyday life, both in the family and in society. In the current era, education is more oriented to how to improve intelligence, achievement,

In the current era of rapidly developing knowledge, improving the quality of human resources is an absolute necessity, especially in the face of rapid changes and developments. Education plays an important role in the development of quality human and human resources. In the development of a country, education is very important, especially for the progress of the country. One of them is quality human resources that can be produced from education. Therefore, education is one of the drivers for development and a very important provision in the face of change and development of the times.

Education is one of the efforts so that humans can develop their potential through the learning process. As a teacher or educator, the teacher is one of the determining factors for the success of every effort to implement education. In addition to an educator, there are other factors that affect the success of the teaching and learning process. The factors that influence the success of the learning process consist of internal factors and external factors. Among the external factors are infrastructure and school environment. Where the existing infrastructure in schools serves to facilitate students to be better at teaching and learning. In a school, there must be facilities and infrastructure to carry out the teaching and learning process. If the facilities and infrastructure are adequate but the condition of the school environment is not good, it will also affect the education process. One example is if the facilities and infrastructure are complete but the teacher does not use them, it will be in vain. If the infrastructure is not complete but the teacher can condition the students, making the school a comfortable place like their own home for students, it will have a good impact on the learning process. This is an important factor that must be considered because it affects the teaching and learning process in a school. Likewise, if the infrastructure is not complete but the teacher can condition the students, making the school a comfortable place like

their own home for students, it will have a good impact on the learning process. This is an important factor that must be considered because it affects the teaching and learning process in a school. Thus, if the infrastructure is not complete but the teacher can condition the students, making the school a comfortable place like their own home for students, it will have a good impact on the learning process. This is an important factor that must be considered because it affects the teaching and learning process in a school.

When viewed from the meaning of words, educational facilities are equipment and supplies that are directly used and support the educational process, especially the teaching and learning process, such as buildings, classrooms, desks and chairs, as well as teaching tools and media. While infrastructure is an indirect tool to achieve goals in education. for example: location or place, buildings, sports fields, money and so on (E. Mulyasa, 2012). Educational infrastructure is all basic equipment that indirectly supports the implementation of the educational process in madrasahs. Educational infrastructure functions indirectly (its presence is not very decisive). Included in educational infrastructure are land, fences, plants, madrasah buildings/buildings, road network,

Learning facilities and infrastructure are supporting factors that cannot be ignored if you want quality educational services. And if the school has adequate educational infrastructure, then the teacher can make good use of the facilities and infrastructure, so that the learning process can run optimally and students can learn optimally.

Based on the objectives of physical education above, learning physical education, sports and health is directed at fostering better physical growth and psychological development, as well as forming a healthy and fit lifestyle throughout life. Physical education provided in schools must refer to the applicable physical education curriculum. The material taught at each level of education must be chosen according to the stage of growth and development of the child and the level of education of the child.

Physical education learning process is influenced by several factors. First, there is a formulation of teaching objectives that contain expectations about the expected behavior change. The second is the material or substance of the lesson. The three methods and strategies are aligned with the material. Fourth, there is an evaluation that aims to find out how many changes have occurred in students (Rusli Lutan 2001:9). To achieve learning objectives in schools, it is necessary to have support from interrelated factors,

including teachers, students, curriculum, infrastructure, environment and social conditions. According to Agus S. Suryobroto (2004), physical learning can run successfully and smoothly is largely determined by several elements including: teachers, students, curriculum, facilities and infrastructure, goals, methods, supportive environment,

From the description above, the researcher believes that the success of the physical education learning process is caused by many influencing factors. Therefore and based on the description above, and there is no research on the level of implementation of physical education learning in vocational high schools, the researchers are interested in examining the effect of physical education learning schedule, learning facilities and motivation on physical education learning outcomes for eighth grade students of Pembangunan Jaya Bintaro Junior High School.

METHOD

The research method used in this study is an associative quantitative approach, a survey method with test and measurement techniques, while the data analysis technique uses a path analysis approach, which is a technique for analyzing causal relationships that occur in multiple regression if the independent variable affects the variable.

depends not only directly but also indirectly (James Tangkudung, 2016).

This study involved three independent variables (exogenous) and one dependent variable (endogenous). Exogenous variables consist of learning schedules, learning tools and motivation. Endogenous variables consist of physical education learning outcomes. The pattern of interrelationships between variables is shown in the following figure:

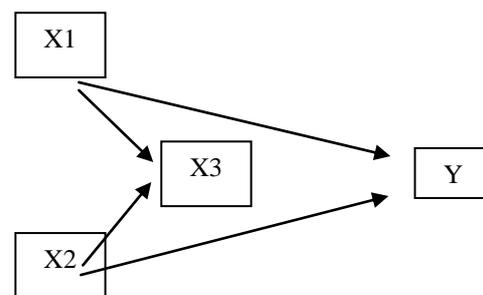


Figure 3.1: Causal Constellation Between Variables X1,X2,X3, and Y

Description:

- X1 : Physical Education Study Schedule
- X2 : Learning Tools
- X3 : Motivation
- Y : Physical Education Learning Outcomes

RESULTS AND DISCUSSION

Based on the test results of all hypotheses that have been carried out in the hypothesis testing section, it can be stated that:

There is a significant influence between physical education learning

schedule, learning facilities, and motivation on physical education learning outcomes in eighth grade students of Pembangunan Jaya Bintaro Junior High School.. After testing the hypothesis together the results are significant. The following is a summary of the research results, as follows:

1. Physical Education Learning Schedule on Physical Education Learning Outcomes.

The learning schedule is the time when the teaching and learning process occurs at school, and the physical education learning schedule at school can occur in the morning, afternoon. Based on the research conducted, the learning schedule has a significant influence on students' learning motivation. Especially if it is related to the personality development phase of students where the average age of eighth grade is mostly puberty, so students are more motivated to study physical education if the weather is friendly and the weather is friendly. This often occurs in physical education learning schedules in the morning where the morning air feels colder than during the day.

In this study also obtained the same result that the physical education learning schedule has an effect on physical education learning outcomes. The earlier in the morning and the more friendly the weather during the physical education

lesson schedule, the students will be more enthusiastic in learning which has an effect on better physical education learning outcomes. This can be seen from the results of a significant increase in the results of the physical education learning schedule on physical education learning outcomes which have a direct effect of $0.7612 \times 100\% = 57.9121$ or 57.91%.

2. Learning Facilities on Physical Education Learning Outcomes

The role of learning facilities in the learning and teaching process is an integral part that cannot be separated from the world of education. Learning facilities are everything that can be used by students during the learning process, so that they can stimulate students' thoughts, feelings, concerns, and interests to learn. Learning facilities have a direct positive effect on physical education learning outcomes, thus learning facilities are variables that play an important role in achieving maximum physical education learning outcomes.

In this study also obtained the same result that learning facilities have an effect on physical education learning outcomes. With the existence of complete learning facilities, it is also adequate to make students learn well so that they will get good learning outcomes compared to if the learning facilities are inadequate. This can be seen from the results of a significant

increase in the results of learning facilities on physical education learning outcomes which have a direct effect of $0.6872 \times 100\% = 47.1969$ or 47.20% .

3. Motivation for Physical Education Learning Outcomes

Motivation is an encouragement from someone to do something in achieving a goal. A person will be motivated to do something if he feels a certain need. Learning outcomes are the abilities that students have after they receive their learning experiences. In achieving good learning outcomes, learning motivation is one of the elements to achieve learning outcomes.

Motivation is very important to encourage someone to behave in achieving something desired. Motivation can encourage the motives in a person to act with enthusiasm. Motivation is a psychological process that reflects interactions, attitudes, needs, decisions that occur in a person and arise due to factors from within (intrinsic) and from outside (extrinsic) in achieving the goals that have been set.

In this study also obtained the same result that motivation affects the learning outcomes of physical education. Students who have more motivation will get good learning outcomes as well as students who do not have motivation. This can be seen

from the results of a significant increase in the results of learning media on physical education learning outcomes which have a direct effect of $0.6772 \times 100\% = 45.8329$ or 45.83% .

4. Physical Education Learning Schedule on Motivation

The learning schedule is the time when the teaching and learning process occurs at school, and the physical education learning schedule at school can occur in the morning, afternoon. Based on the research conducted, the learning schedule has a significant influence on students' learning motivation. Especially if it is related to the personality development phase of students where the average age of eighth grade is mostly has been puberty, so students are more motivated to study physical education if the weather is friendly and the weather is friendly. This often occurs in physical education learning schedules in the morning where the morning air feels cooler. than during the day.

In this study also obtained the same results that the learning schedule has an effect on motivation. Students who study physical education in the early hours of class have higher motivation than students who study in the following hours. This can be seen from the results of a significant increase in the results of the physical education learning schedule on motivation

which has a direct effect of $0.4202 \times 100\%$ = 17.6410 or 17.64%.

5. Learning Tools for Motivation

Learning facilities are an important element in the learning process. Learning facilities are learning media that can assist teachers in enriching students' insights, with various types of adequate learning facilities that can be used as material in providing knowledge to students. The availability and use of learning facilities can foster student interest in learning new things in the learning materials presented by the teacher so that they can be easily understood. Learning facilities that are interesting for students can be a stimulus for students in the learning process.

In addition to helping teachers, learning facilities will also help students in the learning process so that they can increase student creativity and increase student attention in the learning process. With the availability and completeness of learning facilities, students will be more motivated to learn, thus, through learning facilities, the teaching and learning process can be more effective and efficient and good relations are established between teachers and students.

In this study also obtained the same result that learning facilities affect motivation. This can be seen from the results of a significant increase in the

results of learning facilities on motivation which has a direct effect of $0.4012 \times 100\%$ = 16.0801 or 16.10%.

CONCLUSION

Based on the data research findings with independent variables consisting of physical education learning schedule (X1), learning facilities (X2) and motivation (X3) on the dependent variable physical education learning outcomes (Y). Based on the results of hypothesis testing and research discussion, the following conclusions can be drawn.

1. There is a positive influence between physical education learning schedule (X1) on physical education learning outcomes (Y) in eighth grade students of Pembangunan Jaya Bintaro Junior High School.
2. There is a positive influence between learning facilities (X2) on physical education learning outcomes (Y) in eighth grade students of Pembangunan Jaya Bintaro Junior High School.
3. There is a positive influence between motivation (X3) on physical education learning outcomes (Y) in eighth grade students of Pembangunan Jaya Bintaro Junior High School.
4. There is a positive influence between physical education learning schedule (X1) on motivation (X3) in eighth grade students of Pembangunan Jaya Bintaro Junior High School.

5. There is a positive influence between learning facilities (X2) on motivation (X3) in eighth grade students of Pembangunan Jaya Bintaro Junior High School.

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