

Effect of Reinforcement on Physical Learning on Motivation Learning

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Abstract In this study, the author aims to determine the effect of reinforcement on physical learning on student motivation at SMPN 5 Cirebon. The method used by this researcher is a causal comparative with an ex post facto design. The population in this study were all students of SMPN 5 Cirebon with a sampling technique, namely Cluster Random Sampling with a total sample of 64 people consisting of class VIII 1 students and class VIII 2 students. The instrument used to collect data was using a questionnaire. motivation to learn. The questionnaire was used to measure the effect of reinforcement on learning motivation. The results of the data description can be seen that the effect of reinforcement on student motivation in class VIII 1 has an average value of 68.22 with a standard deviation of 8.315, the lowest value is 56 and the highest value is 100. In class VIII 2 the effect of reinforcement on student learning motivation has an average The average is 68.59 with a standard deviation of 6.997, the lowest value is 52 and the highest value is 80. The results of data processing show the value of sig. greater than 0.05 or 0.506, it can be concluded that the use of reinforcement in physical education learning can increase students' learning motivation.

Keywords: *Reinforcement, physical motivaton learning, physical education*

INTRODUCTION

Education is one of the main pillars in facing competition in the future, education is always oriented to the preparation of future generations. This is in line with what is mandated by the government in the goal of National Education, namely developing Indonesian people according to their nature to become individuals who believe and are devoted to God Almighty, have noble character, are democratic, uphold human rights, master science, technology and art, have physical and spiritual health, have valuable and useful life skills, have a solid and independent personality and have social and national responsibilities in order to be able to realize an intelligent nation's life (UU No. 20 tahun 2003).

Physical education, sports and health (PJOK) or Physical Education is a subject that is given and must be followed by all students from elementary school to high school. Physical education is one part of overall education that prioritizes physical activity and fostering a healthy life for growth and harmonious, harmonious and balanced physical, mental, social and emotional development. Physical education is taught to form attitudes/values,

intelligence, physical and (psychomotor) skills so that students will be mature and independent which can later be used in everyday life. Physical education is directed at the goals of students' physical, movement, mental and social development.

Physical education learning process will be successful when it involves the active role of both parties, namely the teacher and the student. Teachers are required to be able to convey Physical Education material clearly and pleasantly. The teacher will be able to manage the teaching and learning process pleasantly if he has teaching skills. On the other hand, students are also required to be able to receive and absorb the material well. The ability to receive and absorb student material is highly dependent on the internal aspects of individual students, including aspects of learning motivation.

Each student has a different level of motivation and understanding in physical education subjects. The difference can be seen from the behavior of students and when teaching and learning activities take place. Students who have high learning motivation will be more serious in paying attention to the material from the teacher and try hard to

be able to absorb it. On the other hand, students who have low learning motivation will be lazy to pay attention to the teacher's explanation and will not make an effort to be able to absorb the material well.

This is in line with McCullagh in Willson (2005), learning motivation is a force, driving force or tool to build a strong willingness and desire in students to learn actively, creatively, effectively, innovatively and fun in order to change behavior, both in terms of cognitive, affective and psychomotor. Learning motivation is also anything that can motivate students or individuals to learn.

Low motivation tends to occur in materials that are considered difficult, such as floor gymnastics and volleyball. This is related to the difficulty of movement so that students are lazy to do movement activities. In the process of learning physical education, a student who has an awareness of the tasks that must be done such as doing assignments, following learning well, and displaying abilities to the fullest both during learning or competition.

Based on research conducted by Tristan L. Wallhead and Nikos Ntoumunis (2004). Finding the results of his research that the intervention given to

the sample had a positive impact on motivational responses to physical education. (Azrin, Vinas, & Ehle, 2007) These results indicate the possibility that the use of specific types of reinforcement has an influence on general classroom use in student behavior contingency management programs for ADHD children.

Learning outcomes as changes in student behavior for the long term are indeed difficult to see because it takes quite a long time, namely whether one day one can maintain physical fitness, participate in leisure time activities, exercise regularly or adopt a healthy lifestyle. However, short-term learning outcomes or direct results can be seen, namely by implication through tests or other evaluation tools, which are usually carried out at the end of the learning process. Learning outcomes are behaviors that can be measured by tests in accordance with the field of study.

Moving on from the facts in the field, the researcher assumes that students' motivation in participating in physical education learning is still low. This can be seen from the attitude of being lazy in following, not swiftly in carrying out the instructed movement tasks. With low motivation, it is believed

that the learning outcomes achieved will be low. Sarlito quoted by Ibrahim 2008, p.164) that:

Motivation is a more general term, which refers to the entire process of the movement, including the driving situation, the impulse that arises in the individual, the behavior caused by the situation and the goal or end of the movement or action.

The provision of reinforcement by the teacher on physical education material can be an alternative that can be applied to increase student learning motivation. It is hoped that with the increase in student learning motivation, student learning outcomes will also increase. However, to find out the effectiveness of giving reinforcement to increase students' learning motivation in physical education learning needs to be investigated more deeply.

METODHS

In this study, the researcher used a comparative ex post facto causal research method. Therefore, the researcher assumes that the appropriate and suitable design for the ex post facto method is a comparative causal design. Fraenkael & Wallen (201) explain that in the comparative causal design the researcher chooses research variables

and then compares them with other variables, but in selecting these variables there is no manipulation or treatment of the two variables.

The population in this study were all students of class VIII SMPN 5 Cirebon City. In this study, the sampling technique used was cluster random sampling. The sample of this study was all students of class VIII 1 and class VIII 2 with a total sample of 32 people in each class. So the total sample size is 62 people.

The research instrument uses a learning motivation questionnaire and a learning outcomes questionnaire, the following is a learning motivation questionnaire:

Tabel 1.

Learning Motivation

Learning Motivation	Dimension dan Indikator Motivation	Number of Item
Motivasi Intrinsic	1. Knowing Something	4
	2. Mastering Something	4
	3. Get sensation stimulation experience	4
Motivasi extrinsic	1. Carry out regulation external	4
	2. Carry Out regulation injektion	4
	3. Doing Identification regulation	4
	4. Doing Integration regulation	4
Total		28

RESULT AND DISCUSSION

Result

Tabel 2.

Desripsio data motivation

	N	Minim um	Maximu m	Mean	Std. Deviation
Kelas VIII_1	32	6	100	8.22	8.315
Kelas VIII_2	32	2	80	8.59	6.997
Valid N (listwise)	32				

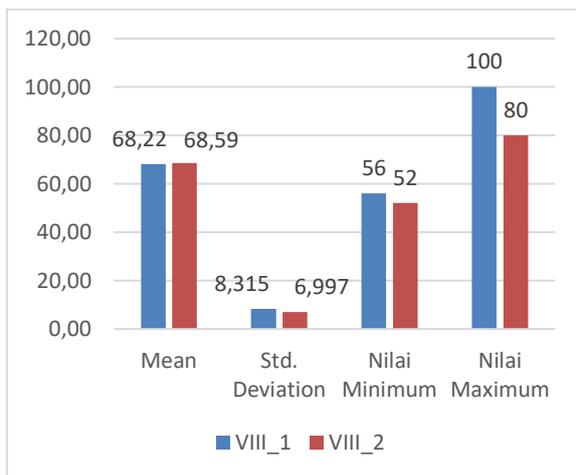


Figure. 1. Description data reinforcement on motivation

The results of the data description in Figure 1 above can be seen that the effect of reinforcement on student motivation in class VIII 1 has an average value of 68.22 with a standard deviation of 8.315, the lowest value is 56 and the highest value is 100. In class VIII 2 the effect of reinforcement on motivation student learning has an average of 68.59 with a standard deviation of 6.997, the lowest score is 52 and the highest score is 80.

The next step after the prerequisite test is that the data is

normally distributed and comes from the same or homogeneous group, then the next step is to test the hypothesis, which is to test the truth of the research question so that a conclusion can be drawn. The hypothesis proposed is reject the hypothesis if the calculated value or sig value is less than 0.05. This means that there is no effect of reinforcement on motivation, and the second hypothesis is to accept the hypothesis if the calculated value or sig value is greater than 0.05. This means that there is an effect of reinforcement on motivation. Hypothesis testing in this study used one way ANOVA with the help of SPSS version 20 software. The results of the motivational hypothesis test can be seen in table 3 below

Tabel 3.

ANOVA effect reinforcement on learning motivation

Nilai_Motivasi					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1025.799	18	56.989	.972	.506
Within Groups	2637.639	45	58.614		
Total	3663.438	63			

Discussion

Regarding reinforcement in education, Anitah (2009) states that reinforcement means the response given

by the teacher to students towards behavior that is considered good, and can make the repetition or increase of good behavior.

Praise given by the teacher to the positive behavior of students can make students happy and motivated so they try to do it again and make it better than the previous behavior. Usman (2013) suggests that reinforcement is all forms of response, both verbal and non-verbal which are part of the teacher's behavior towards student behavior that is considered positive, and has the aim of providing feedback to the recipient for his actions as an encouragement.

The response given by the teacher can be in the form of verbal and non-verbal responses that aim to increase students' positive behavior.

Basically, according to Suciati et al (2001) motivation comes from the Latin word *movere* which means to move. Motivation is a person's maximum effort to achieve maximum performance or results, so in other words, efforts that are made earnestly will be able to produce the best performance.

A similar opinion is also explained by Sarlito in Ibrahim (2008) who argues that motivation is a more

general term, which refers to the entire process of the movement, including situations that encourage, impulses that arise in individuals, behavior evoked by these situations and goals or objectives. the end of a movement or action.

In relation to the importance of student learning motivation, a teacher must be able to explore and optimize student potential through various stimuli that are expected to move or increase student motivation. One thing that is claimed to increase motivation is the provision of a stimulus in the form of reinforcement.

Wahid (2007) the purpose of providing reinforcement in learning is to increase students' attention in the learning process, generate, maintain, and increase student learning motivation, direct the development of students' thinking towards divergent thinking, regulate and develop children themselves in the learning process, control and modify less positive student behavior and encourage the emergence of productive behavior.

CONCLUSION

Giving reinforcement in each lesson is part of a teacher's skills to increase student motivation in participating in learning. This is in

accordance with the findings of this study, namely the provision of reinforcement to students in physical education learning. The provision of reinforcement has a significant effect on student motivation in physical education learning. Therefore, the teacher must be able to provide reinforcement in each lesson so that the learning objectives will be achieved.

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