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THE RELATIONSHIP BETWEEN ACHIEVEMENT MOTIVATION AND BASKETBALL PLAYING SKILLS

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Abstract

The purpose of this study is to find out the description of the motivation for high school achievement in the labschool, an overview of the skills of playing high school basketball labschool and to find out the correlation between the motivation of achieving and the skill of playing basketball. In this study, the author used the Quantitative Descriptive method by involving 20 Labschool Senior High School students. The stages of this study look at the results of data processing and discussion of research results. This research involves instrument tests in the form of questionnaire trials, validity tests and reability tests to see the correlation of achievement motivation with basketball playing skills. The conclusion of this study is that the motivation to excel and basketball skills at Labschool Senior High School is at a moderate level and there is no correlation of achievement motivation with basketball playing skills.

Keywords : *achievement motivation, basketball skills, correlation*

INTRODUCTION

Basketball is a sport that is quite popular with today's society, especially teenagers. With the high interest of the public, especially children, towards basketball, many basketball clubs were established. This triggered the holding of basketball competitions in order to find the seeds of outstanding sports athletes.

Achievement requires adequate playing technique skills, (Harsono, 1998 pp. 100) that : "... There are four aspects of training that athletes need to pay attention to and train carefully, namely (a) physical training, (b) technical training, (c) tactical training, and (d) mental training.

Based on the explanation above, technique is one of the supporting factors for an athlete to excel. Like other types of sports, to be able to play basketball everyone who wants to pursue the sport, must first master some basic skills in the game of basketball such as passing, dribbling, and shooting (Siti Nurrochmah, Sri Widayati, Supriyadi, I nengah sudjana. 2009: 41).

In developing the learning process, motivation is one of the important factors that determine a person's success. McClelland (1987: 65) suggests that there are three kinds of motivations that affect humans, namely: affiliate motivation,

power motivation, and achievement motivation.

Sudarwati (2007, p. 38) argues that "the motivation to achieve is a motivation that aims to gain recognition or avoid reproach from oneself or others and is related to performance in situations that apply standards of excellence". The motivation to excel is the tendency in athletes to perform as well as possible.

A success is achieved not only because of our own work but also because of the support of others. (Adisasmito, 2007) states that the motivation to excel is a very important determining factor in order to get the best results, perform better than before, be able to compete and excel, be able to overcome obstacles and maintain high spirits.

The purpose of this study is to find out the description of the motivation for high school achievement in the labschool, an overview of the skills of playing high school basketball labschool and to find out the correlation between the motivation of achieving and the skill of playing basketball.

The Nature of Achievement Motivation

1. Motivation

According to Anshel (in komarudin 2013, p. 23) motivation comes from the Latin "movere" meaning "to move" whereas according to Mc. Donald (in

Bahri 2011, p. 148) says that, "motivation is an energy change within the person characterized by affective arousal and anticipatory goal reactions".

Motivation is a change of energy within a person's person characterized by the onset of effective (feelings) and reactions to achieve goals.

a. Intrinsic Motivation

The motivation that exists in a person. Harsono (1988, p. 251) explains that "Intrinsic motivation functions because there are impulses that come from within the individual himself. This motivation does not need to be a motivation, because the motivation that resides in a person is said to be willpower.

b. Extrinsic motivation

The motivation that occurs because there are stimuli from the outside. Harsono (1988, p. 250) explains that "Extrinsic motivation functions because there are stimuli from outside one's self." Motivasi Berprestasi

The motivation to achieve is the motivation found in someone who has the desire and will. The motivation to achieve has a term, namely N.Ach (Need for Achievement). Reeve (2000); Apruebo (2005:53) in Komarudin (2013, p. 25) explains: "Achievement motivation as a

person's orientations to strive for task success, persist in the face of failure, and experience pride in accomplishments."

The motivation to excel gives athletes the opportunity to achieve something perfectly, improve fitness at the highest level, and train to the maximum.

Clelland (in Aryani, 1993, p. 34) divides into 4 models of prstasi motifs that give rise to the occurrence of achievement motives in the individual. These models include The Survival Model, The Stimulus Intensity Model, The Stimulus Pattern Model, The Affective Arousal Model.

Based on 4 models of achievement motifs above, the more relevant and more able to cause the occurrence of achievement motives from within the individual are "the stimulus intensity model" and "the affective arousal model".

Basketball is a sport that requires good skills. Basic techniques in playing basketball include basic techniques of passing, basic techniques of receiving the ball, dribbling, basic shooting techniques, footwork, and pivots (Nuril Ahmadi, 1996: 13-21).

To achieve mastery of technical skills, in addition to requiring good motor skills, it also requires the motivation to excel which is instilled in athletes and assisted by outside encouragement such as parents, coaches, friends, and so on. So

that if an athlete who has the motivation to excel and good skill abilities, will have a positive influence on the achievement of the achievements that will be achieved by the athlete.

Based on the description above, it can be concluded that the motivation to excel and the skills to play basketball have a relationship that affects each other.

METHOD

In this study, the author used the Quantitative Descriptive method. (Arikunto, 2006, P.208) reveals that : "Descriptive research is a research that is realized to collect information about an existing symptom, namely : the state of symptoms according to what they are in a study conducted".

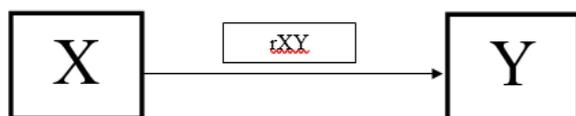


Figure 1
Research Design
CC: Sugiyono (2013:44)

Information:

X : motivation to achieve

Y :basketball playing skills

r_{XY} : Correlation coefficient X with Y

This study involved a high school basketball team of 20 high school labschool basketball teams because the sample had experience in playing basketball.

To produce data in this study, a data collection tool (instrument) is needed. Nurhasan and Cholil (2014, p. 240) stated that the instruments used in this study were the following basketball skills tests :

a. Passing Test

The instrument to be used is a test passing with a validity r of 0.89 (Nurhasan and Cholil, 2014, p. 240). The purpose of this test is to improve passing skills.

b. Shooting Test

The purpose of this test is to measure shooting ability.

c. Dribbling Test

The purpose of this test is to measure dribbling ability.

The steps in conducting this research are, first of all looking for the population, in the population there is a sample to be used. The third is data collection by filling out questionnaires and testing basketball skills, then processing data and analyzing the data that has been obtained, finally drawing conclusions from all research flows.

Preliminary Instrument Test

1. Questionnaire Trial

To find out the high and low validity and reliability of each item of the questionnaire statement, it is necessary to first test the questionnaire. Instrument trials aim to determine the

validity of an instrument or test kit in the form of a questionnaire and whether the questionnaire instrument is suitable or not for use in research to determine the level of motivation of athletes.

2. Validity Test

The test of whether or not the list of statements submitted is valid is to use the Spearman method because the data used is ordinal scaled. This test is carried out using the help of SPSS software.

3. Reability Test

According to Arikunto (1998:145): "For reliability tests, the Cronbach Alpha Technique is used, where an instrument can be said to be reliable if it has a reliability or alpha coefficient of 0.6 or more. Reliability testing can be calculated using Cronbach's alpha formula which is formulated as follows :

$$\alpha = \frac{k}{k-1} \left(\frac{s_x^2 - \sum s_j^2}{s_x^2} \right)$$

Information:

SJ² = Jth item score variance with J=1.2,... k

k = number of items tested

SX² = Item Grand Total Score Variance

As with the validity test, the reliability test is also carried out using the help of SPSS software.

RESULT AND DISCUSSION

A. Data Processing Result

1. An Overview of the Motivation for Achieving Labscool High School Basketball Players

In this study, the reference norms used were divided into three norms, namely 1=high, 2=medium, and 3=less low. For the division of norms, it is obtained from the formula :

Norma	Rumus	Nilai
1 = High	$\bar{x} + s$	> 112
2 = Medium	\bar{x}	91-111
3 = Lesslow	$\bar{x} - s$	< 92

Table 1

Determination of norms

Of the 20 students, there are 16 students with low achievement motivation, 3 students with high achievement motivation and 1 student with low achievement motivation.

From the data table's, it can be said that 15% of the labschool basketball team has high motivation, 80% medium and 5% low. It can be concluded that the motivation for the labschool basketball team's achievements is moderately predominant.

2. Overview of High School Labschool Basketball Playing Skills

Of the 3 categories of basketball skills, namely passing, shooting, and dribling. From the results of the research of the three categories, the values are divided into 3 norms, namely 1=high,

2=medium, and 3=low. For the division of norms, it is obtained from the formula :

Norma	Rumus	Nilai
1 = High	$\bar{x} + s$	>53
2 = Medium	\bar{x}	45-52
3 = Lesslow	$\bar{x} - s$	< 44

Table 2
Determination of norms

Of the 20 students, there are 4 students with high basketball playing skills, 13 students with sedan basketball playing skills and 3 students with low basketball playing skills.

Based on the table, it can be said that 65% of the labschool basketball team has medium skills, 20% high and 15% low. It can be concluded that labschool basketball playing skills are predominantly moderate.

1. Normality Test

The normality test (Test of normality) was carried out using the Kolmogorov smirnov Test at a significance level of $\alpha = 0.05$. The guidelines for making decisions are:

- When the Sig. value or probability value of $P < 0.05$ (abnormal distribution), but
- When the value of Sig. or the probability value of $P > 0.05$ (normal distribution).

The results are as follows:

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Number of questionnaire motivations	,194	20	,047	,925	20	,121
Number of basketball skills	,137	20	,200 [*]	,960	20	,535

Table 3
Normality Test Result

From the results of the normality test (Tests of Normality) in the table above shows that, the value of sig. / P-value in Kolmogorov-Smirnov column for motivation questionnaire $0.047 < 0.05$, this means the data is not normally distributed. So subsequent testing to find correlations using Spearman's rho test for nonparametric statistics.

2. Correlation Test

Hypothesis :

Ho : There is no relationship between the motivation to excel and the basketball skills of the labschool basketball team.

Ha : There is a relationship between the motivation to excel and the basketball skills of the labschool basketball team.

Criteria :

- If $t \text{ count} > t \text{ table}$ (et al-1, 0.05) then Ho is rejected.

- Conversely if $t \text{ count} > t \text{ table}$ (etal-1, 0.05) then H_0 is accepted.

Besides using the comparison of t count with t table, it can also compare probability values or sigs. with α (0.05) with criteria :

- When Probability / sig. < 0.05 then H_0 was rejected.
- Conversely if Probability / sig. < 0.05 then H_0 is accepted.

The results are as follows:

Correlations

			Number of questionnaire motivations	Number of basketball skills
Spearman's rho	Number of questionnaire motivations	Correlation Coefficient	1,000	,141
		Sig. (2-tailed)	.	,553
		N	20	20
	Number of basketball skills	Correlation Coefficient	,141	1,000
		Sig. (2-tailed)	,553	.
		N	20	20

Table 4.
Correlation Calculation

Judging from the table above using Spearman's rho test, the value of $r = 0.141$ with the value of Sig.(probability) = 0.553 was obtained. Because the probability value is $> \alpha$ (0.05) so H_0 is rejected. So there is no negative and significant relationship between the motivation to excel and the skills of playing basketball. That way it can be interpreted that the motivation to excel has nothing to do with the basketball skills of the Labschool High School basketball team.

Based on the results of data processing and analysis that has been carried out in research on basketball playing skills in terms of motivation to excel, the following findings were obtained :

- When viewed from the description of the motivation to excel above, Labschool High School basketball players have moderate motivation to play basketball.
- When viewed from the description of basketball playing skills above, Labschool High School basketball players have medium skills to play basketball.
- Based on the results of research and discussion, it can be concluded that: Spearman's rho correlation has a value of $r= 0.141$ and a Probability value /Sig. (0.553) $> \alpha$ (0.05) so H_0 is

rejected. So there is no relationship between the motivation to excel and the basketball skills of the Labschool High School basketball team.

CONCLUSION

Based on the description that has been put forward and analyzed data, the following conclusions are drawn :

1. As an illustration of the motivation to excel, Labschool High School basketball players have moderate motivation to play basketball.
2. An overview of basketball skills, Labschool High School has the skills to play basketball.
3. Testing the significance of the correlation of achievement motivation with basketball playing skills showed no relationship between achievement motivation and basketball skills.

SUGGESTION

Based on the results of this study, the author has suggestions that can be considered as follows:

1. For coaches or coaches of the sport of basketball, they must pay attention to Basketball Playing Skills such as: dribbling, passing, shooting, for the beginner level. Because this aspect is quite instrumental in supporting achievements.
2. In relation to the research that the authors conducted, further research

should be carried out with a larger number of samples and in-depth studies.

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