

IMPROVING STUDENT LEARNING MOTIVATION FOR TRADITIONAL BOLA ASTI SPORTS LEARNING IN CLASS VII OF SMP NEGERI 13 BANDA ACEH

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ABSTRACT

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This study aims to improve students' learning motivation in traditional sports learning bola asti in class VII of SMP Negeri 13 Banda Aceh. The problem faced is the low motivation of students in participating in traditional sports learning, especially bola asti, which affects skills and learning outcomes that are not optimal. For this reason, Classroom Action Research (CAR) with a cycle design is used as a research approach, which consists of four main stages: planning, implementation, observation, and reflection. The subjects of this study were 30 students in class VII consisting of 15 male students and 15 female students. The instruments used in data collection included observations of student activities, motivation questionnaires to measure student motivation levels, and interviews to dig deeper into students' perceptions of traditional sports learning. The results of the study showed a significant increase in student learning motivation in each cycle carried out. In the first cycle, although students began to show interest in the bola asti game, learning motivation was still relatively low. However, in the second cycle, with the implementation of more interesting learning strategies, such as providing more intensive feedback and more varied game techniques, student motivation increased quite significantly.

INTRODUCTION

Physical education in schools plays a very important role in supporting the physical, mental, and social development of students. One of the sports commonly taught at the junior high school level is athletics. Athletics is a sport that consists of various types of basic movements, such as running, jumping, and throwing. These basic athletic movements are a very important foundation for students' physical development, both for other sports abilities and for general health. However, even though athletics is a relatively simple sport, many

students have difficulty understanding and mastering the basic techniques required in this sport.

This is often due to a lack of clear understanding of the correct movement techniques and a lack of direct experience in applying these techniques.

In many schools, teaching basic athletic movements is often done only with verbal explanations and direct demonstrations by teachers, which are sometimes not effective enough in helping students understand and master the skills taught.

In an effort to overcome this problem, the use of learning media can be a very effective solution. One type of media that can improve student understanding is audiovisual learning media. Audiovisual media, which combines visual and audio elements, provides a clearer picture of how to perform a movement or technique. For example, in teaching running, students can watch videos of correct running techniques, so that they can more easily understand and imitate the movement correctly. In addition, the sound included in the video can provide additional instructions that clarify how to perform the technique correctly. According to several studies, the use of audiovisual media can accelerate the learning process, especially for motor skills such as basic athletic movements. Through this media, students can see directly how the movement is done, and this helps them correct mistakes and improve their movement coordination. With audiovisual media, students can also learn independently outside of class hours, by accessing videos that show correct movement techniques. Therefore, the use of this media is expected to increase students' motivation to be more active in sports learning and make it easier for them to understand and master basic athletic skills.

This research is motivated by observations at SMP 13 Banda Aceh, where students in grade VIII-1 often have difficulty in mastering basic athletic movements, such as sprinting, long jump, and javelin throwing. In previous teaching, although demonstrations and explanations have been given by the teacher, many students have not been able to perform the techniques correctly. Therefore, this study aims to test the effectiveness of using audiovisual learning media in improving the basic athletic movement skills of students in grade VIII-1 at SMP 13 Banda Aceh

RESEARCH METHODS

The research we conducted is a research that uses qualitative methods. (Muhammad., 2021) said Analysis is often used in this kind of descriptive qualitative research.

Qualitative research types are descriptive in nature and tend to use analysis. Qualitative research is intended to examine in depth the object of research, the research design is scientific in the sense that it does not try to manipulate the research setting but rather conducts a study of a phenomenon. Qualitative research is research that intends to understand the phenomenon of what is experienced by the research subject. The method we use in this method is direct interviews and observation. This data collection technique takes place through the interview process, namely the process of obtaining information for research purposes by means of questions and answers while face to face between the interviewer and the response using a tool called an interview guide.

RESULTS AND DISCUSSION

In this study, data were collected through observation, motivational questionnaires, and interviews conducted in each cycle. The data obtained showed a significant increase in student learning motivation towards traditional ball asti sports learning after corrective actions were taken in each cycle. The results of this study are described in the form of the following data and analysis:

Table 1: Results of Student Motivation Questionnaire

Cycle	Number of Students with High Motivation (%)	Number of Students with Moderate Motivation (%)	Number of Students with Low Motivation (%)
Cycle 1	30%	50%	20%
Cycle 2	55%	40%	5%

Table 2: Results of Observations of Student Involvement in Learning

Cycle	Student Engagement (%) Active	Student Engagement (%) Passive
Cycle	60%	40%

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Cycle 2	80%	20%
Cycle 3	90%	10%

Data analysis

In Cycle 1, the questionnaire results showed that only 30% of students had high motivation towards learning ball asti, while 50% of students had moderate motivation, and 20% showed low motivation. The observation results also showed that student involvement in the lesson was still low, with 60% of students actively involved, while 40% of students were still passive.

In Cycle 2, after improvements were made in the learning method, such as providing variations in game techniques and providing more frequent feedback, there was a significant increase in student motivation. The number of students with high motivation increased to 55%, while low motivation decreased to 5%. Active student involvement in learning also increased to 80%, with only 20% of students still showing passive involvement.

In Cycle 3, the implementation of more interactive and fun methods successfully produced very positive changes. The number of students with high motivation increased to 80%, and almost all students were actively involved in learning, with 90% of students showing high involvement. This shows that the learning of ball asti which is designed to be more interesting and varied can significantly increase student motivation and involvement.

Interview

The results of interviews with several students also support these findings. Most students stated that they felt more interested and happy to follow the learning of traditional ball because of the variety of games played and clearer explanations about the benefits of traditional sports. They felt more motivated to practice and participate

The results of this study indicate that the application of more interactive and enjoyable learning methods can increase students' learning motivation towards traditional sports learning of bola asti in class VII of SMP Negeri 13 Banda Aceh. In this study, the methods used include variations in game techniques, providing more intensive feedback, and an approach that pays more attention to student characteristics and needs. Overall, the increase in student motivation can be seen from the results of questionnaires, observations, and interviews conducted over three cycles.

Increasing Student Motivation

In Cycle 1, student motivation towards learning ball asti was relatively low, with only 30% of students showing high motivation. This could be caused by the lack of variation in learning methods and the boredom that arises from the use of monotonous techniques. Student involvement in activities is also still low, with only 60% of students actively involved, while the rest tend to be passive.

However, in Cycle 2, after improvements were made, students' motivation began to increase. Providing more frequent feedback, using more varied game techniques, and introducing new strategies in the game of ball successfully attracted students' interest. The number of students who showed high motivation increased to 55%, while active student involvement increased to 80%. This shows that the use of more varied and enjoyable methods can attract students' attention and increase their interest in traditional sports learning. In Cycle 3, the implementation of more interactive and adaptive methods resulted in a very significant increase in motivation. Most students showed high motivation and were very actively involved in learning.

The results of the questionnaire showed that 80% of students had high motivation, while 90% of students were actively involved in learning. This increase can be

explained by the change in the learning atmosphere which is more enjoyable, which not only increases student motivation, but also the quality of interaction between students and teachers.

Several factors that influence the increase in student motivation can be seen from the reflection process after each cycle. First, the use of game variations that involve a lot of physical movement and new challenges gives a pleasant impression to students. Fun activities tend to reduce boredom and increase students' interest in learning. Second, providing frequent and constructive feedback makes students feel appreciated and motivated to continue to try better. This feedback also gives students an understanding of what they have mastered and areas that need improvement, which plays a big role in increasing their self-confidence and motivation. contribute to increased motivation. When students feel that they can collaborate and help each other in sports activities, they are more motivated to participate actively. This is also reflected in the observation results, where students' active involvement in learning ball asti continues to increase as the cycle progresses. Although there is a significant increase in motivation, there are still some challenges that need to be considered.

One of them is the limited facilities that support traditional ball learning in schools. Limited facilities, such as the lack of adequate fields and appropriate equipment, are obstacles to optimal learning implementation. Therefore, it is important to pay attention to this aspect so that traditional sports learning can run optimally. In addition, although most students show increased motivation, there are some students who still have difficulty adapting to the methods applied. Some students, especially those with lower physical abilities, may find it difficult to follow the game well. This indicates the need for a more individual approach in supporting student development, especially for those who need special attention.

This study provides important implications for traditional sports learning in

schools. First, teachers need to pay more attention to ways that can increase student motivation, such as the use of varied methods, providing effective feedback, and developing a pleasant classroom atmosphere. Second, adequate facilities and equipment must be a priority so that sports learning can be carried out optimally. Finally, it is important to continue to reflect and evaluate each learning cycle, to ensure that the methods applied can be effective in increasing student motivation and skills.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the application of more interactive and enjoyable learning methods can increase students' learning motivation towards traditional sports learning bola asti in class VII of SMP Negeri 13 Banda Aceh. The application of variations in game techniques, providing more intensive feedback, and creating an inclusive and interesting learning atmosphere have proven effective in increasing student involvement, both physically and mentally. Students' learning motivation has increased significantly in each cycle carried out, which can be seen from the questionnaire, observation, and interview data which show that more and more students are actively involved and enthusiastic in learning. However, although there has been a clear increase, challenges related to limited learning facilities and the need for a more personal approach for students with special needs still need to be considered. Therefore, this study suggests that traditional sports learning methods, such as bola asti, continue to be developed and adjusted to student needs, and supported by adequate facilities to create an optimal and enjoyable learning experience.

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