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THE INFLUENCE OF LEARNING MEDIA AND MOTIVATION ON THE LEARNING OUTCOMES OF SHORT-DISTANCE RUNNING

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Abstract

This study aims to determine the influence of learning media and learning motivation on the learning outcomes of short-distance running. This research was conducted at SMPN 15 Depok class VII. This research method uses experimental research with a treatment design by level 2x2. The sample in this study consisted of 60 people. Sample collection using simple random sampling technique. The data analysis technique is two-path variance analysis (ANAVA) and is continued with the Tukey test at a significant level $a = 0.05$. To test the normality of the data, use the kolmogorv-smirnov test and the homogeneity test using the levene test. The results of this study show that (1) Overall visual learning media is better than the use of audio learning media based on the value of F (OA) = 21.11 with p-value = 0.000 < 0.05. (2) There is an influence of interaction between learning media and motivation on short-distance running learning outcomes based on F (OAB) value = 11.128 with p-value = 0.002 < 0.05. (3) Learning outcomes of short-distance running with visual learning media that have higher learning motivation than children learning with audio learning media who have high learning motivation based on Qcount = 15.01 > Qtabel (0.05;4:30) = 3.85. (4) Learning outcomes of short-distance running with visual media and audio media on low learning motivation there was no noticeable or significant difference based on the value of Qcount = 2.39 < Qtabel (0.05;4:30) = 3.85.

Keywords : Learning Media; Motivation; Short Distance Running

INTRODUCTION

Since the issuance of the circular letter of the Ministry of Education and Culture number 4 of 2020, during the emergency period of the spread of Covid-19, all levels of education have implemented distance learning (PJJ) or online (Nissa & Haryanto, 2020). Then continued with circular letter number 4 of 2021 releasing the implementation of Limited Face-to-Face Learning (PTMT) starting in the first semester of 2021 which can be carried out in the green zone by paying attention to health protocols (Nissa & Haryanto, 2020). In its implementation, this limited face-to-face learning, students will be divided into a number of study groups or can also be done by scheduling based on shifts, with the aim of limiting the number of students in one room so that there is no violation of applicable rules (Wijayanto, Adi, 2021). Researchers agree that the degradation of learning

activities during a pandemic is certainly related to Distance Learning (PJJ) which is quite problematic pedagogical implications. However, researchers worry that this view will legitimize the justification of online learning, which triggers a deterioration in the quality of our education. Sports and health physical education subjects are very important subjects for students to learn today, because with knowledge about health and sports practices students can fortify themselves, one of which is by increasing endurance (immunity) to prevent covid-19 (Samsulrizal, 2021).

The learning media in physical education in this study is a physical vehicle that contains instructional material (Bahagia, 2015). The variety of sports with unique characteristics and needs causes the use of learning media that is relatively different from other learning. Some media that can help the learning process include: print media, graphic media, audio media, visual media, multimedia, audio-visual media (Sunhaji, 2014). When researchers observe in the field in the learning process, especially in short-distance running numbers, there are still many students who do not understand or practice good and correct running movement techniques. The teacher is only fixated on the end result or the timing of the run. Researchers interviewed some students how the teacher gave the running material and they replied the teacher only explained en masse with little demonstration or the teacher ordered to look at the material from the learning book without explaining in detail the movement technique. Another thing that happens is that the teacher also lacks feedback or corrects movements after the student has done so. When the teacher is right in choosing the appropriate learning media as a tool in the teaching and learning process, of course, it makes student motivation increase and the desired end result is the achievement of learning outcomes. Sudijono (2016) revealed that learning outcomes are an evaluation action that can reveal aspects of the thought process (cognitive domain) can also reveal other psychiatric aspects, namely aspects of values or attitudes (affective domain) and aspects of skills (psychomotor domain) that are inherent in each individual student. This means that through learning outcomes can be revealed holistically the depiction of student achievement after going through learning,

In this study, researchers chose two media that will be compared, namely visual media and audio media. The reasons researchers chose these two media are: 1) both media are the easiest media to find and use in learning, 2) teachers do not need to buy excess equipment in learning, 3) help develop students' imagination and memory, 4) do not need excess funds in obtaining them (only editing or downloading from Youtube), 5) Effective and efficient in helping teachers in explaining learning materials as alternatives and variations in teaching, 6) reducing students' sense of saturation in learning.

Learning is a process of effort made by students in order to obtain a complete change in behavior, which is the result of the student's own experience in interacting with the environment (Nurhasanah & Sobandi, 2016). Learning is a process of changing student behavior influenced by internal and external factors. In the learning process, there is a process of interaction of the student teacher. The psychology of students when participating in learning and learning activities will be influenced by factors of motivation, concentration, reaction, organization, understanding and replay. To spur the enthusiasm of students' interest in learning and train students to think creatively, a special media is needed as a stimulant for students to learn (Sirait, 2016). While the factors that affect learning outcomes are:

Internal factors, that is, factors that come from within the student. This factor consists of:

1. The physiological aspect is a factor that comes from within the student that is physical.
2. The psychological aspect is a factor that comes from within the student that is spiritual, such as student intelligence, student attitudes, talents, interests and student motivations.

External factors, that is, factors that come from outside the student. This factor is divided into 2 types, namely:

1. Social environment, this environment consists of parents, family, teachers, friends and the community.
2. Non-social environment, consisting of living rooms, learning tools, school buildings, weather conditions, and study time.

The learning approach factor is any means or strategies used by students in supporting the effectiveness and efficiency of the learning process of certain materials. Based on the description above, it can be concluded that the factors that affect learning outcomes are divided into 2 categories, namely external factors and internal factors. These two factors play a very important role in influencing student learning outcomes, because external factors and internal factors come from outside or come from within students. Such as external factors can be from family, friends, the local environment, and factors in oneself such as the motivation, interests, traits, and talents of the students themselves in learning.

Short Distance Running

Athletics is one of the elements of physical education and health which are the components of overall education that prioritize physical activity as well as the fostering of healthy living and physical, mental, social and emotional development that is harmonious, harmonious and balanced. Athletics is also a means for physical education in an effort to increase endurance, strength, speed, agility and so on (Sobarna, 2016). Running is one of the basic skills in athletics that has begun to require special skills, this is one of the problems so that how the specific skills of basic running techniques can be mastered by students optimally (Priyanto, 2013).

Learning Media

Learning media is everything that can transfer information from the source of information to the recipient of the information. The term media is very popular in the field of communication. The teaching process is basically a communication process, so the media used for learning is called learning media (Hayes et al., 2017). Creative use of media can encourage and increase learning efficiency so that learning objectives can be achieved, learning media is one of the important aspects in the educational process (Kurniawati & Nita, 2018). In this kai research there are 2 learning media, namely Visual Media and Audio Media

Motivation

Thomas L. good and Jere B. Briphy in (Masni, 2015) argue that motivation is a motivator, direction and strengthening one's behavior in doing certain deeds. The individual who will perform an act has a driving energy and directs to

strengthen the deed to achieve the goal. Motivation should be perceived as something related to needs, meaning that the individual has the drive to meet his needs. From the definition of motivation above, the researcher concluded that learning motivation in this study is a condition of students to be able to maintain, organize and improve achievements to achieve the desire for good learning outcomes that come from inside and outside themselves. Motivation can be interpreted as one of the energies that encourages students to continue to be active, earnest in learning.

METHOD

This study aims to determine the comparison of short-distance running learning outcomes using visual media, audio media and motivation in grade VII students of SMPN 15 Depok, research methods related to procedures, techniques, tools and research designs used. Research methods are basically a scientific way to obtain data with a specific purpose and usefulness. A research problem, solved in a way or path that is in accordance with scientific procedures." (Iim Imaddudin, 2014). Researchers used experimental methods to determine the differences in learning media and motivation on the learning outcomes of short-distance running. Based on the results of data processing that has been carried out, the results of each group of high motivation and low motivation of 27% x 110 students = 29.7 were obtained, then rounding to 30 students. 30 students for the high motivation group and 30 students for low motivation, so the overall total sample is 60 students. Then each of the 30 high-motivation groups was subdivided into two experimental groups, as well as the low-motivation group with the same number of samples, namely 30 samples.

Table 1. Distribution of Each Class By Treatment

Motivational Learning	Learning Media		Sum
	Visual (A1)	Audio (A2)	
Height (B1)	15	15	30
Low (B2)	15	15	30
Sum	30	30	60

Based on the table above, from 60 students, 4 parts are formed consisting of two class groups, namely: (1) groups of students with high learning motivation

who take part in learning using visual media with a sample number of 15 students (A1B1), (2) groups of students with high learning motivation who take part in learning using audio media with a sample number 15 students (A2B1), (3) groups of students with low learning motivation who participated in learning using visual media with a sample number of 15 students (A1B2), (4) groups of students with low learning motivation who participated in learning using audio media with a total sample of 15 students (A2B2).

The data alasis technique in this study is in accordance with the experimental research design treatment by level 2x2, hypothesis testing is carried out using a two-track analysis of variance (ANAVA). The data analysis technique used is a two-lane variant analysis technique at α = 5%. If the F0 value is significant the analysis is continued with the hewman-keuls range test and to meet the assumptions in the anava technique, then a normality test (lil iefors test) and a variant homogeneity test (with the Bartlett test) are carried out (Morality et al., 2016). The normality test uses the Lilliefors test technique with criteria if the test results show that Lhitung < Ltabel, then the data comes from a normally distributed population. Hypothesis testing uses a significant level of α = 0.05%. Homogeneity test with Bartlett test with criteria if the test results show χ^2count < χ^2table, then the data has a homogeneous variant. Hypothesis testing uses a significant level of α = 0.05%. Normality tests and homogeneous tests have been carried out, then research hypothesis testing has been carried out using two-track variance analysis (ANAVA) because the treatment by level design in this study is 2x2. If the results of the variance analysis show that there is a main effect between the free variable against the bound variable and the interaction (simple effect) of the free variable on the bound variable, then it is continued with the Tuckey test as a further test to determine which group has better learning outcomes carried out at a significant level α = 0.05%

RESULT AND DISCUSSION

The data of this study consists of three types of variables, namely free or treatment variables, attribute variables and bound. The free variables or treatments in this research are visual learning media and audio learning media. The attribute

variables in this study are high learning motivation and low learning motivation, while the bound variables are the results of learning short-distance running in physical education class VII junior high school subjects obtained by children after learning with the learning process.

Differences in Learning Outcomes of Short Distance Running in Children's Groups Using Visual Learning Media and Children's Groups Using Audio Learning Media (Between A)

The general objective of this study is to obtain a more complete picture of the influence of learning media and motivation on the learning outcomes of short-distance running. Based on the results of the analysis of the variance of two paths on the Inter-A line, it was found that the Fhitung was 11.128 with a probability value (Sig.) of 0.002 smaller than the significant level (0.05). This shows that the value of students' short-distance running learning outcomes has a significant difference between visual learning media and audio learning media. This difference is shown by the average score of the student's short-distance running learning outcomes using visual learning media of ($\bar{X}$ = 17.23 ; SD =1.63) is better than the use of audio learning media ($\bar{X}$ = 14.80; SD = 2.68). This means that there are differences in the value of short-distance running learning outcomes in students using visual learning media and using audio learning media.

Interaction Between Learning Media and Learning Motivation towards Short-Distance Running Learning Outcomes.

Based on the results of the two-way variance analysis, the interaction between learning media and motivation towards the learning outcomes of short-distance running is seen in the anava calculation table above. Value $F(QAB) = 11.128$ with p-value = 0.002 < 0.05 so Ho is rejected and H1 is accepted. Thus, it can be concluded that there is an influence of interaction between learning media (factor A) and motivation (factor B) on the learning outcomes of short-distance running.

Differences in Short-Distance Running Learning Outcomes Between Visual Learning Media Groups and Audio Learning Media Groups on High Learning Motivation.

The results of the tukey test on the learning outcomes scores of short-

distance running students who had high motivation obtained a Qhitung value = 15.01 greater than Qtabel (0.05;4:30) = 3.85. This means that there are differences in the value of students' short-distance running learning outcomes using visual learning media and by using audio learning media for groups of highly motivated learners. Thus, it can be concluded that the average score in the group of learners using visual learning media ($\bar{X}$ = 17.87; SD = 1.55) higher than highly motivated using audio learning media ($\bar{X}$ = 13.67; SD = 2.28) against the score of short-distance running learning outcomes. The results of research have shown that the group of highly motivated children who learn with visual learning media is higher than the group of children who learn with audio learning media.

Differences in Short-Distance Running Learning Outcomes Between Visual Learning Media Groups and Audio Learning Media Groups on Low Learning Motivation.

The results of the tukey test on the learning outcomes scores of short-distance running students who had low motivation obtained a Qhitung value = 2.39 less than Qtabel (0.05;4:30) = 3.85. This means that there is no difference in the value of student short-distance running learning outcomes using visual learning media and by using audio learning media for groups of students who have low motivation. Thus, it can be concluded that the average score of learning outcomes for short-distance running students who have low motivation, in the group of students using learning media visual visual ($\bar{X}$ = 16.60; SD = 2.26) higher than the motivated low by using audio learning media ($\bar{X}$ = 16.33; SD = 1.81) against the score of short-distance running learning outcomes. The results of research have shown that the learning outcomes of short-distance running children who learn to use visual learning media and have low learning motivation are not significantly different from children who learn to use audio learning media and have low learning motivation. Or it can be said that there are differences in learning with visual media and audio media but not significant. Thus, it can be seen that after applying audio learning media to groups of students who have low motivation, it is more effective in improving the learning outcomes of short-distance running, compared to groups of students using visual learning media.

CONCLUSION

The results of this study show that the application of learning media to grade VII students of SMPN 15 Depok is very beneficial, because it has been tested and obtained good results. Based on the discussion and conclusions of the research results that have been found that there is an influence of learning media and motivation on the learning outcomes of class VII short-distance running. The results of the study found that the results of learning short-distance running taught using visual learning media were higher than the results of learning short-distance running taught using audio learning media. The low learning motivation group with audio learning media on short-distance running learning outcomes showed lower results than the low learning motivation group with visual learning media on short-distance running learning outcomes showed lower results. Thus, it can be concluded that visual learning media is highly recommended to all students both in the high motivation group category and the low motivation group category.

1. Overall, there are differences in the influence between visual learning media and audio learning media on short-distance running learning outcomes.
2. Overall, there is an influence of interaction between learning media and learning motivation on learning outcomes of short-distance running.
3. For students who have high learning motivation with visual learning media is better than students who have high learning motivation with audio learning media on the learning outcomes of short-distance running.
4. For students who have low learning motivation with visual learning media is better than students who have low learning motivation with audio learning media on the learning outcomes of short-distance running.

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