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The Influence of Student's Learning Motivation and Extracurricular Activities on Physical Education Learning Achievement

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ABSTRACT
This study investigates the impact of student learning motivation and extracurricular activities on Physical Education learning achievement among students at SDN Ciangir 1, Tangerang Regency, using a correlational method. Cluster random sampling was applied, involving 28 fifth-grade students. Questionnaires measured learning motivation, while documentation assessed extracurricular activities and PE learning achievements. Correlation analysis revealed a significant positive correlation between learning motivation (X1) and PE learning achievement (Y), with a coefficient of 0.474. Similarly, a positive correlation was found between extracurricular activities (X2) and PE learning achievement (Y), with a coefficient of 0.423. Additionally, the correlation between learning motivation (X1) and extracurricular activities (X2) on PE learning achievement (Y) was significant, with a coefficient of 0.527. These findings confirm a notable influence of learning motivation and extracurricular activities on PE learning achievement among students at SDN Ciangir 1, Tangerang Regency.

Keywords:
Learning Motivation.
Extracurricular.
Physical education learning achievement.

INTRODUCTION

Learning is the most important teaching and learning activity. According to (Muhammad, 2017), learning is essentially a process of interaction between students and their environment so that changes in behavior occur for the better. In learning, the teacher's most important task is to condition the environment to support student behavior changes. Thus, learning is a process of making students learn through student interaction with their environment so that changes in student behavior occur.

Meanwhile (Oemar Hamalik, 2013) states that learning is a combination of human elements, materials, facilities, equipment, and procedures that mutually influence learning objectives. Apart from that, learning is a process by which students understand the study material implicit in the teacher's learning and teaching activities based on the established curriculum. Instruction or learning is a system that aims to assist the student learning process, which contains a series of events that are designed and arranged in such a way as to influence and support the internal student learning process (Gagne & Briggs., 2014).

Based on the definition above, it can be concluded that learning is a conscious effort by the teacher to make students learn, namely the occurrence of changes in behavior in students who learn, where the change is due to the acquisition of new abilities that are valid for a relatively long time and due to effort.

Some subjects taught at school are Physical Education, Sports and Health. According to (Suryobroto, 2016), physical education is a learning process designed to improve physical fitness, develop motor skills, knowledge of active living behavior, and sportsmanship through physical activities. According to (Rusli Lutan, 2009), physical education is a vehicle for educating children. Apart from that, physical education is a

tool to help young people make the best decisions about the physical activities they undertake and live a healthy lifestyle throughout their lives.

According to (Aip Syarifuddin and Muhadi., 2016), physical education is a process through physical activity, which is designed and structured systematically to stimulate growth and development, improve physical abilities and skills, character-building intelligence, as well as positive values and attitudes for every citizen to achieve educational goals. Another opinion, according to (Sukintaka., 2016), physical education is a process of interaction between students and the environment through physical activities that are managed systematically to become a complete human being.

From the experts' opinions above, it can be concluded that physical education, sports, and health are forums for educating children or students through physical activities so that they can grow and develop well and have good personalities, too.

According to (Sobarna, A., Hambali, S., & Koswara, 2020), One form of learning in physical education lessons is physical fitness, which this material is essential material, because it aims to improve and maintain student fitness. Physical education, sports, and health have comprehensive goals. Physical activity is a tool used to achieve the desired educational goals. It is also hoped that social values will develop within students. Apart from that, students will be mentally developed to face societal problems.

Motivation plays a role in a person's psychology because motivation is one of the determining factors that drives human behavior, so a person can encourage himself to practice more actively and achieve maximum results. This motivation will enable a person to practice, work hard, and last longer when participating in an activity or study. According to (Hamzah B, 2018), motivation is the impulse to move someone to act. This impulse is found in a person who moves something following the impulse within him.

Meanwhile (Slameto., 2015) states that motivation is a process for determining the activity level, intensity, consistency, and human behavior. Another opinion from (Bimo Walgino, 2009) says that motivation is the state of an individual or organism that influences behavior towards a goal. According to (Dimyati., 2013), motivation is a mental impulse that influences human behavior, including learning behavior. Another opinion (Sardiman., 2016) is that motivation is a series of efforts to create certain conditions for someone to do something, and if they don't like it, they will try to negate or eliminate the feeling of dislike, so external factors stimulate motivation, but That motivation can grow within a person.

Based on the opinions of several experts above, it can be concluded that motivation is defined as a force that emerges or emerges from within a person to carry out certain activities to fulfill needs. With the emergence of motivation, individuals will have the enthusiasm to carry out all activities to achieve their needs, whether the motivation comes from themselves or from outside the individual. Motivation is fundamental and is placed in the first position in learning principles. Motivation is an internal force that causes a person to take action. This motivation will determine a person's ability to participate in the physical education, sports, and health learning process.

Intrinsic motivation is motivation that exists in the learning process and originates from students' needs and goals. This motivation is often said to be pure motivation or real motivation, which arises from within the student, for example, the

desire to acquire specific skills, obtain information and understanding, develop an attitude to succeed, enjoy life consciously, contribute to a group, the desire to be accepted by others. Other. Extrinsic motivation is caused by factors outside the learning situation, such as numbers, diplomas, levels, prizes, medals, hostile opposition, and competition, namely ridicule and punishment. Extrinsic motivation is still needed in schools because not all learning in schools attracts interest or meets students' needs. There is a possibility that students do not realize the importance of the learning material presented by the teacher.

Based on the description above, it can be concluded that there are two types of motivation: intrinsic and extrinsic. Intrinsic motivation comes from within a person, while extrinsic motivation is encouragement from outside. Intrinsic and extrinsic motivation must support each other to make a person's actions more meaningful.

According to (Subarna, 2015), Extracurricular activities are educational activities carried out by students outside of standard curriculum learning hours as an extension of curriculum activities and carried out under school guidance intending to develop students' personalities, talents, interests, and abilities to a greater extent or in outside the interests created by the curriculum. Meanwhile (Husaeni, 2021) believes that extracurricular activities are activities carried out outside regular hours and during school holidays which are carried out both at school and outside school to expand students' knowledge, recognize the relationship between various subjects, channel talents and interests, and complete efforts to develop Indonesian people as a whole. This extracurricular activity is considered capable of positively influencing students' psychomotor development so that they can provide competitiveness not only with their academic abilities but also with their psychomotor abilities. The benefits of extracurricular activities for students are that they provide comfortable learning conditions, that students' characteristics are taken into account, and that students can reduce the possibility of learning difficulties.

METHOD

This research is correlational. Correlational research is research conducted to determine whether there is a relationship between two or several variables (Suharsimi, 2015). The method used is a survey with data collection techniques using tests and measurements. The survey method investigates facts from existing symptoms and looks for factual deficiencies (Sugiyono., 2015). The research design is described as follows:

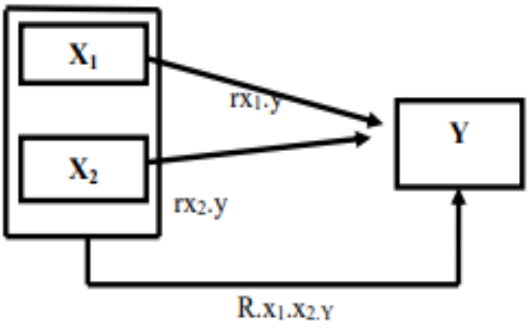

Figure 1 Source Research Design (Suharsimi, 2015)

Information:
X1: Learning Motivation
X2: Extracurricular Activities

Y: Physical Education Learning Achievement

Population is the subject of research. The population in this study consisted of all students at the Ciangir 1 State Elementary School, Tangerang Regency, with a total of 145 students from grades 1 to VI. In this research, the Cluster random sampling technique was used. Cluster random sampling is a regional sampling technique used to determine samples if the object to be studied is very broad, for example, the population of a country, province, or district (Sugiyono., 2015). The sample used in this research is 28 students at Ciangir 1 State Elementary School, class V. The instrument used is documentation from obtaining PJOK scores in odd semesters. The physical education teacher's documentation in the form of the average value of the material taught in the bizarre semester is copied onto the documentation sheet that has been prepared. The Learning Motivation Instrument uses a questionnaire. This extracurricular activity instrument is in the form of documentation obtained from the results of extracurricular activity scores before being included in the report card, namely odd semester scores. The data obtained from this research was continued by analyzing the data and then concluding using parametric statistics.

RESULTS AND DISCUSSION

1. Description of research data

This research aims to determine the influence of student learning motivation and extracurricular activities on Physical Education learning achievement among students at SDN Ciangir 1, Tangerang Regency. The data presented in this study aims to present data that researchers have taken. The data presented includes the highest score (Max), lowest score (Min), Mean (M), and Standard Deviation (SD), data processed using the SPSS version 25 program. The description of the research data can be explained as follows:

Table 1. Description of research data

Statistics				
		Student Learning Motivation	**Extracurricular Activities**	**Physical Education Learning Achievements**
N	Valid	28	28	28
	Missing	0	0	0
Mean		87.75	76.68	83.82
Std. Deviation		8.729	1.517	2.816
Minimum		69	75	80
Maximum		98	79	89

The results of descriptive statistical data from extracurricular activities and learning achievements can be explained as follows:

a. Motivation to learn

Learning achievement data was obtained by filling in the learning motivation questionnaire with a sample size of 28 class V students at SDN Ciangir 1 Tangerang Regency. Based on learning motivation data processed using the SPSS version 25 program, the learning motivation data obtained in this research can be explained as follows:

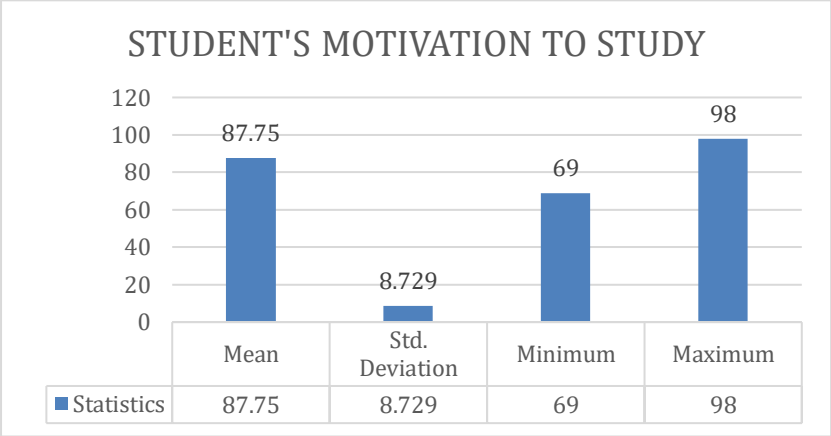

Figure 1 Bar diagram of learning motivation

Based on the diagram above, the highest (max) score is (98), the lowest (min) score is (69), the average (mean) price is (87.75), and the standard deviation (SD) is (8.729).

b. Extracurricular Activities

Extracurricular activity data was obtained from odd semester extracurricular activity scores for 28 class V students at SDN Ciangir 1 Tangerang Regency. Based on extracurricular activity data processed using the SPSS version 25 program, the extracurricular activity data obtained in this research can be explained in the following details:

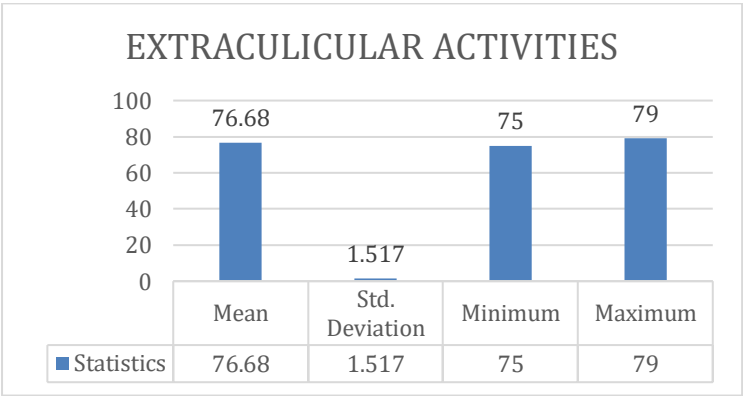

Figure 2 bar diagram of extracurricular activities

Based on the diagram above, the highest (max) score is (79), the lowest (min) score is (75), the average (mean) price is (76.68) and the standard deviation (SD) is (1,517).

c. Physical Education Learning Achievement

Data on learning achievement was obtained through the results of odd semester physical education learning achievements for 28 class V students at SDN Ciangir 1, Tangerang Regency. Based on physical education learning achievement data processed using the SPSS version 25 program, the physical education learning achievement data obtained in this research can be explained as follows:

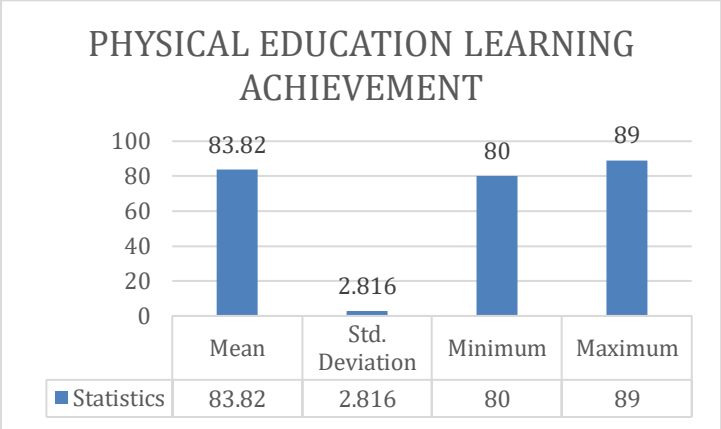

Figure 3 Bar diagram of physical education learning achievement

Based on the picture above, the highest (max) score is (89), the lowest (min) score is (80), the average (mean) price is (83.82), and the standard deviation (SD) is (2,816).

2. Testing Requirements Analysis

The normality test aims to determine whether the data obtained from each variable analyzed follows a typical distribution pattern. The residual value is usually distributed if the significant value is > 0.05. The residual value is not normally distributed if the important value is <0.05. A summary of the normality test results using Kolmogorov-Smirnov can be seen in Table 4.2 below.

Table 2 Summary of normality test results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		28
Normal Parameters[b]	Mean	.0000000
	Std. Deviation	2.77829601
Most Extreme Differences	Absolute	.113
	Positive	.113
	Negative	-.072
Test Statistic		.113
Asymp. Sig. (2-tailed)		.200[c,d]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Based on the table above, it can be seen that the significant value of all variables (0.200) is > 0.05. Thus, it can be concluded that the data distribution of each variable is normally distributed.

3. Hypothesis Testing

A hypothesis is a temporary answer to a formulated problem. Therefore, the validity of this temporary answer must be tested empirically. Explanation of the results of hypothesis testing in this research, namely:

a. First Hypothesis

The analysis results show that calculating the correlation between learning motivation (X1) and physical education learning achievement (Y) obtained a coefficient of 0.474. The rtable coefficient value with a significance level of 5% (0.05) and N = 28 is 0.374. These results show that the r-count is greater than the r-table, so the hypothesis is accepted. This means that the learning motivation variable (X1) positively and significantly influences physical education learning achievement (Y). The following is a summary of the results of the hypothesis test "X1 against Y":

Table 3 Results of hypothesis analysis "X1 against Y"

Variabel	r_{hitung}	r_{tabel}
X1 to Y	0,474	0,374

Based on Table 4.3 above, the r-count price is 0.474, and the r-table price is 0.374, so the r-count is greater than the r-table, so the hypothesis is accepted. This shows that the learning motivation variable (X1) positively and significantly influences physical education learning achievement (Y).

b. Second hypothesis

The analysis results show that calculating the correlation between extracurricular activities (X2) and physical education learning achievement (Y) obtained a correlation coefficient of 0.423. The rtable coefficient value with a significance level of 5% (0.05) and N = 28 is 0.374. These results show that the r-count is greater than the r-table, so the hypothesis is accepted. This means that extracurricular activity variables positively and significantly influence physical education learning achievement. The following is a summary of the results of the hypothesis test "X2 against Y":

Table 4 Results of hypothesis analysis "X2 to Y"

Variabel	r_{hitung}	r_{tabel}
X2 to Y	0,423	0,374

Based on Table 4.4 above, the r-count price is 0.423, and the r-table price is 0.374, so the r-count is greater than the r-table, so the hypothesis is accepted. This shows that the extracurricular activity variable (X2) positively and significantly influences physical education learning achievement (Y).

c. Third hypothesis

The results of the analysis show that calculating the correlation between the learning motivation variables (X1) and extracurricular activities (X2) on physical education learning achievement (Y) obtained a correlation coefficient of 0.527. The rtable coefficient value with a significance level of 5% (0.05) and N = 28 is 0.374. These results show that the r-count is greater than the r-table, so the hypothesis is accepted. This means that there is a positive and significant influence between the learning motivation variables (X1) and extracurricular activities (X2) on physical education learning achievement (Y). The following is a summary of the results of the hypothesis test "X1 and X2 against Y":

Table 5 X1 and X2 against Y

Variable	r_{count}	r_{tablel}
X1 and X2 to Y	0,527	0,374

Based on Table 4.5 above, with the r-count value of 0.527 and the r-table price of 0.374, the r-count is greater than the r-table, so the hypothesis is accepted. This shows that learning motivation variables (X1) and extracurricular activities (X2) have a positive and significant influence on physical education learning achievement (Y).

4. Determination Index Calculation Results

To determine the magnitude of the relationship or support of each variable, the author calculated using the coefficient of determination or index of determination technique, namely with the formula ID = r2 x 100%. The calculation results can be seen in the following table:

Table 6 Determination Index Calculation Results

No	Correlation	Value r	ID
1	X_1 Y	0,474	22,46 %
2	X_2 Y	0,423	17,89 %
3	X_1 dan X_2 Y	0,527	27,56 %

Based on the results of the determination index calculation, it can be seen that the magnitude of the influence of learning motivation (X1) on physical education learning achievement is 22.46%. The extracurricular activity variable (X2) influences 17.89%. The magnitude of the influence between learning motivation variables (X1) and extracurricular activities (X2) on physical education learning achievement (Y) is 27.56%

The results of this research show that learning motivation variables (X1) and extracurricular activities (X2) have a positive and significant influence on physical education learning achievement (Y) in the SDN Ciangir 1 Tangerang Regency environment. This is proven by the results of the correlation analysis of the first hypothesis, which shows that calculating the correlation between learning motivation (X1) and physical education learning achievement (Y) obtained a correlation coefficient of 0.474. The rtable coefficient value with a significance level of 5% (0.05) and N = 28 is 0.374. These results show that the r-count is greater than the r-table, so the hypothesis is accepted. This means a positive and significant influence exists between the learning motivation variable (X1) and physical education learning achievement (Y). The second hypothesis from the analysis shows that by calculating the correlation between extracurricular activities (X2) and physical education learning achievement (Y), a correlation coefficient of 0.423 is obtained. The rtable coefficient value with a significance level of 5% (0.05) and N = 28 is 0.374. These results show that the r-count is greater than the r-table, so the hypothesis is accepted. This means that extracurricular activity variables positively and significantly influence physical education learning achievement. The third hypothesis shows that by calculating the correlation between the learning motivation variables (X1) and extracurricular activities (X2) on physical education learning achievement (Y), a correlation coefficient of 0.527 is obtained. The rtable coefficient value with a significance level of 5% (0.05) and N = 28 is 0.374. These results show that the r-count is greater than the r-table, so the hypothesis is accepted. This means that there is a positive and significant influence between the learning motivation variables (X1) and extracurricular activities (X2) on physical education learning achievement (Y).

Physical education is an educational process that aims to develop and improve individuals who are systematically planned to achieve academic goals through physical activity. Motivation is a force that drives a person to carry out certain activities to fulfill needs. Motivation is one of the supports in physical education learning, so students follow it seriously.

Motivation plays a role in a person's psychology because motivation is one of the determining factors that drives human behavior, so a person can encourage himself to practice more actively and achieve maximum results. This motivation will enable a person to practice, work hard, and last longer while participating in an activity or exercise. According to (Hamzah B 2018), motivation is the urge to move someone to act. This urge is found in someone who moves something following the urge within him. The relationship between motivation and Physical Education learning is that learning is a process of interaction between students and educators and learning resources in a learning environment. If learning, in this case Physical Education, is well supported, namely from teaching methods, learning tools, and environmental conditions, then student motivation in participating in learning Physical education will also be higher.

Physical education learning achievement is influenced by other factors besides the teaching process. This means that extracurricular activities are indirectly included in the supporting factors for student learning achievement. The relationship between extracurricular activities and student learning achievement shows that this research is following the expectations of experts' opinions or theories in Chapter II, which states that extracurricular activities are expected to be able to improve students' abilities in cognitive, affective, and psychomotor aspects as well as develop talents and interests in personal development efforts towards a wholly positive and achieving human being.

The hypothesis is supported because extracurricular activities are a supporting factor that can indirectly influence student learning achievement and are necessary. SDN Ciangir 1 Tangerang Regency takes the role of helping students fill their free time with positive activities through extracurricular activities. Apart from filling their free time, students who participate in extracurricular activities gain new learning, thereby helping students eliminate the boredom of studying, which is limited to just class. Through these extracurricular activities, students become more appreciative of their free time to continue to carry out positive activities.

Extracurricular activities also provide rewards in the form of self-confidence, namely competing to become champions in competitions. Because the government gives this activity great attention, this form of award can be achieved through competition to get the best. This student's experience of appreciation forms feelings of pride and self-confidence so that students who participate in extracurricular activities are triggered to excel not only in extracurricular activities but also within themselves.

This research also proves that extracurricular activities are very important and should continue to be implemented in elementary schools. This differs from society's assumption that elementary schools are unsuitable for extracurricular activities. Elementary school students who take part in extracurricular activities feel that they have many positive sides. Namely, they learn to be disciplined, diligent, persistent, never give up, and aim to become champions during the competition.

CONCLUSION

The conclusion of this research is that both learning motivation and extracurricular activities have a positive and significant influence on physical education learning achievement at SDN Ciangir 1, Tangerang Regency. The analysis of hypotheses indicates that both learning motivation and extracurricular activities contribute significantly to enhancing physical learning achievement, underscoring the

importance of these factors in improving student learning outcomes in elementary school.

The recommendations from this study include increasing attention to learning motivation and strengthening extracurricular activity programs at SDN Ciangir 1, Tangerang Regency. Teachers and school staff need to focus on ways to enhance student learning motivation, including providing appropriate support and incentives. Additionally, enhancing and diversifying relevant and appealing extracurricular activities for students can help increase student engagement and provide opportunities for them to develop various skills, boost their confidence, and improve their academic achievements.

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