Implementation of Hybrid Learning Models Teaching Games For Understanding And Sport Education Models on PJOK Learning Motivation

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Abstract: Motivation is the impulse that arises from oneself to make a good change in action. There are 5 types of motivation, namely Intrinsic Motivation, Identified Regulation, Introjected Regulation, External Regulation, and Amotivation. Currently, there are still many students who have poor learning motivation. Therefore, hybrid learning is conducted to improve students' learning motivation by combining TGfU and SEM learning models. Abroad, many studies have been conducted on the hybrid learning model of TGfU and SEM. However, in Indonesia it is still rare to conduct research between these learning models. So this research was conducted to find out how the effect of TGfU and SEM hybrid learning models on PJOK learning motivation. The method used is quantitative method. The number of samples was 70 students divided into control groups and experimental groups. The results of the study in the control group showed that
the sig-2 tailed value > 0.05, namely intrinsic motivation, introjected regulation, external regulation, and amotivation which means there is no difference and one type has a sig-2 tailed value < 0.05, namely identified regulation which means it has a difference. While in the experimental group all types of motivation have a sig-2 tailed value <0.05 which means there is a difference. The conclusion of this study is that the TGfU-SEM hybrid model has an influence on the learning motivation of PJOK students.

Keywords: hybrid; TGfU-SEM; motivation; physical education

INTRODUCTION

Motivation is one of the important components that encourages students to learn. Motivation can be an urge that arises within a person to make changes, both in actions and behavior. (Maksum, 2007) explains that there are 5 types of motivation, namely Intrinsic Motivation, Identified Regulation, Introjected Regulation, External Regulation, and Amotivation. It can be said that the role of motivation in sports education is very important. However, from several studies that have been conducted, it is known that students' learning motivation for learning PEJOK tends to be low when carried out using monotonous learning methods. Often we see that there are still many students who have poor learning motivation (S. Saputra, 2017). This is indicated by the frequent delays in participating in physical education lessons, there are still many students who do not pay enough attention to the learning material, so that students are less able to capture and receive the physical education learning material being taught. Physical education learning should contain learning that provides fun so that it is not monotonous and also does not give students a feeling of boredom (S. A. Saputra, 2017). For this reason, hybrid learning is carried out to increase student motivation. Several studies have been conducted related to student motivation in physical, sports and health learning which explains that students who take part in hybrid learning have high motivation. Hybrid learning is a combination of both learning models. In this case, the two learning models combine the TGfU and SEM learning models. In this learning model, SEM is a learning model that applies competition, this makes students more active in physical education learning (Kurniawan et al., 2022). Findings in the field show that SEM is more able to motivate students to learn physical education. This is because SEM applies formal competition in physical education learning. The competition makes students compete to become champions.

TGfU model by Bunker and Thorpe (1982). This approach focuses on students and is designed to make physical education more relevant, meaningful and enjoyable. The TGfU learning model is a physical education learning approach to provide children with an understanding of sports through the basic concepts of play. (Pujianto, 2014). The main contribution of the TGfU model is to encourage student participation in learning, develop cognitive and tactical games, and provide a sense of enjoyment in the physical education learning experience (Arief Darmawan et al., 2021).
Although TGfU and SE have different features, both pedagogical models share some of the same pedagogical processes. For example, students are considered to be creative, social, and active learners who construct their own knowledge and are able to identify what they need to improve during the learning process, it is suggested that combining these models enables a broader and deeper scope of learning than can be achieved using traditional teacher-centered pedagogical approaches (Casey & MacPhail, 2018). As a result, hybrid learning can be an effective method for achieving higher quality learning outcomes in innovative physical education curricula. (González-Villora et al., 2019)

Abroad, many hybrid TGfU and SEM study models have been carried out (Gil-Arias et al., 2017)(Gil-Arias et al., 2021)(Buendia et al., 2022). However, in Indonesia research is still rarely carried out between the hybrid TGfU and SEM models. Therefore, it is necessary to carry out research on the role of the combined TGfU and SEM learning model on students’ learning motivation. Therefore, this research was conducted to determine the influence of the TGfU and SEM hybrid learning model on PJOK learning motivation.

METHOD

The research in this study uses a quantitative research approach. In this study, researchers used a quasi-experimental method with a pretest and posttest design with non-equivalent control group design. The population in this study was 520 students at SMKN 7 Malang class 2018). The entire population was then divided again into 50 students as group trial samples (15 students for small group trials and 35 students for large group trials) and 70 students for research classes (35 students for experimental classes and 35 students for the control class). The treatment given to the experimental class was by using the TGfU-SEM hybrid textbook which is a combination of TGfU and SEM. Meanwhile, the control class uses conventional learning or learning which is carried out using textbooks used at the school.

The place for this research was carried out at SMKN 7 Malang. The time for carrying out this research is from August to September 2023. The research instrument used is a physical education learning motivation questionnaire. Collecting questionnaire data using Google Form. Data analysis techniques use SPSS

RESULTS

The hypothesis test in this research uses an independent sample test because all the data used is normally distributed. Furthermore, the criteria taken are as follows (1) If the data has significant differences then the significance that appears is <0.05 and (2) If the data does not have significant differences then the significance value that appears is >0.05.
Figure 1. Independent-Sample T Test Results on Intrinsic Motivation of the Control Group and Experimental Group Class XI SMKN 7 Malang

<table>
<thead>
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<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of means</th>
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<td></td>
<td>F</td>
<td>Sig.</td>
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<td>Hasil Perlakuan Instrinik Motivation Kelas Control</td>
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<tr>
<td></td>
<td>Equal variances not assumed</td>
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<td></td>
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Based on table 1, the results of the independent-sample t test for intrinsic motivation produce sig results. (2-tailed) 0.786>0.05 in the control group, while for the experimental group the results were sig. (2-tailed) 0.000<0.05. It can be concluded that there is no significant difference in the control group, while in the experimental group there is a significant difference.

Figure 2. Independent-Sample T Test Results on Identified Regulation Control Group and Experimental Group Class XI SMKN 7 Malang

<table>
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<tr>
<th></th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of means</th>
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<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
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</tr>
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<td></td>
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Based on table 2, the results of the independent-sample t test, Identified Regulation, produced sig results. (2-tailed) 0.000<0.05 in the control group, while for the experimental group the results were sig. (2-tailed) 0.000<0.05. It can be concluded that in the control group and the experimental group there are significant differences in the elements of identified regulation.
Based on Table 3, the independent-sample t test results of the introjected regulation test produce sig results. (2-tailed) 0.729 > 0.05 in the control group, while for the experimental group the results were sig. (2-tailed) 0.000 < 0.05. It can be concluded that there is no significant difference in the control group, while in the experimental group there is a significant difference.

Based on Table 4, the results of the independent-sample t test for external regulation produce sig results. (2-tailed) 0.394 > 0.05 in the control group, while for the experimental group the results were sig. (2-tailed) 0.000 < 0.05. It can be concluded that in the control group there was no significant difference, while in the experimental group there was a significant difference.
Based on Table 5, the results of the independent-sample t test for amotivation produce significant results ($0.625 > 0.05$) in the control group, while for the experimental group the results were significant ($0.000 < 0.05$). It can be concluded that there is no significant difference in the control group, while in the experimental group there is a significant difference.

**DISCUSSION**

Based on the results of the independent sample t-test, it can be seen that the types of motivation in the control group include intrinsic motivation, identified regulation, introjected regulation, external regulation, amotivation. Intrinsic motivation is a type of motivation that arises from within students and works naturally, allowing students to form their own intentions (Deci & Ryan, 1985). In this study, in the control group, pretest-posttest, the intrinsic motivation of the control group was obtained from the independent sample t-test, which was significant ($0.786 > 0.05$). It can be concluded that in the control group there were no significant differences.

This is in line with research conducted by Amir Mukti (2019) that in his article there is no difference in the intrinsic learning motivation of students in the initial control class and the final control class. According to (Mukti et al., 2019), there are several factors why there is no difference in the elements of intrinsic motivation in the pretest and posttest, because learning is generally carried out using the lecture method which makes students not play a direct role in learning (passive students), they feel bored because they just listen to the teacher's lecture, and students are less interested in the lecture learning method because this method seems like memorizing.

In the intrinsic motivation experimental group, it can be seen that the results of the independent sample t-test are significant ($0.000 < 0.05$). This means that there is a significant difference between the pretest and posttest. This is reinforced by research from (Kurniawan et
al., 2021) that the intrinsic motivation category is more dominant compared to other motivation categories. Previous research identified that the basis for physical activity is two factors, namely internal and external (Kurniawan, 2022).

Identified regulation is a situation that involves individuals getting special treatment from an award that has been carried out by that individual (Ntoumanis, 2001). In the control group of this research, the pretest-posttest introjected regulation results obtained were sig. (2-tailed) 0.000 <0.05 it can be concluded that there is a significant difference. This indicates that the identified regulation category is a fairly high category because this type of motivation encourages students to feel enthusiastic about learning new skills. In the identified regulation experimental group, it can be seen that the results of the independent sample t-test are sig. (2-tailed) 0.000<0.05. This means that there is a significant difference between the pretest and posttest. This is in line with research conducted by (Widigda & Hartati, 2020) which explains that special treatment or appreciation for student learning outcomes can increase learning motivation. Introjected regulation is a feeling that pushes someone towards something with pressure from outside to avoid feelings of guilt (Ntoumanis, 2001). In the control group of this research, the pretest-posttest introjected regulation results obtained were sig. (2-tailed) 0.728>0.05 in the control group, and it can be concluded that there is no significant difference. In this case, students are not motivated because they do not have encouragement from the environment to learn.

In the introjected regulation experimental group, it can be seen that the results of the independent sample t-test are sig. (2-tailed) 0.000<0.05. This means that there is a significant difference between the pretest and posttest. In this case, motivated students in this category only want to get attention from other people, namely teachers and their peers. Feelings of fear and discomfort about not doing often arise.

External regulation can occur because there is encouragement from outside the individual which also plays a role in the individual's psychology (Kurniawan et al., 2021). In the control group of this research, the pretest-posttest introjected regulation results obtained were sig. (2-tailed) 0.394>0.05 in the control group, and it can be concluded that there is no significant difference. In this category, the results show that students are still relatively low in obtaining motivation from the outside and this element is controlled in nature which involves feelings of inner conflict which are regulated externally. In the external regulation experimental group, it is known that from the results of the independent sample t-test, it is sig. (2-tailed) 0.000<0.05. This means that there is a significant difference between the pretest and posttest. This is in line with the research carried out (Blegur & Mae, 2018), it is known that external encouragement makes students more enthusiastic and encouraged to undergo learning and do it well.

Amotivation becomes something that is completely devoid of self-determination because the individual does not feel the intrinsic or extrinsic reasons for participation, because participation does not bring the desired results. In the control group of this research, the pretest-posttest introjected regulation results obtained were sig. (2-tailed) 0.625>0.05 in the control group, and it can be concluded that there is no significant difference. In research conducted by
amotivation is the inability to achieve desired results. This usually happens when students get assignments that are boring, uninteresting, or there are no learning modifications. In the amotivation experimental group, it is known that the results of the independent sample t-test are sig. (2-tailed) 0.000<0.05. This means there is a significant difference between the pretest and posttest. This shows that variations in learning make students feel more interested and can reduce the level of amotivation. From the results of the research carried out, it can be seen that the hybrid TGfU-SEM learning model has an influence on PJOK learning motivation. This is proven by the results of the t-test in the control group which was not given the TGfU-SEM hybrid treatment, it was proven that there was no significant difference in PJOK learning motivation. Meanwhile, in the results of the t-test of the experimental group given the hybrid TGfU-SEM treatment, there was a significant difference in the motivation to learn PJOK.

This means that the existence of the hybrid TGfU-SEM learning model provides new innovations in PJOK learning so that teachers do not only use the lecture method when providing learning which is considered monotonous and boring. With the TGfU-SEM model, learning will be more enjoyable because there are games in each learning material and there is also a tournament system in the learning material. This causes students to be happier in carrying out learning so that it will have an impact on increasing students' learning motivation.

In a study conducted by (Gil-Arias et al., 2017) it was explained that the group showed a significant increase in competence and enjoyment when they were taught using the hybrid TGfU-SEM model. The hybrid TGfU-SEM model has its own characteristics that involve students being active during learning both in the classroom and in the field. This happens because the hybrid TGfU-SEM model combines game and competition models in learning materials for students. Another study, namely research from (Buendia et al., 2022), also explained that the hybrid learning model produced a positive effect on students' sportsmanship and enjoyment. They will feel more fun with the combination of learning models between games and matches which they think is a new experience. This pleasure will encourage students' motivation in learning PJOK.

CONCLUSION

From the results and discussion that have been presented, it can be concluded that between the control group and the experimental group there is a difference in results. In the control group, of the five types of motivation, there is only one type of motivation that has a significant difference in value, namely identified regulation. Meanwhile, the other four types do not have significant differences. This is because there was no hybrid TGfU-SEM treatment in the control group so there was no motivational influence.

Meanwhile, in the experimental group, five types of motivation, namely intrinsic motivation, identified regulation, introjected regulation, external regulation, and amotivation, had significant differences. This is because the experimental group was given hybrid TGfU-SEM treatment. With this learning model, students are happier taking part in PJOK learning, thereby increasing learning motivation.
REFERENCES


