

The Effect of Small Game and Multimedia on Students' Interest and Motivation in Sports and Health Physical Education Learning

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Abstract:- This study aims to: (1) determine the condition of students' interests and motivation and (2) find out the difference in influence between small games and multimedia on students' motivation to participate in sports and health physical education learning at Vocational High School of Yannas Husada Bangkalan. The research method is experimental. Data collection techniques used the test. The instrument used was a questionnaire of students' interests and motivation. Data analysis techniques used in the hypothesis test are dependent and independent sample t-tests.

The results obtained (1) there is the influence of small games and multimedia on students' interest and motivation in participating in sports and health physical education learning. (2) testing the difference in the influence of small games and multimedia on interests can be explained that the t-test results are 2,541 or sig. of 0.013 <0.05 which means there is a difference between small games and multimedia on students' interests. While the results of testing the differences in the influence of small games and multimedia on motivation can be explained that the t-test results of 0.905 or sig. of 0.369 > 0.05 then there is no difference between small games on student motivation.

Based on the results of the study it can be concluded that there is a difference between small games and multimedia on student interests. And there is no significant difference between small games and multimedia on student motivation.

Keywords:- Small Game, Multimedia, Students' Interest and Motivation.

I. INTRODUCTION

Sports and Health Physical Education becomes ineffective. Basically, all students do not want boredom in their lives, because serious learning is something that is not fun. This is due to the teaching and learning process that is not preceded by something that attracts students' interest and motivation towards the physical education learning, and consequently the learning objectives are not achieved. To achieve the learning objectives, it is expected that the teacher utilizes several types of learning media which can later increase interest and motivate students so that students finally participate in learning activities to be not boring and without coercion because students feel motivated to be fitter than before. Media small game sports According to

Michael J Alter (1996: 16) Warming up activity is one of the basic parts of the initial training program (conditioning program). Beginning training consists of a group of training (movements) carried out when they want to do sports activities.

In accordance with the experience of researchers while teaching at SMKN 3 Bangkalan, then also based on observations that have been made at school, and also based on regular meetings of deliberation of teachers, interests and student motivation in Physical Education learning participating is very low. Based on the results of observations and experiences of the author, it turns out there are some problems that arise, one of them are the decreasing in interest and motivation of students in participating in physical education learning, this is because there are no variations and media used during learning. This problem occurs in class XI students, so in dealing with these problems, it is necessary to solve the problem using the right way in the form of providing small game and multimedia games in Physical Education learning.

II. METHOD

The type of this research is quasi- experimental because there are four basic principles that must be considered in experimental research, namely the random placement of subjects, the existence of treatment, the presence of a control group and the existence of measures of success. (Max. 2018: 81). While this study only fulfills the two conditions above, namely the random placement of subjects and the existence of treatment.

The research design used was the Randomized Control Group Pretest-Posttest Design. This design is relatively close to perfect, considering there is a control group, there are treatments, subjects are randomly placed, and there are pretest-posttest to ensure the effectiveness of the treatment given (Maximum 2012: 98). In accordance with the research needs of comparing the effects of small games and multimedia on students' interests and motivation in physical education, sports, and health learning, the researchers modified the design of the existing control group to none. The control group was replaced by another comparison group. Illustration of the modified design can be seen in Figure 3.1 as follows:

According to Maksum (2007: 3) variable is a concept that has variability or diversity which is the focus of research. While the concept itself is an abstraction or a

description of a phenomenon or a certain symptom. The variables of this study are:

- Free Variables:
 - Small game media
 - Multimedia
- *Dependent Variable* :
 - Student interest in learning physical education, sports and health.
 - Student motivation in learning Physical education, sports and health

The instrument used in this study was a questionnaire of interest. Questionnaire or questionnaire is a number of written statements that are used to obtain information from the respondent in the sense of a report about his personality or things he knows. (Suharsimi Arikunto, 2010: 194). The questionnaire or questionnaire used in this study was a student interest questionnaire and student motivation questionnaire.

The interest questionnaire used in this study was adopted from previous research, Eko Andrian Irmansyah, Department of Physical Education, class of 2005, entitled "Student Interest in MTs. Kanjeng Sepuh Sidayu Against Physical Education Learning (Study of Class VII Students of MTs. Kanjeng Sepuh Sidayu) which has been tested for validity with values between 0.320 - 0.63. And the calculation of the reliability questionnaire index of interest is for the calculated r value of 0.82972499, so the questionnaire of interest in the research questionnaire is declared reliable and is suitable for use in further research.

The motivational questionnaire used in this study was a Likert scale questionnaire that adopted from previous research namely Ayu Citra Mayasari in 2008 entitled "The Effect of Using the Reciprocal Method and Command Methods Against Student Motivation in Sports Volleyball Game Learning" a study of class X students of SMA Negeri 1 Jatiroto. Which has the results of the validity test = 0.2015- 0.66269 and the reliability test = 0.9099.

III. FINDING AND DISCUSSION

The discussion will be conducted on three focuses, namely: (1) The effect of small play on students' interests and motivation; (2) The effect of multimedia on students' interests and motivation; and (3) the difference between the influence of small games and multimedia on students' interests and motivation.

A. Student Interest and Motivation in Small Game Groups and Multimedia

Based on the results of the study can be explained the results of data analysis of interest. Mean interest in the small game group of 102.6 included in either category. Mean interest in the multimedia group 98.1 included in either category. Mean motivation in the small game group

of 188.4 included in either category. Mean motivation in the multimedia group of 187.4 included in either category.

B. Difference between Influence between Small Game and Multimedia on Interest and Motivation.

Based on the results of data analysis it can be explained that in the interest data analysis operation, the data variants of the small game and multimedia groups are declared homogeneous, evidenced by an F value of 1.681, sig. in the amount of $0.199 > 0.05$. Whereas the motivation is not homogeneous, as evidenced by an F of 7,042, sig. in the amount of $0.010 < 0.05$. For this reason, t-test testing the value of interest uses a t- test by considering the assumption of homogeneity. Whereas the motivation to use t-test without considering the assumption of homogeneity.

The results of testing the difference in the influence of small games and multimedia on interest can be explained that the results of the t-test of 2.541 or sig. in the amount of $0.013 < 0.05$. Then it can be concluded that there is a significant difference between the influence of small games and multimedia of interest. Student interest in small game groups is greater than students' interest in multimedia groups.

The results of testing the differences in the effect of small games and multimedia on motivation can be explained that the t- test results of 0.905 or sig. amounting to $0.369 > 0.05$. Then it can be concluded that there is no difference between the effect of small games and multimedia on motivation. Student motivation in small game groups is greater than student motivation in multimedia groups. Based on the discussion above it can be concluded that small games are better than multimedia in terms of increasing student interest. Whereas in terms of increasing motivation, small games and multimedia have the same value in increasing motivation.

IV. CONCLUSION

- Mean interest in the small game group of 102.6 included in either category. Mean interest in the multimedia group 98.1 included in either category. Mean motivation in the small game group of 188.4 included in either category. Mean motivation in the multimedia group of 187.4 included in either category.
- There is a difference in interest between small games and multimedia in physical education, sports and health learning in Yannas Husada Bangkalan Health High School students. Evidenced by the results of the t-test of 2.541 or sig. in the amount of $0.013 < 0.05$. For the average value of interest in small game students is better with an average value of 102.6 and 98.1 multimedia. As for the difference in influence between small games and multimedia on the motivation of the two do not have differences in influence. Evidenced by the results of t-test of 0.905 or sig. amounting to $0.369 > 0.05$. While the average motivation of small game media is greater at 188.4 while multimedia is 187.4.

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