



Contribution of physical fitness and motivation to student learning outcomes

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Abstract: The aim of the study was to examine the contribution of physical fitness and student learning motivation to student learning outcomes in sports psychology courses for PJKR FKIP students at Suryakencana University, Cianjur. The research method used is the ex post facto method with correlational techniques. The result is that; 1) There is a significant contribution of physical fitness to learning outcomes in sports psychology courses for students; 2) There is a significant contribution of learning motivation to learning outcomes in sports psychology courses for students; 3) There is a significant contribution of physical fitness and student learning motivation to learning outcomes in sports psychology courses for PJKR FKIP Suryakencana Cianjur students. Thus, it can be concluded that the level of physical fitness and student learning motivation can contribute significantly to improving learning outcomes in sports psychology courses for PJKR FKIP University Suryakencana Cianjur students. In this regard, to improve student learning outcomes, it is necessary to develop planned and regular physical conditions to build fitness and increase learning motivation so that in the end it will support the achievement of better student learning outcomes

Keywords: Learning outcomes, physical fitness, learning motivation

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INTRODUCTION

Learning is a process of changing behavior that is positive in nature to achieve a goal, humans learn throughout their lives through various sources and methods. Because learning is an important part of human life that applies to everyone at every opportunity. Several concepts about learning have been put forward by several ahli, including Reber (Sugihartono, 2007) defines learning in 2 senses. *First*, learning is a process of acquiring knowledge and *second*, learning is a relatively lasting change in the ability to react because of strengthened practice. Meanwhile, in the Oxford Dictionaries (2015), it is stated that learning is the acquisition of knowledge or skills through study, experience, or teaching. Furthermore, according to Meriam Webster (2015), activities or processes of gaining knowledge or skills by learning, practicing, teaching, or experiencing an activity of someone who learns.

Learning objectives support students to succeed in the academic field on their campus, while learning outcomes are "mastery of knowledge or skills developed in one course, usually indicated by test scores or score numbers given by lecturers. The learning outcomes of the students themselves can be seen from the numbers or grades owned by the lecturer based on the results of midterm exams, assignments, and final exams. Furthermore, it will be processed and included in the assessment as a learning outcome of certain courses. Learning outcomes can be influenced by several factors, including physiological factors and psychological factors. What is included in physiological factors is the health and fitness of students and one of which is psychological factors, one of which is the motivation of students to learn to achieve results.

Health and fitness aspects are one of the aspects that are often associated with the ability to perform movement activities. Regarding the meaning of physical fitness, many experts conclude that physical fitness is the body's ability to perform physical activity without causing significant fatigue. Physical fitness is a part of life and absolutely to be owned by every human being, as stated by Giriwijoyo (2015) that: "... All forms of human activities always require physical/physical support, so the problem of physical/physical ability is a basic factor for every human activity".

The Sports Psychology course at the Physical Education, Health and Recreation Study Program (PJKR) FKIP Suryakencana University, is one of the compulsory courses given in semester V. This course must be taken by students for one semester and is an integral part of the overall PJKR education program, where Sports Psychology is a tool to educate that uses theoretical activities. Through the Sports Psychology lectures applied on campus, it is hoped

that students have skills and knowledge about Sports Psychology and can understand Sports Psychology and have high morals, have a sense of responsibility, be honest, be healthy, and lead to the growth and development of the students themselves. So that the ability of students to carry out all activities or physical activities can be carried out properly, which will later lead to the achievement of the desired results.

Motivation is an impulse from within a person, motivation can be caused by something that can make a person act according to his will. This is in line with the opinion of Oemar Hamalik (2002) who said that motivation is important and very decisive in learning activities. If students do not be motivated, then there is no guarantee for lecturers in their learning success. Students who are motivated will be more successful than those who are not motivated to learn. Motivation is a conscious effort to move, direct, and maintain a person's behavior so that he is encouraged to act to do something to achieve certain results or goals. Motivation to display a behavior is based on the desire to achieve or satisfy a need, the motivation to do something can come from oneself, which is known as intrinsic motivation, and can also come from the environment called extrinsic motivation. With motivation that is an encouragement for students to learn, the students are expected to be able to study well to get satisfactory results.

Based on this explanation, the author is interested in researching the contribution of physical fitness level and student learning motivation with the learning outcomes of the Sports Psychology course in PJKR Students of Suryakencana University Cianjur The selection of PJKR subjects is based on a provisional analysis, that the element of physical fitness for students in this group is still rarely studied.

Learning is a process of changing behavior thanks to experience and practice. This means that the purpose of the learning activity is a change in behavior, both related to knowledge, skills and attitudes, even covering all aspects of organisms or individuals. If examined in various sources, different meanings will be found, depending on the type of source and the person who formulated the definition. The difference is due to different views or starting points. But the difference is just a difference in pressure or a difference in which aspect to look at.

Some opinions put forward about the concept of learning are explained by: Hamalik (2002) explained that "learning is a process of change, meaning that what did not exist before becomes existing; not knowing becomes knowing; disagree becomes agree; unable to do becomes able to perform an action". Sugihartono (2007) defines learning in more detail, where

learning is a process of changing behavior because of an individual's interaction with his environment in meeting his or her life needs.

From some of the definitions of learning that have been stated above, it can be said that learning is a process of changing behavior through education or more specifically through training procedures.

So, in essence, people who learn are not in the same situation as before they did the act of learning. Thus, it can be concluded that: (1) in learning there must be a factor of behavior change, it is not said to be learning if there is no change in behavior, (2) the change is basically a new skill, and (3) the change occurs due to deliberate effort. From this description, it can be said that the purpose of learning is to change their behavior and deeds. The change can be expressed as a skill, skill, a habit, an attitude, an understanding, as knowledge or acceptance and appreciation.

Learning outcomes can also be interpreted as results obtained after carrying out learning activities that can be measured based on differences in behavior before and after learning is carried out. This is in line with the opinion of Nana Sudjana (2009), which defines learning outcomes as the abilities that students have after they receive their learning experience. And the learning outcomes themselves according to Horward Kingsley (Nana Sudjana, 2009) are divided into three types of learning outcomes, namely (a) skills and habits, (b) knowledge and understanding, and (c) attitudes and ideals. Each type of learning outcome can be filled with materials that have been set in the curriculum. From some of the opinions mentioned above, the author concludes that learning outcomes are the learning outcomes of students who go through a measurable teaching and learning process, expressed in the form of values obtained from learning outcomes through measurement. In this writing, the learning outcomes researched by the author are the results of the results of the sports psychology course scores of students cumulatively. This value can descriptive the academic learning outcomes of each student in completing the study load that must be taken.

As students, students must try to learn well and effectively so that learning results can be achieved properly. The learning outcomes achieved are contributed by two main factors, namely factors from within students (internal factors) and factors from outside students (external factors).

Internal factors include physiological factors and psychological factors. What is included in the physiological factors is the health and fitness owned by the student, if the student is in

good health and fitness, the activities carried out will run well, for example the activity of attending a lecture on sports psychology is a physical movement that must be supported by the physiological state of the student. Meanwhile, psychological factors include talent, interest and motivation.

To be able to understand the meaning of physical fitness, it is necessary to trace back from the original term, as stated by Irianto (2004) that: "In general, what is meant by fitness is physical/physical fitness, which is the ability of a person to do daily work efficiently without excessive fatigue so that they can still enjoy their free time". Physical fitness is part of total fitness, in total fitness there are several components, namely Anatomical Fitness, Physiological Fitness and Psychological Fitness.

Anatomical fitness is a difficult thing to develop because its development must start from the growth period of children, so it will take a lot of time, and the results are very minimal because it will hit the innate factors. Physiological fitness is the body's ability to adapt its physiological functions to environmental conditions and/or to physical tasks that require the brain to work efficiently enough, not to experience excessive fatigue and to have obtained a perfect recovery before the next day's tasks. Psychological fitness describes a stable emotional state, useful for overcoming daily problems in the environment and has enough ability to overcome emotional disorders that arise suddenly.

From this description, what is meant by physical fitness is physiological fitness which in essence means the level of compatibility of the dynamic health degree possessed by the perpetrator with the severity of the physical tasks that must be carried out. Physical fitness based on the formulation of National Physical Fitness (Ministry of Youth and Sports of the Republic of Indonesia, 2018) is: human vitality in exerting all the potential they must achieve the highest results in fulfilling their activity tasks. This vitality includes five aspects, namely static fitness, dynamic fitness, motor skill fitness, mental fitness and social fitness".

Static fitness is the absence of defects and diseases as well as the existence of perfect harmony in terms of physical, mental and social. Dynamic fitness is the ability to perform strenuous physical activities that do not require special dexterity. Motor skill fitness is the ability to perform certain coordinated movements. Mental fitness is the ability to take a stance in dealing with problems without causing negative consequences. Social fitness is the ability to adjust to social life from a socio-economic point of view. Because the physical is anatomical and physiological, two terms arise, namely anatomical (structural) fitness and physiological

(functional) fitness. Anatomical fitness is concerned with requirements that contribute to the size of the body and the completeness of its anatomical structure, while physiological fitness is the body's ability to adjust the functions of certain systems to certain tasks. In addition, there is the term psychological fitness, which is a state when a person has stable emotions, perceptual power, intellectual motivation and education needed to carry out a task.

Thus, a person who has a good level of physical fitness will be able to do other activities or activities well without feeling too tired. It also means that the activity can be done continuously without pain or laziness. Maintaining and improving physical fitness will benefit the body's functional abilities.

Physical fitness has several components, as stated by Giriwijoyo (2015): "When viewed from the point of view of physical fitness, Physical Fitness consists of Anatomical Fitness and Physiological Fitness, then ES I and ES II are the basic anatomical components of physical fitness (the basic components of Anatomical Fitness) while the physiological basic components (the basic components of Physiological Fitness) are themselves the basic functions of the systems (Anatomis) that make up ES I and ES II". Nurhasan (2002:82) stated that "the elements of physical fitness include strength, power, speed, flexibility, agility and endurance". From some of the opinions that have been put forward by experts about the components of physical fitness above, physical fitness is very important for physical activity carried out daily.

One of the efforts made to improve the physical fitness of students is to hold sports activities together and attend lectures on several sports courses including sports psychology which is part of the PJKR lecture curriculum of Suryakencana University Cianjur Students are expected to have a healthy body in order to create a good learning process, with sports activities will improve physical fitness and if the body Healthy and fit, then students will more easily absorb the lectures given, more fit automatically concentration in learning will be good if the body is in good health.

Motivation refers to a symptom contained in the stimulation of action towards a certain goal where previously there was no movement towards that goal. Motivation can be in the form of basic or internal and intensive impulses from within the individual. With the motivation to achieve a goal, the actions taken will be carried out seriously so that the results can be achieved properly. Motivation is determined by the environment; Lecturers are an environment that plays a very important role in the learning process. Therefore, increasing student learning motivation is an important task for lecturers. Motivation as an energy that drives, directs and

strengthens behavior". Huitt, W. (2011) motivation is an internal state or condition (sometimes described as a need, desire, or want) that serves to activate or energize the behavior and provide direction.

Motivation to do something can come from oneself which is known as intrinsic motivation, and it can also come from an environment known as extrinsic motivation. Intrinsic motivation is a strong impulse, or will that come from within a person, the stronger the intrinsic motivation that a person has, the more likely he is to show strong behavior to achieve goals.

Intrinsic motivation can appear as a character or characteristic that has existed since a person is born. Thus, this motivation is part of his personality trait, which arises due to the existence of endogenous factors, factors of the inner world, or constitutional factors, an innate, something that exists, acquired at birth. In addition, intrinsic motivation can also be obtained through a learning process. A person imitates or imitates the behavior of others that produces something pleasant, gradually or gradually.

Meanwhile, what is meant by learning motivation is everything that is obtained through one's own observation, or through suggestions, encouragement or encouragement from others to carry out learning activities. This factor can affect a person's appearance or behavior, which determines whether a person will display a persistent attitude and not quickly despair in achieving their goals. According to Sardiman (2009), motivation will make students more active in learning and obtain high learning results. Meanwhile, students who do not have learning motivation will provide low learning outcomes. Oemar Hamalik (2002) said: Motivation is important and very decisive in learning activities. If students do not am motivated, then there is no guarantee for teachers in their learning success. Students who are motivated will be more successful than those who are not motivated to learn. Student learning motivation is the overall effort made so that the encouragement to learn and the goals desired by students can be achieved which will later lead to learning outcomes.

MATERIAL AND METHOD

This research was carried out to PJKR students of Suryakencana University Cianjur who took the Sports Psychology course. This course is a mandatory elective course that must be taken by students of the PJKR Penjas study program. Meanwhile, as the subject of the research are students who take part in the Sports Psychology lecture in semester 5 in accordance with

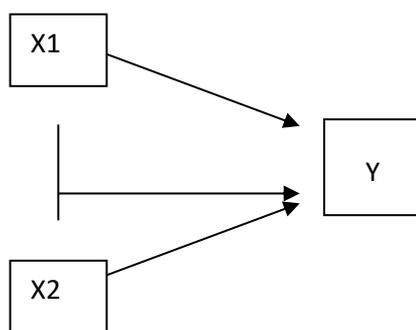
the lecture program offered. The research was carried out from September to December 2022 on PJKR FKIP students, Suryakencana University, Cianjur, West Java.

This study uses an *ex post facto* method with correlational techniques. Kerlinger in Arikunto (2008) stated that *ex post facto* research is an empirical discovery that is carried out systematically, the researcher does not control with independent variables because the manifestation has already occurred, or these variables are inherently impossible to manipulate. To obtain data in the field, this study uses research instruments in the form of physical fitness tests and learning motivation questionnaires that are compiled based on indicators. The data needed in this study are data on physical fitness (X1) and learning motivation (X2), as well as Learning Outcomes of PJKR Penjas Students (Y).

The research design uses correlational techniques. The constellation of contributions between one variable and another variable in this study is by grouping the research variables as follows:

- a. Independent variable (X₁) level of physical fitness
- b. Independent variable (X₂) student learning motivation
- c. Bound variable (Y) Student learning outcomes

As for the design in this study, describes as follows:



Physical Fitness Level and Motivation Research Design With Learning Outcomes

Information: X1: Physical fitness level
 X2: Student motivation to learn
 Y: Student learning outcomes

Research Instruments

The measuring tools used in this study are questionnaires to find out the level of learning motivation and physical fitness tests to assess the level of physical fitness of students, while to measure learning outcomes, it can be seen from the raw scores obtained by students in the Sports Psychology course which come from theoretical exams in Mid-Semester Exams, paper assignments, final semester exams and test results of learning outcomes of the Student Sports Psychology course.

After making a motivation questionnaire, it is then tested on respondents who have the same characteristics as the sample to be studied. The data from the results of the trial is then processed and analyzed to determine the degree of validity and reliability.

The level of physical fitness of students is indicated by the results of the physical fitness test as initiated by Nurhasan (2002), the test items are as follows:

1. 60-meter sprint test
2. Lifting test (30 seconds for girls; 60 seconds for boys)
3. 60-second seated lying test
4. Upright jump test
5. Long distance running test (1000 meters for women; 1200 meters for men)

RESULTS

Data Processing Results

The data needed for testing the research hypothesis are as follows.

Table1. Results of Coefficient Significance Calculation Single Correlation

Correlation	r	Calculation	ttable	Conclusion
X1Y	0,47	2,55	2,07	Signifikan
X2Y	0,43	2,28	2,07	Signifikan

Referring to the results of the calculation of the significance of the single correlation coefficient as stated in the table, the following conclusions can be drawn:

1. Contribution between Physical Fitness Level and Learning Outcomes

Test criteria: $-t_{(1-1/2 \alpha)} \leq t \leq t_{(1-1/2 \alpha)}$, then H_0 is accepted or the correlation is not significant. It turns out that $-2.07 < 2.55 > 2.07$ then H_0 is rejected or there is a significant contribution

between X_1 and Y . Conclusion: There is a significant contribution between physical fitness levels and learning outcomes.

2. Contribution between Motivation and Learning Outcomes

Test criteria: $-t_{(1-1/2 \alpha)} \leq t \leq t_{(1-1/2 \alpha)}$, then H_0 is accepted or the correlation is not significant. It turns out that $-2.07 < 2.28 > 2.07$, then H_0 is rejected or there is a significant contribution between X_1 and Y . Conclusion: There is a significant contribution between student motivation and learning outcomes.

Table 2. Results of Coefficient Significance Calculation Double Correlation

Correlation	r	Fcal	Ftabel	Conclusion
X1X2Y	0,53	4,24	3,44	Signifikan

Referring to the results of the calculation of the significance of the double correlation coefficient as stated in table 4.5 above, the following conclusions can be drawn:

3. Contribution together between Physical Fitness Level and Learning Motivation with Learning Outcomes

Significance level $\alpha = 0.05$, and the significance testing criteria are:

If $F_{counts} \leq F_{table}$, then H_0 is accepted and everything else is rejected. It turns out that $4.24 > 3.44$ then $F_{calculates} > F_{table}$ so that H_0 is rejected or H_1 is accepted (the correlation is significant).

Conclusion: There is a significant contribution between physical fitness level and learning motivation and learning outcomes.

Furthermore, from the results of this study, the contribution of physical fitness and learning motivation was 28.09% to the learning outcomes of the Sports Psychology course of PJKR FKIP students of Suryakencana University, Cianjur.

DISCUSSION

After analyzing with data obtained through a statistical approach, the following picture can be obtained: a. Contribution between Physical Fitness Levels to Learning Outcomes Based on the results of data processing and score analysis between the level of physical fitness and learning outcomes, the results were obtained that there was a real correlation of 0.47, this was evidenced by the results of the physical fitness test that PJKR students of Suryakencana University Cianjur had a good level of physical fitness. This is in line with the results of the

formulation at the physical fitness seminar, namely: human vitality in exerting all the potential they must achieve the highest results in fulfilling their activities.

This vitality includes five aspects, namely static fitness, dynamic fitness, motor skill fitness, mental fitness and social fitness". b. Contribution of Learning Motivation to Learning Outcomes Based on the results of data processing and score analysis between learning motivation and learning outcomes, the results were obtained that there was a real correlation of 0.43. This is presented from the results of filling out a questionnaire by the research object which states that the motivation to learn to get better results is in the form of better lecture scores. Of the 45 sample people, 72% answered yes and strongly agreed that the reason they studied had a motive to succeed, 52% the duration of learning activities, 43% the perseverance in doing the assignments, 44% the desire to outperform others, 80% the encouragement from the teacher, 89% the completeness of the facilities, 36% the encouragement from the family, 55% the encouragement from friends/relatives. This is in line with the theory put forward by Sardiman (2009) that: "learning outcomes will be optimal, if there is motivation.

The more precise the motivation given, the more successful the lecture will be. So motivation will always determine the intensity of learning efforts for students". c. Contribution between Physical Fitness Level and Motivation to Learning Outcomes From the processing and analysis of physical fitness and motivation data with learning outcomes, the results were obtained that there was a correlation of 0.53. It turns out that physical fitness levels and motivation together can provide a significant correlation or positive support with learning outcomes. This is in line with the theories that the researcher put forward in the previous chapter, that learning outcomes can be better if supported by the level of physical fitness that students have, especially if they are supported by strong determination or motivation to get the results that students want, namely in the form of better learning outcomes. So it is clear that physical fitness levels and motivation have a significant correlation with learning outcomes.

CONCLUSION

There is a significant contribution of physical fitness to learning outcomes in the sports psychology course for PJKR FKIP Suryakencana Cianjur students. There is a significant contribution of learning motivation to learning outcomes in the sports psychology course for PJKR FKIP Suryakencana Cianjur students. There is a significant contribution of physical fitness

and student learning motivation to learning outcomes in the sports psychology course for PJKR FKIP Suryakencana Cianjur students.

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