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Student motivation in basketball learning using the inquiry learning model

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Abstract

Physical education is a learning process that utilizes physical activity as a medium to achieve educational goals. It not only utilizes physical activity to achieve the goals of physical education, but also other equally important aspects, namely psychological and social aspects, to build a better character for children. To achieve learning goals, students must be motivated in learning activities. Because learning outcomes will be optimal if students be motivated from within themselves (internal) and from outside (external). According to observations made by researchers, obstacles to student motivation can be influenced by environmental conditions. Therefore, by using the inquiry learning model, it is expected that students can increase their motivation in learning influenced by the inquiry learning model. The purpose of this study was to determine whether there was an influence on learning in cycle I and Cycle II. This study is a continuous experimental study and quantitative research using Classroom Action Research design. The population in this study were all students of SMPN 4 Tarogong Kidul Class IX-G, totaling 30 people. The sampling technique used was Purposive Sampling. Data analysis in this study used tests, observations, questionnaire tests. Based on the results of the data analysis carried out, it stated that there were changes in cycles I and II from the results of the questionnaire respondent data distributed with a percentage value of 80.0%.

1. Introduction

The quality of education in Indonesia has a strategy for educational development in Indonesia. With these efforts, the role of strategy can contribute to the development of Indonesia as a whole, which concerns human resources as the implementation of development in the future. According to (Fachrul, Ratri Julianti, and Mury Syafei 2021), physical education is education that uses physical activity as a medium to achieve educational goals. It does not only use physical activity to achieve physical education goals, but also other aspects that are no less important, namely psychological, social, and spiritual aspects to build children's character for the better. In achieving learning objectives, students must be motivated in learning activities. This is because learning outcomes will be optimal if there is motivation. Motivation is a psychological condition that drives a person to do something (Ardonansyah, Hardiyono, and Hidayat 2021).

The impact that will be examined in this study is related to the learning model in basketball learning at school. In terms of physical education, basketball explains education that uses physical activity as a medium to achieve educational goals. In its implementation, basketball learning provides opportunities for children to build their abilities. The forms of the game must be packaged in a fun way and help students feel motivated to do it (lip Ripai Azhuri, Tedi Purbangkara 2021). To achieve success in learning, it is necessary to influence student motivation to achieve a goal. The purpose of this study is to determine the effect of the inquiry learning model on basketball game learning in schools.

Based on the above problems, student motivation plays an important role in achieving effective learning objectives. The inquiry learning model will be used to determine the influence of extrinsic and intrinsic student motivation in physical education, sports, and health learning in schools in this study (Rozi et al. 2023). Therefore, this study has determined the following research title: Student Motivation in Basketball Using the Inquiry Learning Model

2. METHOD

This study used the Classroom Action Research (CAR) approach, which focused on improving the learning process of Physical Education, Sports, and Health (PE) and increasing student motivation to learn. The CARA model used refers to Arikunto (Pahleviannur 2022) and consists of four repetitive stages, namely planning, implementation of actions, observation, and reflection, thus enabling continuous improvement from one cycle to the next. The research was conducted at SMPN 4 Tarogong Kidul with a population of all ninth-grade students, while the research sample was selected purposively, namely ninth-grade class G, which was known to have low learning motivation. Class IX-G was chosen because it was considered representative for obtaining relevant data related to efforts to increase student learning motivation through PTK.

The main research instrument was a student motivation questionnaire compiled based on intrinsic and extrinsic motivation indicators , supplemented by observation sheets and photo documentation as evidence of the learning process. The questionnaire consisted of 20 statements and had been tested for validity and reliability using SPSS. The validity test results showed that all statement items were valid with item-total correlation values between 0.45 and 0.78. Meanwhile, the reliability test showed that the questionnaire was reliable with a Cronbach's alpha value of 0.86. Therefore, only valid and reliable items were used in this study.

The data collection procedure included initial observation to identify problems, data collection during two learning cycles, and completion of questionnaires by students after the intervention. The data were analyzed using percentage techniques to describe the level of student learning motivation in each cycle and to evaluate the effectiveness of the intervention (Trimastuti et al. 2021).

3. RESULTS AND DISCUSSION

This study aims to determine the results of data collection through tests, observations, and questionnaires filled out by students. In cycle I, the questionnaire showed that student motivation was considered quite good in physical education and health learning. The following table shows the results of the student questionnaire:

Cycle I (Two Meetings)

The first learning session was held on Tuesday, August 6, 2024, from 8:00 a.m. to 9:45 a.m. The details of the first cycle are as follows.

Table 1. Results of Cycle I Student Questionnaire

Question No	Answer			
	Yes		No	
	jml	%	jml	%
1	25	83.3%	5	16.7%
2	24	80.0%	6	20.0%
3	17	56.7%	13	43.3%
4	18	60.0%	12	40.0%
5	23	76.7%	7	23.3%
6	20	66.7%	10	33.3%
7	11	36.7%	19	63.3%
8	19	63.3%	11	36.7%
9	19	63.3%	11	36.7%
10	23	76.7%	7	23.3%
average	66.3%		33.7%	
S average	32.7%			

The table above shows the results of a questionnaire completed by 30 students. The questionnaire was completed after completing cycle 1 of the learning activities. The table above shows that quite a lot of students answered "yes" with an average of 66.3% and fewer students answered "no" with an average of 33.7%. However, when viewed from the average difference of only 32.7%, this shows that some students lack motivation in physical education, sports, and

health learning.

Cycle II (Two Meetings)

Cycle II will be held on Tuesday, August 20 and 27, 2024, from 8:00 to 9:45 a.m. In this second cycle, researchers will still be accompanied by research partners who will observe the learning process.

Table 2. Results of the Student Questionnaire Cycle II

Question	Answer			
	Yes		No	
No	Total	%	Total	%
1	30	100.0%	0	0.0%
2	28	93.3%	2	6.7%
3	26	86.7%	4	13.3%
4	29	96.7%	1	3.3%
5	25	83.3%	5	16.7%
6	27	90.0%	3	10.0%
7	27	90.0%	3	10.0%
8	24	80.0%	6	20.0%
9	24	80.0%	6	20.0%
10	30	100.0%	0	0.0%
Average		90.0%		10.0%
S average			80.0%	

The table above shows data from questionnaires filled out by 30 students. The questionnaires were filled out after the completion of cycle 2 of the learning process. The table shows that more students answered “yes” than “no.” It also shows that the average percentage difference between each answer is quite significant, at 80.0%

Table 3. Survey scores for Cycle I and Cycle II

Criteria	Cycle I	Cycle II
Very good	0%	80.0%
Good	0%	0%
Enough	0%	0%
Not enough	32,7%	0%
Very less	0%	0%

Table 3 Based on the questionnaire results for each cycle, Cycle I questionnaires were filled out after completing Cycle 1 learning activities. The number of students who answered "yes" was quite high, with an average of 66.3%, while the number of students who answered "no" was lower, with an average of 33.7%. However, when viewed from the average difference of only 32.7%, it can be seen that in the learning category in cycle I, students still lacked mastery and understanding of basketball skills such as dribbling, throwing and catching, and shooting, so improvements were needed in cycle II. With the reflection carried out, the results of the student motivation questionnaire in cycle II showed that the number of students who answered "yes" was quite high, with an average of 90.0%, while the number of students who answered "no" was lower, with an average of 10.0%. The average difference between the 'yes' and "no" answers was 80.0%.

The PTK results show an increase in student motivation and skill mastery from cycle I to cycle II. In detail, this can be explained as follows:
Student Learning Motivation In cycle I, student motivation was quite good (average 66.3%), but the difference between "yes" and "no" answers was only 32.7%, indicating that some students were still lacking motivation. This is in line with Self-Determination Theory (Ryan and Deci 2000) , which states that student motivation will increase when they feel competent, have autonomy in learning, and receive social support.In cycle II, student motivation increased to an average of 90% with a difference of 80%, after teachers implemented more interactive learning and provided intensive guidance. This shows that learning strategies that actively involve students can increase intrinsic motivation, in accordance with SDT theory.

Mastery of Motor Skills In cycle I, some students had not yet mastered basic basketball skills such as dribbling, passing, catching, and shooting, so learning outcomes were still less than optimal. Based on Motor Learning Theory

(Vlachopoulos, Karageorghis, and Terry 2000) , mastery of motor skills requires repeated practice, feedback, and gradual correction of errors.

In cycle II, after reflection, feedback, and structured practice, skill mastery improved significantly. This proves that the principles of motor skill mastery theory do apply in the classroom, and the application of PTK strategies can improve learning outcomes. Relationship between Motivation and Learning Achievement The results of the action research show that increased motivation is followed by increased skill mastery. This is in line with the theory that learning motivation is positively correlated with learning achievement (Woolfolk Hoy, Davis, and Anderman 2013). When students are more motivated, they are more active in practicing, paying attention to feedback, and participating in learning activities, thereby improving their basketball skills.

Effectiveness of Classroom Action Research (CAR) Based on these findings, CAR proved to be effective in improving student motivation and skills because: Teachers were able to identify learning problems in cycle I through reflection. Improvements to teaching methods are implemented in cycle II. Intensive observation and guidance help students master skills gradually. Thus, the results of PTK support theories of motivation, constructivism, and motor learning, and prove that classroom action-based interventions can improve the quality of sports education.The PTK results show that increased motivation is followed by increased skill mastery. This is in line with the theory that learning motivation is positively correlated with learning achievement (Contents 2012). When students are more motivated, they are more active in practicing, paying attention to feedback, and participating in learning activities, thereby improving their basketball skills.

4. CONCLUSION

After the entire series of classroom action research (CAR) in class IX G of SMPN 4 Trogong Kidul was completed, it can be concluded that: There was an

increase in student motivation in learning basketball using the inquiry learning model, as seen from the results of the observation table of learning implementation and student response questionnaires in cycle I and cycle II. The results of student responses in the implementation of learning in cycle I showed that 66.3% answered "yes" and 33.7% answered "no," with a difference of 32.7%. In Cycle II, 90.0% answered "yes" and 10.0% answered "no," with a difference of 80.0%, indicating an increase in student responses to the questionnaire on basketball learning using the inquiry learning model.

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CONFLICT OF INTEREST

The authors declare that there are no conflicts of interest regarding the publication of this study.

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