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Hubungan Motivasi Belajar Mahasiswa Dengan Olahraga Rekreasi Alam Terbuka Di STOK Bina Guna

The Relationship between Student Learning Motivation and Outdoor Recreational Sports At STOK Bina Guna

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Abstract. This research aims to determine the relationship between outdoor recreational sports and learning motivation in STOK Bina Guna students' recreation education courses. The sample for this research was 20 students who took recreation education courses using a purposive sampling technique. Data analysis using correlation analysis. The correlation coefficient of 0.44 or t-count of 2.18 is greater than the t-table of 2.101. Support for variable Based on the results of the research and discussion that have been described, it can be concluded that there is a significant positive relationship between outdoor recreational sports and the learning motivation of STOK Bina Guna students. This is because outdoor recreational sports activities provide encouragement or awareness for learning in students themselves, thereby providing motivation to study well.

Keywords: Learning Motivation, Recreational Sports, Outdoors

1 Introduction

Education has as its core the interaction between educators and students in an effort to help students master educational goals. Educational interactions can take place within the family, school and community. More firmly, Siedentop (1994:42) classifies the goals and processes of education, including organic education, psychomotor education, character education, and intellectual education. Based on this main idea, in its implementation the educational process can be carried out with various approaches and learning activities in several study subjects or lectures. Nowadays this is done by implementing sports activities with nature as the medium. This activity contains activities outside the classroom/school and in other outdoor areas, such as; playing in school environments, parks, agricultural/fishing villages, and adventurous activities, as well as developing relevant aspects of knowledge/concepts and the values contained therein.

Outdoor sports recreation and activities or outdoor sports recreation, are activities carried out outdoors, in the open air, carried out in places far from crowds or outside the city. Examples of outdoor activities are adventure racing, backpacking, cycling, camping, canoeing, caving, fishing, hiking, horseback riding, hunting, kayaking, mountain climbing, mushing, photography, adventure parks, rock climbing, walking, sailing, skiing, and surfing . Outdoor recreation can also refer to a team sports game or practice held in an outdoor setting. The two primary goals for outdoor recreation are beneficial use and pleasurable appreciation. Use of beneficial activities associated with physical and social rewards directed at the goal of instilling the value of the activity in an individual or group. Some destination-directed outdoor activities are: backpacking, canoeing, canyoning, caving, climbing, hiking, hill walking, hunting, kayaking, and rafting.

An arguably broader grouping of outdoor activities would include water sports, snow sports, and horseback riding. This is of course related to things that are student learning motivation. Through outdoor activities, apart from being recreational which can increase learning motivation, students can also increase the intensity and frequency of better learning, through activities which can increase experience, insight and positive knowledge and train students to increase their sense of responsibility. in everything he does, so that many parts of these activities can be applied during training in particular and social life in general. In the learning process, motivating students is important to make students want to learn optimally. Motivation can be basic drives from within the individual. This is in accordance with what was stated by Purwanto (1990: 73) that, "Motivation is a conscious effort to move, direct and maintain a person's behavior so that he is encouraged to act to do something so as to achieve certain results or goals." With motivation to achieve a goal, the actions taken will be carried out seriously so that good results can be achieved. Apart from that, motivation is also determined by the environment, lecturers are an environment that plays a very important role in the learning process. Therefore, increasing student motivation in learning is an important task for lecturers.

Motivation to learn is a psychological factor that is non-intellectual, its role is in terms of growing passion, feeling happy and enthusiastic about learning. is a drive from within a person, motivation can be caused by the existence of something that can make a person take action in accordance with his wishes. With motivation which is an encouragement for students to learn, it is hoped that students can study well in order to get satisfactory results. In the world of education, motivation to learn is one of the important things. Without motivation to learn in a student, the teaching and learning process will not be good.

Looking at the definition above, to improve the quality of education and better abilities, it is necessary to develop a learning climate that can create enthusiasm for learning or working in students. By taking part in outdoor activities, it is hoped that the students involved will be able to find out the progress of their learning outcomes and be motivated to take part in lessons or other activities with enthusiasm, responsibility and confidence and are sure that they will achieve success in the future. It is against this background that the author feels interested in expressing and studying the relationship between outdoor recreational sports and student learning motivation. Objective: To determine the level of learning motivation of STOK Bina Guna students. To determine the relationship between outdoor recreational sports and student learning motivation.

2 Method

This research uses descriptive research methods with correlational data processing techniques. The form of research design that will be used by the author is the Learning Motivation Questionnaire (the instrument is prepared based on indicators of the development of the components of each variable) and Learning Outcomes.

3 Result

Research Results The data from this research were obtained from a questionnaire for level III students in the recreation education course. This research consists of 2 independent variables, namely intrinsic learning motivation (x1) and extrinsic learning motivation (x2) as well as the dependent variable learning achievement (y).

Data analysis

After all the data for each measured variable is collected, the next step is to process and analyze the data. The first data processing carried out was to look for the average score and standard deviation of each variable measured, namely the outdoor recreation sports variable and the learning motivation variable. The average score and standard deviation for outdoor recreation sports are 87.25 and 1.92 respectively and for learning motivation the average score is 78.7, while the standard deviation is 3.66.

The next step is to calculate normality with the Liliefors test using Microsoft Excel. The calculation of this normality test aims to determine the distribution of data, whether it is distributed normally or not.

1. The hypothesis is accepted if Lo < Lt. In conclusion, the population is normally distributed.
2. The hypothesis is rejected if Lo > Lt. The conclusion is that the population is not normally distributed

The value (L-Calculated) for all variables is smaller than the table value (L-Table) with $\alpha = 0.05$ which is 0.190, so it can be concluded as follows: outdoor recreation sports data is normally distributed, and learning motivation data is also normally distributed. After the normality test results are obtained, then carry out a homogeneity test of the data by testing the equality of two variances.

After knowing the normality and homogeneity of the data for each variable, then correlation is determined. This correlation calculation is to calculate how big the relationship is between one variable and another variable. The magnitude of the relationship between one variable and another variable is expressed by the correlation coefficient. The correlation between the outdoor recreation sports variable (X) and learning motivation (Y) is 0.44. Based on the correlation coefficient criteria table (Sugiyono, 2009: 184), the coefficient value (X) to (Y) of 0.44 is moderate.

After obtaining the magnitude of the relationship between the variables, the next step is to test the significance of the correlation coefficient using the t test approach. The significance test is to see the significance of the two relationships. Correlation is declared significant or not based on:

a. t-count < t-table then Ho is accepted or H1 is rejected (correlation is not significant).
b. t-count > t-table then Ho is rejected or H1 is accepted (significant correlation).

The results of the significance test of outdoor recreational sports with learning motivation were declared significant. The next step is to calculate the percentage of support between outdoor recreational sports and learning motivation.

From the results, the percentage of support for outdoor recreational sports with learning motivation providing support was 19.36%

4 Discussion

Based on the results of data processing and analysis through statistical procedures that have been carried out by the author, several things have been obtained that can be used as material for discussion from the existing findings. The author states the research results as follows: 4. What is the level of learning motivation of STOK Bina Guna students? Based on the learning motivation data in the table processed, it can be seen that the highest score is 88 and the lowest score is 74. Based on the calculations, the average value (M) is 78.7 median. (Md) 78 and the standard deviation (SD) obtained was 3.66. From the data description above, the mean of the learning motivation variable is 78.7. This means that the learning motivation of STOK Bina Guna students in recreation education courses has moderate or sufficient learning motivation. 5. Relationship between outdoor recreational sports and learning motivation. Based on the results of the calculation of the correlation coefficient of (0.44), it shows that outdoor recreational sports have a moderate influence on student learning motivation. The consideration of this variable is that outdoor recreational sports are important and are also thought to have a relationship with learning motivation.

5 Conclusion

Based on the results of the research and discussion that have been described, it can be concluded that there is a significant positive relationship between outdoor recreational sports and the learning motivation of STOK Bina Guna students. The correlation coefficient of 0.44 or t-count of 2.18 is greater than the t-table of 2.101. Support for variable

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