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The Effectiveness of Learning Media and Motivation on Dribbling Learning Outcomes in Football Game

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Abstract

This research aimed to see the effectiveness of learning media and motivation on dribbling learning outcomes in football games through three indicators: (1) the difference in the effect of visual learning media and audio visual media on the skill as a football learning outcome, (2) the difference in the effect between high and low levels of motivation on football learning outcome, (3) the interaction between learning media and motivation on football learning outcome. The research method used the experimental method with a 2x2 ANOVA factorial design. The research sample was taken using a purposive sampling technique consisting of 20 students with high motivation and 20 students with low motivation. The research results showed that (1) there was a difference in effect between the use of visual media. It can be seen from the calculated Fcount (4.905) > Ftable (4.080). Furthermore, (2) there was a difference in the effect between high and low motivations on football learning outcomes with the value of Fcount (142.358) > Ftable (4.085). Besides, (3) there was an interaction between learning media and students' learning motivation on learning outcomes, as evidenced by Fcount (6.423) > Ftable (4.084).

Keywords: Learning Media, Motivation, Football Game.

INTRODUCTION

The implementation of physical education, sports, and health (penjasorkes) is a long-term investment to improve the quality of Indonesian human resources (Dwi Rizki Wijanarko, 2014). Education is a form of embodiment of a human culture that always wants to learn and is full of curiosity about science (Haetami, 2004; Ramadan, 2018). Physical education is an educational process that utilizes physical activity. It is planned systematically aimed at improving individuals organically, neuromuscularly, perceptually, cognitively, socially, and emotionally, with a focus on developing aspects of physical fitness, movement skills, critical thinking skills, emotional stability, social skills, moral reasoning, and action through physical activity (Supriadi et al., 2022; Akhmad et al., 2022; Dewi & Verawati, 2022).

A college or university is an educational device that has been planned for learning to undergraduate students with the supervision of lecturers to facilitate the learning process to achieve the learning objectives. Therefore, lecturers need to prepare subject matter to be delivered and prepare as appropriate and attractive learning media as possible, and conduct evaluations to determine student learning progress.

Hopefully, through quality education, national education goals can be achieved (Endriani & Development, 2022). Students are subjects that most determine the achievement of educational goals. Physical education is an educational process that utilizes physical activity to

produce holistic changes in the quality of individuals, both physically, mentally, and emotionally. It is also said that physical education teachers try to achieve their goals by teaching and promoting physical activities.

Physical education activities at the Faculty of Sports Sciences (FIK) emphasize the efficiency and effectiveness of learning football and are also related to problems of self-concept, motivation, attitudes, interests, and learning activities. Achievement is the dream of every individual, such as achievement in work, education, social, arts, politics, culture, and others. Attaining achievement requires a long process and motivation, which is usually defined as a process that stimulates behavior or moves us to act. The learning outcomes are student learning achievements that can be measured using student scores after working on the questions given by the lecturer at the time the evaluation was carried out. The success of learning in lectures will be realized through student learning (Yani et al., 2021).

Factors that affect learning outcomes can be broadly divided into two, i.e., the internal and external factors (Sumantra et al., 2021). External factors arise from outside of students, including lecturers, friends, learning facilities, school environment, learning resources, parents' income, and others. Meanwhile, internal factors arise from within the students themselves, including physical condition, intelligence, talent, interest, motivation, independence, and attention.

The reason for choosing media as a problem-solving solution is that the media will provide enormous assistance in achieving learning objectives. Besides, the role of learning media is to channel messages from the sender to the recipient so that it can stimulate students' thoughts, feelings, attention, and motivation to participate in the learning process. Learning media delivers learning messages related to the direct learning model, i.e., how the teacher acts as a transmitter of information. In this case, the teacher uses various appropriate media (A.R. et al., 2015). Learning media is a tool for the teaching and learning process. The success of the learning process cannot be separated from the ability of educators to use learning media that is oriented towards increasing the intensity of student involvement effectively in the learning process (Winara, 2020).

Everything that can be used to stimulate the learner's thoughts, feelings, attention, and abilities or skills can encourage the learning process (Yani et al., 2021). The success of learning in lectures will be realized from student learning. Less attractive learning media and monotonous delivery methods cause student learning motivation to be low (Lufthansa et al., 2020). Factors within and outside the individual can determine student success in learning. Individual factors, including physical and psychological factors, include motivation.

Motivation will cause a change in the energy that exists in humans. It will cling to problems of psychological symptoms, feelings, and emotions, to then act or do something the whole driving force both from within and from outside (Hendri, 2020).

Learning motivation is a goal to experience energy changes from within (Nesra Barus, 2020). The emergence of effective reactions marks these changes to achieve their goals (Nesra Barus, 2020). Therefore, it can be concluded that motivation is a driving force or encouragement within the individual to learn to achieve the desired goal. Nuryasana & Desiningrum (2020) states that learning motivation is one factor that determines the effectiveness of learning. A student will learn well if a motivating factor is learning motivation. Students will study seriously if they have high learning motivation.

Based on some opinions above, it can be concluded that learning motivation is the entire psychic driving force that exists in individual students who can encourage them to learn to achieve the goals of learning.

According to some research that had been conducted by Dwi Rizki Wijanarko (2014), A.R. et al. (2015), and Hendri (2020), it could be concluded that there was a significant effect of learning media and motivation on the skills to play football. It could be seen that learning

media in football games could increase the motivation of learning outcomes. Moreover, it could be seen that the calculated Fcount was more significant than the Ftable. Therefore, these results presented a significant effect between learning media and learning motivation.

Motivation also produces independence, where independence in learning is also essential in exploring every aspect to be studied. Research has explained a significant relationship between learning independence and learning outcomes in direct learning and distance learning (Fitriyani et al., 2020).

Thus, from the description that the researcher has described in the introduction, the researcher was interested in researching the effectiveness of learning media and motivation on dribbling learning outcomes in a football game.

METHOD

This research was quantitative research using the experimental method. This research design was a 2 x 2 Factorial Design. The 2 x 2 factorial design can be seen in Table 1 as follows:

Table 1. *Design of ANOVA Factorial Design*

Learning Media (A)	Learning Media	
	Visual (A1)	Audio Visual (A2)
Motivation (B)		
High (B1)	A1B1	A2B1
Low (B2)	A1B2	A2B2

This research used visual and audio-visual learning media as independent variables. The level of motivation was an attribute variable divided into two groups, namely groups of students who had high and low motivation. Meanwhile, the dependent variable was the result of learning to dribble in the football game. Therefore, this research could fulfill hypothesis testing, and the results could reflect the results of the treatment given and be generalized to the existing population. It was necessary to control the internal and external validity.

If the subject was taken between 10-15% or 20-25%, the number of samples in this research was 20%, so 60 students of the sports sciences faculty were taken. Furthermore, the 60 samples did a motivation test to determine high, moderate, and low, then ranked with the criteria of 20 students having high motivation, 20 students having moderate motivation, and 20 students having low motivation. Meanwhile, a group with a moderate motivation category was not sampled. Thus, the total sample in this research was 40 students. The data obtained were processed by statistical techniques in Analysis of Variance (ANOVA) at a significance level of 5%.

Table 2. *Experimental Sample Group*

Learning Media (B)	(A) Learning Media	
	A1/Visual	A2/Audio Visual
B1/High Motivation	A1B1 (11)	A1B1 (11)
B2/Low Motivation	A1B2 (11)	A2B2 (11)

RESULTS

The score of dribbling learning outcomes in the football game of each cell (treatment group) can be seen in Table 3.

Table 3. *Mean Score of Learning Outcomes*

No	Treatment Group	Dribbling Learning Results Score
1	A1B1 (11)	94.16
2	A1B2 (11)	94.04
3	A1B1 (11)	75.28
4	A2B2 (11)	72.81

The research results distributed in Table 3 showed that learning to dribble in football games using visual media from the 20 students sampled in this research indicated that the mean

score in the pretest dribbling in football games was 63.60. The mean score in post-test dribbling and passing in football games was 84.33. Therefore, there was an increased score, namely 21.43. Meanwhile, the results of learning to dribble in football games using audio-visual media from the 20 students as the research sample showed that the mean score was 62.72. The results of the post-test dribbling in football games got a mean score of 81.89. Hence, there was an increase, namely 20.22. The pretest and post-test values can be seen in the Figure 1 diagram as follows:

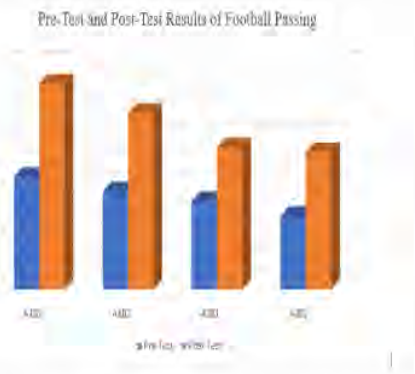

Figure 1. *Results of Pre-test and Post-test scores*

Information:

A1B1 =Group of students with high motivation with visual media

A1B2 =Group of students with high motivation with audio-visual media

A2B1 =Group of students with low motivation with a visual learning method

A2B2 =Group of students with low motivation with an audio-visual learning method

DISCUSSION

Discussion of research results reported a significant difference in the effect of visual and audio-visual learning media on dribbling learning outcomes in football games. The group of students who received visual media had better dribbling learning outcomes in football games than those who received learning using audio-visual media. It can be seen from the increased mean score in pretest results and post-test results that participants who used visual media obtained a mean score of 21.43. Meanwhile, students with audio-visual media obtained a high mean score in the results of the pretest and post-test of 20.22. Using visual media produced higher passing learning outcomes in football games than audio-visual media.

Learning media delivers learning messages related to the direct learning model, namely by the way the teacher acts as a transmitter of information. In this case, the teacher uses various appropriate media. Media is a tool for the teaching and learning process. Everything can be used to stimulate thoughts, feelings, attention, and learning skills to encourage the learning process.

There was a difference in the effect between students whose high motivation and students whose low motivation on dribbling learning outcomes. Based on the research results, it was found that there was a significant difference between high and low motivation on dribbling learning outcomes in a football game for students of the sports sciences faculty. It showed that students with high motivation would be able to dribble in football games better than students with low motivation. Said that the essence of learning motivation was internal and external encouragement to students who carry out the learning process to make changes in behavior which are generally supported by several indicators or elements supporting the motivation. Yenti (2014) also mentions that motivation and learning are two things that influence each other. To study well, everyone needs motivation. Learning motivation is a change in energy within a person (personal) characterized by the emergence of feelings and reactions to achieve goals. It is in line with research conducted by A.R. et al. (2015), Ramadan (2018), and Haetami (2004).

There was an interaction between learning media and learning motivation on dribbling

learning outcomes in the football game. Students whose high motivation got visual media had an increased mean score in pretest and post-test results in dribbling learning in football games, namely 29.92. Furthermore, students with high motivation and audio-visual media had an increased mean score in pretest and post-test results in dribbling learning in football games, namely 25.05. Meanwhile, students whose low motivation got visual media had an increased mean score in pretest and post-test results in dribbling learning in football games, namely 15.13. Students with low motivation and audio-visual media had an increased mean score in pretest and post-test results in dribbling learning in football games, namely 15.46.

Based on the research results, the sample group with a high level of motivation was more appropriate to be given visual learning media. The sample group with a low level of motivation was more appropriately given audio-visual learning media.

CONCLUSION

The conclusion of this research was the difference in the increase in dribbling learning outcomes in football games which were very significant between the high-motivated and low-motivated groups. It suggested that the teacher pay attention to the motivational factor to improve dribbling learning outcomes in football games.

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