

Differences of Students' Motivation and Learning Outcomes for Regular and Non Regular of Physical, Health, and Recreation Education Study Program at FKIP Tadulako University

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Abstract – Tadulako University is one of the State Universities that receive regular and non-regular students, where the non-regular path is a cooperation between universities and local government to improve the quality of human resources in central Sulawesi. for it needs to know how much motivation and how the results of student learning that exist in Tadulako Universities, especially those in the course of physical education, health, and recreation. This study aims to determine the difference between the motivation and learning outcomes of regular and non-regular students of physical, health, and recreation program of the Teacher Training and Education Faculty (FKIP) Tadulako University. This research is a comparative descriptive design. The sample observed was a group consisting of 60 students using cluster purposive sampling, consisting of 30 regular students and 30 non-regular students using questionnaires and documents. The results showed that there is a difference between the motivation and the learning outcomes of regular and non-regular students. for regular student motivation is 2,525 whereas non-regular student is 2,045 with an average value of regular student earned is 81,27 whereas average value of non-regular student is 77,43. Regular student learning outcomes obtained a total value of 93.93 The average value obtained 3.1310 while for the average value of non-regular students amounted to 87.90 The average value obtained 2.9300. regular students have better motivation and learning outcomes than non-regular students because the non-regular students sort out the types of courses they want to follow well.

Keywords – *Motivation; Students of Physical; Health; and Recreation Education Study Program*

I. INTRODUCTION

Decision of the Directorate General of Higher Education of the Ministry of National Education No.28/Dikti/Kep/2002, regarding the implementation of regular and non-regular programs in state Universities [1] carried out by Tadulako University through a course of physical education, health, and recreation. Where in addition to receiving regular students also receive non-regular students who are the result of cooperation between universities and local governments. The number of

regular non-regular students in physical, health, and recreational

Education programs, with a relatively older age than regular students, has taught in schools and certainly has work experience. all these conditions become big questions, how they are motivated in the learning process, and how well their learning outcomes are compared to regular students.

A. Motivation

Regular programs are educational programs organized by the State University followed by full-time learners on courses that have obtained the operating license from the government. Non-Regular programs are educational programs organized by the State school attended by students in part-time courses that have obtained operating licenses from the government [1].

Motivation comes from the Latin word "mover" which means impulse or motive power. The five principles of motivation may be stated and briefly explained as follows:

- Motivation to learn is promoted when a learner's curiosity is aroused due to a perceived gap in current knowledge.
- Motivation to learn is promoted when the knowledge to be learned is perceived to be meaningfully related to a learner's goals.
- Motivation to learn is promoted when learners believe they can succeed in mastering the learning task.
- Motivation to learn is promoted when learners anticipate and experience satisfying outcomes to a learning task.
- Motivation to learn is promoted and maintained when learners employ volitional (self-regulatory) strategies to protect their intentions [2].

Motivation is a change in a person characterized by the emergence of "feeling" and preceded with the response to their objectives [3]. Motivation as, the dynamically changing

cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out [4]. Motivation refers to reasons that underlie behavior that is characterized by willingness and volition. Intrinsic motivation is animated by personal enjoyment, interest, or pleasure, whereas extrinsic motivation is governed by reinforcement contingencies. Motivation involves a constellation of closely related beliefs, perceptions, values, interests, and actions. Motivation within individuals tend to vary across subject areas, and this domain specificity increases with age and defines academic motivation as “enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks [5]. Autonomous motivation is a broad term that encompasses both identified regulation and intrinsic motivation, which are the two highest forms of motivation, according to self-determination theory [6]. In the order of science, researchers have adopted four perspectives of motivation, namely: (1) behavioral (emphasizing concepts such as incentives and reinforcement); (2) humanistic (emphasizing students’ capacity for personal growth, their freedom to choose their destiny, and their desire to achieve and excel); (3) cognitive (emphasizing students’ goals, plans, expectations, and attributions); (4) social (emphasizing students identities and the interpersonal relationships in the community) [7]. I can conclude that motivation is a change in a person or a dynamic passion that accumulate with reference to a reason both of which came from themselves as well as encouragement from the outside to achieve certain goals.

B. Learning outcomes

Learning is a process of change in behavior due to the interaction between the individual and the environment, where the learning process involves not only cognitive but affective and psychomotor must be integrated into a single unit. Learning in the perspective of neuroscience at the micro level is a change in the neural network that can last a long time. Kerry in his research results states that a central element of education for sustainability is a quest for effective learning outcomes of values, attitudes, and behaviors.[8]

The learning result is a report that shows the results of the learning process. Learning outcomes are statements of what a student is expected to know, understand and/or be able to demonstrate after completion of a process of learning [9]. “Learning outcomes (Los) are statements of what it is expected that a student will be able to do as a result of a learning activity” [10].

Motivation is widely recognized as a variable of importance in human learning, reflected in goals and directions pursued, levels of effort invested, depth of engagement, and degree of persistence in learning [4]. Motivation to learn is closely associated with a person’s personality, in accordance with the result of the research of Colquitt and his colleagues found that several personality variables, including locus of control, achievement motivation, anxiety, and conscientiousness, were related to motivation to learn [11]. “In

this field of research, there is substantial evidence that motivation is consistently positively related to educational achievement”. Based on the results of research conducted on adult students (aged 25-65 years) in the United States in getting the two assumptions of motivation of adults in learning: (1) “Adults have a self-concept of being responsible for their own lives [and] develop a deep psychological need to be seen and treated by others as being capable of self-direction” and (2) “Adults become ready to learn those things they need to know or to cope effectively with their real-life situations”. Furthermore, Raymond stated that adults are pragmatic learners [12].

Successful learning is their self-development effort and discipline in implementing effective study habits. As what is stated by Do Coyle: Successful learning is built on the premise that classroom conditions are dynamic and that for learning to be ‘owned’ by learners in terms of progression and challenge in the ‘here and now’, learners and teachers will have to share responsibility for researching and reflecting on their own teaching and learning in practical, co-constructed ways [4].

Based on the above results whether committed at school or at college, it is necessary to conduct the further research especially in Tadulako which has non-regular students or qualification class and self-financing. The purpose of this study was to determine whether there are differences in motivation between students accepted through the regular and non-regular of Physical, Health, and Recreation Education study program at The Faculty of Teacher Training and Education of Tadulako University and the second one is to determine whether there are differences in learning outcomes between students accepted through the regular and non-regular courses Physical, Health and Recreation Education study program at The Faculty of Teacher Training and Education of Tadulako University.

II. METHOD

A. Type and design of Research

This study comes under a comparative descriptive study, which used a sample of 60 people using purposive cluster sampling technique, the sampling is based on classes and criteria defined by researchers, of which 30 regular students of the fourth semester of class C and 30 non-regular students of combined class (Qualifications and Self-funding). This research was conducted at The Faculty of Teacher Training and Education of Tadulako University. In this research, data collection techniques used are questionnaires and document research.

B. Statistical Analysis

The data has been collected in this study were analyzed using descriptive comparative statistics of two sample groups. So the research data that has been attained was analyzed using t-test formula as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}} \quad (1)$$

Note:

\bar{x}_1 = The average score of the first group

\bar{x}_2 = The average score of the second group

S_1^2 = The variance of the first group

S_2^2 = The variance of the second group

n_1 = The number of members of the first group

n_2 = The number of members of the second group [13].

The value of $t_{\text{calculated}}$ with the above formula is then compared with the value of t_{table} . If $t_{\text{calculated}}$ is bigger than the t_{table} ($t_{\text{calculated}} > t_{\text{table}}$), it means the proposed H_1 is accepted. Conversely, if $t_{\text{calculated}}$ is smaller than the t_{table} ($t_{\text{calculated}} < t_{\text{table}}$), it means that H_1 is rejected. The above formula is processed with the help of the analysis of SPSS (Statistical Product Service Solution) version 17.00. for windows

III. RESULTS AND DISCUSSION

TABLE II. THE SUMMARY OF THE RESULTS OF DESCRIPTIVE ANALYSIS ON MOTIVATION AND REGULAR STUDENTS' LEARNING OUTCOMES.

	N	Range	Minimum	Maximum	Sum	Mean
Regular Motivation Value	30	13	75	88	2438	81.27
Regular Learning Outcomes	30	1.12	2.58	3.70	93.93	3.1310
Valid N (list wise)	30					

TABLE II. THE SUMMARY OF THE RESULTS OF DESCRIPTIVE ANALYSIS ON MOTIVATION AND NON-REGULAR STUDENTS' LEARNING OUTCOMES.

	N	Range	Minimum	Maximum	Sum	Mean
Non-Regular Motivation Value	30	20	68	88	2323	77.43
Non-Regular Learning Outcomes	30	1.16	2.28	3.44	87.90	2.9300
Valid N (list wise)	30					

From the results of data analysis for the motivation of a the regular students and non-regular students, $t_{\text{calculated}}$ equal to 2.525 is greater than t_{table} amounted to 2.045 with a significant level of 0.001 is less than the value of α 0:05, it means that there is a difference value on the motivation of regular students and non-regular students with the details as follows:

The results of data description analysis of a group of value on regular students' motivation from 30 of the total sample, a total score of 2438 were obtained. The average value obtained is 81.27 with the result of range is 13 which is attained from the data difference between minimum value of 75 and a maximum value of 88, while the results of data description analysis of group of value on non-regular students' motivation from 30 of total sample, a total score of 2323 was obtained. The average value obtained was 77.43 with a range of 20 results obtained from the difference data between a minimum value of 68 and a maximum value of 88.

From the analysis of learning outcomes of regular and non-regular students $t_{\text{calculated}}$ in the amount of 3,132 is bigger than t_{table} in the amount of 2,045 with significant levels of 0006 is less than the value of α 0:05, it means that there are differences in learning outcomes of regular and non-regular students with the details: The results of the analysis of the data description of the regular students' learning outcomes group of 30 the number of samples obtained a total score of 93.93, the average value obtained is 3.1310 to 1.12 range results obtained from the difference data between a minimum value of 2.58 and a maximum value of 3.70, while The results of the analysis of the data description of the non-regular students' learning outcomes group of 30 the number of samples obtained a total score of 87.90, the average value obtained is 2.9300 to 1.16 range results obtained from the difference data between a minimum value of 2.28 and a maximum value of 3.44. There is a difference in motivation and learning outcomes between regular and non-regular students who are mostly caused because non-regular students are more focused on the work compared to learning on campus.

IV. CONCLUSION

The results of research on motivation and learning outcomes show there is a difference between motivation and student learning outcomes regular and non-regular. For regular student motivation is 2,525 whereas non-regular student is 2,045 with average value of regular students earned is 81,27 whereas the average value of non-regular students is 77,43 in this case, students who do not teach in school, with non-regular students or who have taught in schools where regular students are, generally speaking, tall to follow all subjects, whereas non-regular students have only high motivation on certain subjects, They look at the subject from the perspective of their needs in school. So, while the final learning outcomes (DPNA) between regular and non-regular students are also different accumulatively, Regular student learning outcomes obtained a total value of 93.93 The average value obtained 3.1310 while the average value of non-regular students of 87, 90 Average scores gained 2,9300. Where the value of regular students end is higher than non-regular in every semester. This study can only be done on a course of study so that the future of further research is expected to develop a broader study by taking more than one course of study.

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