



The Relationship between Confidence and Motivation with Learning Outcomes of Gymnastics Floor for Grade X MIPA Students in Kesamben Public High School

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ABSTRACT

This study aims to determine the relationship of confidence with learning outcomes, motivation and learning outcomes of gymnastics on the floor. The research method used is the correlational research method. Sampling in this study using a cluster random sampling method, as many as 105 respondents. Data collection techniques using a questionnaire (questionnaire). Scoring instruments are based on a Likert scale. Data analysis includes regression analysis tests (simple and multiple), F test and correlation test. The results of this study: (1) the test results of the regression coefficient of confidence (X1) are related to the learning results of the floor gymnastics (Y), evidenced from the Ftable of 3.09 while the Fcount of 404,853, thus the value of Fcount > Ftable or 404,854 > 3.09 with sig 0,000 < α (0,05) it can be concluded that self-confidence is related to learning outcomes of the floor exercise. (2) the results of the motivation regression coefficient test (X2) are related to the learning outcomes of floor gymnastics (Y), as evidenced by the Ftable of 3.09 while the Fcount of 65.687, thus the value of Fcount > Ftable or 65.687 > 3.09 with sig 0.000 < α (0.05) it can be concluded that motivation is related to learning outcomes of floor exercises. So there is a relationship between self-confidence and motivation with the results of learning to exercise floor. Suggestions for paying attention to factors other than self-confidence and motivation that play a role or are related to learning outcomes of gymnastics on the floor.

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INTRODUCTION

The government formulated in Law of the Republic of Indonesia No. 20 article 3 of 2003 concerning the National Education System that national education functions to develop



abilities and form a dignified national disposition, and aims to develop the potential of students to become human beings who have faith, noble character, healthy, knowledgeable, capable, creative, independent and responsible (SISDIKNAS, 2003).

According to Winkel (Suratiningsih, 2015) learning outcomes are changes that result in humans changing in their attitudes and behaviors. The ability that causes these changes is classified into cognitive abilities that include knowledge and understanding, sensory-motor abilities that include the skill of performing body movements in a certain sequence, dynamic-affective abilities that include attitudes and values that permeate behavior and actions.

One of the indicators of quality education is the acquisition of maximum learning outcomes by students, be it learning outcomes in cognitive, affective or psychomotor terms. However, the learning success of each student is not the same as one another. There are learners who experience problems in learning, as a result of which the learning outcomes achieved are less than optimal. According to Slameto in his book, the factors that affect student learning outcomes in the outline are divided into two, namely internal factors and external factors. Internal factors, namely factors that arise from within the students themselves include physical conditions, intelligence, talents, interests, motivation, independence and attention. Meanwhile, external factors are factors that arise from outside the student body including teachers, friends, learning facilities, school environment, learning resources, parents' income and others. From the explanation above, it can be concluded that student learning outcomes can be influenced by two factors, namely internal factors arising from themselves, and external factors arising from outside themselves.

Self-confidence is a condition of a person that affects physical and mental activity in the learning process. This confidence generally arises when a person is going to do a certain activity where his mind is directed to achieve a desired result. If you are not confident, you will become afraid of learning. A confident person will definitely have the will and effort, always be optimistic in achieving something as expected, be independent and able to overcome problems without the help of others, do not give up easily and will try hard in carrying out learning activities. Self-confidence is an important factor that can lead to success.

Each learner has a different environment and background, so it affects the personality of the learner, the formation of his self-confidence and interaction with his environment. With the self-confidence possessed by himself, students will very easily interact with their learning environment. Self-confidence is an attitude of trust and confidence in what he has, which can help to view himself positively and realistically so that he is able to socialize well with others or his environment. A confident person is always confident in every action he performs, feels free to do things as he sees fit and is responsible for his deeds. Of course, this makes it easier and a driver in the learning process. But not all individuals have enough self-confidence. Feelings of inferiority, shame, humility and others can be an obstacle for students in the learning process both at school and in their environment, usually with this sense of inferiority students feel unsure of their

abilities and skills, so they become more closed, and less aware of the information needed (Rifki, 2008).

Every person basically does something because of an impulse by a certain motivation. According to (Slavin, 2009) in his book defining motivation in simple language, motivation is something that causes you to walk, keeps you going, and determines where you try to walk. Motivation is the impulse that exists in man that causes a person to do something and besides that *metivasi* is the desire, desire, and driving force that comes from man to do something. Students who have no motivation to learn in themselves will cause the learning outcomes of these students to be low. Such as the lack of attention of students when the teacher explains the material in class and talks to my deskmates when the teacher explains the material, this happens because of the lack of motivation in students to get high results. Motivation is very important for learning, with this motivation students become diligent in learning, and with motivation can also support student learning outcomes. The high motivation to learn is closely related to the high and low learning outcomes. Gymnastics is a form of physical exercise that is systematically arranged by involving selected and planned movements to achieve certain goals. Meurut (Prihatmoko, 2013) gymnastics is an effective physical activity to optimize child growth and development. The movements in gymnastics stimulate the development of physical fitness components such as, strength, muscular endurance of all parts of the body, besides that gymnastics also has the potential to develop basic movement skills as a basis for mastering the technical skills of a sport.

This floor gymnastics is one part of artistic gymnastics. It is called *demikan* because all movement skills are performed on the floor using a mattress tool as the base. Back rolling floor gymnastics refers to motion that is done with a combination of each limb and motor/motion components such as balance, flexibility, agility, strength, and precision. Researchers want to see whether confidence and motivation are related to the learning outcomes of floor gymnastics, for that researchers are interested in conducting research on "The Relationship between Self-Confidence and Motivation with Floor Gymnastics Learning Outcomes of Class X Mipa Students of SMA Negeri Kesamben" as the title of his research.

MATERIALS AND METHODS

This type of research is Correlational, that is, research that connects one or more free variables with one bound variable without any attempt to influence that variable. A simple form of correlation research is the relationship between two variables namely confidence and motivation. Correlational research is based on the logic of deductive thinking, which begins with using a theory as a basis and ends with the analysis of measurement data. The data measurement technique can be done in various ways, for example with tests (Maksum, 2012). The population in this study was 210 students, while the sample of this study was 105 students of class X MIPA SMA Negeri Kesamben who were taken using the cluster random sampling technique.

Data collection was carried out using questionnaires filled out directly by students regarding confidence and motivation with the results of learning floor exercises. The

questionnaire method is a data collection technique that is carried out by giving several questions to respondents to answer. This questionnaire consists of questions about self-confidence and motivation to learn, in terms of the answers given including a direct questionnaire because the respondent answered about himself (Arikunto, 2013). The development of this instrument based on the theoretical framework that has been drawn up is further developed in indicators and then spelled out in the form of questions. The instrument grid is the result of modification and homemade from relevant research.

Table 1. Confident Instrument Grids

Variable	Indicators	Sub Indicators	Item No.	Sum	Positive/negative question items
Confident	Self-confidence is born	- Communication	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20	20	- 1,2,3,7,8,9,13,14,15.16 (positive question)
		- Assertiveness			- 4,5,6,10,11,12,17,18,19.20 (negative question)
		- Feeling Control			- 21,22,23,27,28,29,33,34,35.36 (positive question)
	Inner self-confidence	- Self-Love - Self-understanding - Positive Thinking	21,22,23,24,25,26,27,28,29,30,31,32,33,34,35,36,37,38,39,40	20	- 24,25,26,30,31,32,37,38,39,40 (negative question)
Sum			40	40	

(Relita & Regina, 2015)

Tabel 2. Learning Motivation Instrument Grids

Variable	Indicators	Sub Indicators	Item No.	Sum	Positive/negative question items
Learning motivation	Intrinsic	1. There is a desire to succeed in learning	1,2,3,4,5,6,13,14,15,18,19,20,22,24,26,29,30,31,32,33,34,35	22	- 1,2,4,5,6,13,14,15,18,20,29,31,35 positive questions
		2. There are desires, passions and needs in learning			- 3,19,22,24,26,30,32,33,34 Negative questions
		3. Have hopes and ideals			- 7,8,10,11,17,21,23,25,27, 36 positive questions
	Extrinsic	1. There is an award in the learning process	7,8,9,10,11,12,16,17,21,23,25,27,28,36,37,38,39,40	18	- 9,12,16,18, 37,38,39,40 negative questions
		2. The existence of an environment conducive to learning well			
		3. Teaching methods			
	Sum		40	40	

(Sardiman, 2011)

The scoring in this study used a likert scale modification with 4 alternative answer choices. The scores of each positive (+) and negative (-) statement in the following table:

Tabel 3. Alternative Score Answers

Positive statements and negative statements		
Alternative answers	Positive statement score (+)	Negative statement score (-)
Totally Agree	4	1
Agree	3	2
Disagree	2	3
Strongly disagree	1	4

Analysis of research data was carried out using simple correlation and regression analysis techniques, with confidence (X1), motivation (X2) and learning outcomes of floor gymnastics (Y). Assisted data processing of the SPSS serial statistics computer program version 16.00

RESULTS AND DISCUSSION

Be Confident

According to Thantaway in the journal (Relita & Regina, 2015) says that self-confidence is a person's mental or psychological state that gives him strong confidence to do. People who are not confident have a negativ self-concept, lack confidence in their abilities because it often closes themselves. Self-confidence is an attitude of trust and confidence in one's strength, which can help a person to view himself positively and realistically so that he is able to socialize well with others. A person's self-confidence is also influenced by the level of ability and skill they have.

This is evident from the results of studies that show the regression coefficient of the confident variable shows F table using the confidence level $\alpha = 5\%$, can be checked Ftable by 3.09, while Fcounts by 404.853. The magnitude of F of the table is 3.09, and F counts 404.853 where the value of Fcounts > F ofthe table or $404.853 > 3.09$, while the significant valueof 0.000 is less than α (0.05). Thus, the confident variable has a positive relationship with the results of learning floor gymnastics in the subject of PENJASKES for class X mipa students of SMA Negeri Kesamben Jombang.

Motivation

Motivation can also be said to be a series of efforts to provide certain conditions, so that a person wants and wants to do something, and if he does not like it, then he will like it. So that motivation can be stimulated by external factors but that motivation is growing inside a person (Sardiman, 2011). Motivation will cause a change in energy in a person, so that it can cause problems with psychiatric symptoms, feelings and emotions, to then act or do something. All of this is driven because of the presence of a goal, need, or desire.

This can be proven by the results of studies that show F_{tables} using the confidence level $\alpha = 5\%$, can be checked F_{table} by 3.09, while F_{counts} by 65.687. The magnitude of $F_{\text{is table}}$ 3.09, and F counts 65.687 where the value of $F_{\text{counts}} > F_{\text{of the table}}$ or $65.687 > 3.09$. While the significant value of 0.000 is less than α (0.05). Thus, the motivation variable has a

relationship with the learning outcomes of floor gymnastics in the subject of PENJASKES for class X mipa students of SMA Negeri Kesamben Jombang.

Confidence and Motivation with Floor Gymnastics Learning Outcomes

Based on the results of the correlation of multiple regression between confidence and motivation with the results of learning floor gymnastics in the subject of EDUCATION for class X mipa students of SMA Negeri Kesamben Jombang. It is proven that the relationship of variables X 1 and X 2 with Y above is positive, with a confident person correlation value with a floor gymnastics learning outcome of 0.893, then a motivation value with a floor gymnastics learning outcome of 0.683, with a signification value of 0.00 smaller than α 0.05, it can be concluded that the correlation between variables X1 and X2 with variable Y is positive, and the variable that has the greatest relationship with the learning outcomes of floor gymnastics is the confidence variable because if it refers to the guidelines of the degree of relationship then it belongs to the category of perfect correlation. So there is a relationship between self-confidence and motivation with the results of learning floor gymnastics in the subject of PENJASKES for class X mipa students of SMA Negeri Kesamben Jombang

CONCLUSION

Based on the results of the analysis of research data that have been described above, in accordance with the analysis process, the following conclusions can be drawn: 1) There is a significant relationship between confidence and the results of learning floor gymnastics in the subject of HEALTH ASSESSMENT for class X mipa students of SMA Negeri Kesamben Jombang. the correlation coefficient using a simple regression analysis of the confident variable with the learning outcomes of floor gymnastics is 0.240 which is positively marked on this coefficient, meaning that if there is confidence (X_1) up one unit then the yield of floor gymnastics (Y) rises by 0.240 without any other dimensions. based on the analysis of linear regression variance (X 1) and Y, it was concluded that confidence (X_1) was related to the learning outcomes of floor gymnastics (Y), as evidenced from F table of 3.09 while F count of 404.853 (table 4.5 column F), thus the value of $F_{\text{count}} > F_{\text{table}}$ or $404.854 > 3.09$ with sig $0.000 < \alpha$ (0.05) then it can be concluded that confidence is related to the learning outcomes of floor gymnastics; 2) There is a significant relationship between motivation and the results of learning floor gymnastics in the subject of PENJASKES for class X mipa students of SMA Negeri Kesamben Jombang. The correlation coefficient using a simple regression analysis of the motivation variable with the learning outcomes of floor gymnastics is 0.220 which is positively marked on this coefficient, meaning that if there is motivation (X_2) up one unit then the learning outcome of floor gymnastics(Y) rises by 0.220 without any other dimension. Based on the analysis of linear regression variance (X 2) and Y, it was concluded that motivation(X_2) is related to the learning outcomes of floor gymnastics (Y), as evidenced from F table of 3.09 while F count of 65.687 (table 4.5 column F), thus the value of $F_{\text{count}} > F_{\text{table}}$ or $65.687 > 3.09$ with sig $0.000 < \alpha$ (0.05) then it can be concluded that motivation is related to the learning outcomes of floor gymnastics.

There is a significant relationship between confidence and motivation with the results of learning floor gymnastics in the subject of PENJASKES students of class X MIPA SMA Negeri Kesamben Jombang. The correlation value of confidence (X 1) with the learning outcomes of floor gymnastics (Y) was 0.893, while the correlation value between motivation (X 2) and the learning outcomes of floor gymnastics (Y) was 0.683, with a significance value of 0.00 smaller than α 0.05, it can be concluded that the correlation between variables X_1 and X_2 with variable Y is positive, and the variable that has the greatest relationship with the results of learning floor gymnastics is the confidence variable because it refers to the guidelines of the degree of relationship then belongs to the category of perfect correlation. So there is a relationship between self-confidence and motivation with the results of learning floor gymnastics in the subject of PENJASKES for class X mipa students of SMA Negeri Kesamben Jombang.

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