

Conference Paper

Comparing Female Students' Motivation to Participate in Physical Education at First State Middle School in Malang City to Women in Buleleng Regency, Bali

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Abstract.

Motivation is the driving force and determinant of human behaviour. The aim of this study is to find out the extent of motivation of women to participate in physical education, specifically in carrying out movement activities. The population of this study was female junior high school students from Class VII, VIII, and IX in Malang City, East Java, and women from Buleleng Regency, Bali. The data obtained included 650 respondents. In the Mann-Whitney test, they got 0.000, both groups were smaller than 0.05 (p -value < 0.05), then H_0 was rejected, meaning that there was a significant difference. It can be concluded that there is a significant difference in the motivation of female students from Malang City, East Java with the motivation of women from Buleleng Regency, Bali.

Keywords: motivation, woman, physical education

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1. Introduction

The introduction is an opportunity for the author to convince the reader (including editors and Physical education is one of the subjects in school that must be given to students in a structured curriculum program. Physical education is a learning process carried out through movement activities that are formed to improve physical fitness, develop motor skills, healthy living behavior and knowledge, emotional intelligence, and sportsmanship.

Physical education must be applied in school learning because physical education has an important and strategic role in order to shape the character and survival of students in the surrounding environment. So Physical Education aims to give humans 1)

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emotional responses, 2) personal relationships, 3) intellectual mentality, and 4) aesthetic output, while not neglecting the development of muscle, bone, and joint strength, by not forgetting the elements of movement skills, and improving the human body fitness (1). To achieve the goals of physical education above, an educational effort is needed that is formed in the system by involving several factors, including teachers, facilities and infrastructure, and student motivation in participating in physical education learning at school.

Motivation has been used for a long time since the early twentieth century. Since time immemorial humans are known as intellectual and rational thinking creatures. Motivation is defined is everything that drives a person's behavior and demands or encourages them to meet needs. Motivation is the driving force of human behavior as well as a determinant of behavior. Motivation can also be said as an action regarding the occurrence of behavior including the setting, goals, and direction of a person's behavior. Motivation is a driving force that can generate activity in living things and can cause behavior and direct it toward certain goals.

Motivation is the main key to student success if there is a dominant will to achieve learning success and of course, it will also affect student behavior in accordance with educational goals. The high motivation of these students towards one subject will certainly be more understandable by these students and can be used in their daily lives and able to be remembered for a longer period of time.

Every pubescent child has a different character and many forms, including anxiety, restlessness, a tendency to oppose parents and siblings as well as inner conflicts (2). Many changes are experienced by pubescent children, as the most prominent physical changes, such as the male growing Adam's apple, making his voice heavy, and growing hair around the pubic area, while the female undergoes many physical changes such as the growth of the breasts and the widening of the female hips, not only the anatomical aspect, the differences as well. found in the physiological aspect, one of the distinguishing aspects is menstruation, this is what makes women feel tired easily and have mood swings and very sensitive feelings. Menstruation is the discharge of blood from the lining of the uterine mucous membrane which is expelled through the female genitalia. The occurrence of menstruation can cause a woman to feel cramps, nausea, headaches, back pain, aches, and emotional increase.

Characteristic differences between women and men are clearly visible in the anatomical aspects of their bodies. This is in accordance with research conducted by Budiyaniti & Damayanti 2015 which states that exercise and other physical activities will affect the physiology of female reproduction, one of which is menstruation (3). If someone is

menstruating, it is not recommended to do strenuous physical activity. Not only that, in terms of anatomy, women have smaller muscle fibers than men, this is the difference in performance between women and men. Women tend to be weaker and tired more quickly than men, so the two cannot be equated when exercising (physical activity). Because the physiological anatomy of women and men are different, of course, the two sports are also different, both in terms of intensity and training load. Sports in women must pay attention to the condition of the body and according to the portion of the exercise, as well as in this study. Therefore, the level of exercise in women must be considered, because exercise will affect the physiological aspects of women. Many things can affect students' motivation in attending physical education, namely: 1) Body weight; 2) Appearance; 3) Age; 4) Physical fitness; and 5) Physical Health.

From the explanation above, it is a problem to be known through research by analyzing the motivation of female students, in order to find out the extent of motivation, especially women participating in Physical Education learning in carrying out movement activities.

2. Method

In solving the above research, this study uses a quantitative descriptive research design. According to Yusuf Quantitative descriptive research provides information about the current situation in depth and describes systematically, factually, and accurately as well as facts and describes phenomena in detail (4).

The population of this study was female junior high school students from Class VII, VIII, and IX in Malang City, East Java, and Buleleng Regency, Bali. This study took the two regions to compare the motivation of students in the city and the motivation of students in the district. Geographically and culturally these two samples are different, from the city of Malang which is on the island of Java, which is identically called the City of Education. For Buleleng Regency is geographically on the island of Bali, which is called the Tourism Island, with the habit of people liking the arts.

In this study, the sample selection used Cluster Random Sampling. The population used in this study were female students from both regions, namely from Junior High School in Malang City, East Java, and Junior High School in Buleleng Regency, Bali. Sampling in this study used a systematic random sampling technique (Simple Random Sampling). To get good data, researchers distributed questionnaires by getting 650 female students in Malang City, East Java, and 650 female students in Buleleng Regency, Bali.

The instrument used in this study was a non-test, namely a motivational questionnaire in learning physical education. Data collection in this study was in the form of a motivational questionnaire, by asking questions or written statements in the form of sheets of paper that were distributed or non-written, namely online in the form of google forms. The researcher's data analysis used the descriptive percentage analysis method. Hypothesis testing using the Mann-Whitney Test. The Mann-Whitney test is used in comparison tests on two unrelated samples or can be said to be independent samples (5). This Mann-Whitney test refers to basically a null hypothesis that states that there is no real difference between the two groups of data and where the data are taken from unrelated samples.

3. Result and Discussion

Results and discussion can be made as a whole that contains research findings and explanations.

3.1. Presenting the Results

TABLE 1: Mann Whitney test.

	Score
Mann-Whitney U	36112.500
Asymp.Sig. (2-tailed)	.000

In the hypothesis test carried out in this study using the Mann-Whitney Test because in the normality test the sample data was not normally distributed, and the sample members used two different groups and the samples from both schools from Junior High Schools in Malang City and Junior High School in Malang Bululeleng Bali, the number of samples is the same. Therefore, it is more appropriate to test the hypothesis using the Mann-Whitney test. From this T-test, the results were analyzed by SPSS for the Asymp value. Sig. (2-tailed) on the Mann Whitney 0.000 test. From these results, it can be seen that the value of Asymp. Sig. (2-tailed) of the motivation of the two groups is smaller than 0.05 (p-value < 0.05), then Ho is rejected, meaning that there is a significant difference between the motivation of women in junior high schools in Malang City and junior high schools in Buleleng regency, Bali.

In the hypothesis test, it is known that there are differences between the two groups of schools from Malang City and Buleleng Regency, Bali. Below is an analysis using a

percentage count, this data is the result of respondents from these two groups who are compared according to a predetermined sample, from the five indicators the comparison data can be seen below. Of the 650 respondents consisting of female junior high school students in Malang City and Buleleng Regency, Bali, it can be seen from the table below which is divided into five indicators of motivation.

TABLE 2: Data Category Intrinsic Motivation.

	N	Buleleng Regency	Malang City
Intrinsik Motivation	650	52,75%	47,25%

3.1.1. Intrinsic Motivation factors that affect the motivation of female students in participating in physical education learning are measured by 4 questions that have an answer scale of 1-7. Based on descriptive analysis, the Intrinsic Motivation factor for female students in participating in physical education learning at the Buleleng Regency Junior High School has percentage of 52.75%, while the percentage of female junior high school students in Malang City is 47.25%. This shows that the intrinsic factor influencing the motivation of female students in Buleleng Regency is higher than in Malang City

TABLE 3: Data Category Identified Regulation.

	N	Buleleng Regency	Malang City
Identified Regulation	650	52,71%	47,29%

The measurement of the Identified Regulation factor is carried out by presenting 4 questions that have an answer scale of 1-7. Descriptive analysis shows that female students of SMP Negeri Buleleng Regency have a percentage of 52.71% and female students of State Junior High Schools in Malang City have a percentage of 47.29%. This shows that the Identified Regulation factor has a higher effect on female students of Buleleng State Junior High Schools compared to female students of State Junior High Schools in Malang.

TABLE 4: Introjected Regulation Category Data.

	N	Buleleng Regency	Malang City
Introjected Regulation	650	52,72%	47,28%

The Introjected Regulation factor is measured by 4 questions that have answers on a scale of 1-7. Based on the descriptive analysis, it can be shown that the Introjected Regulation factor influences the motivation of female students to take physical education at the Buleleng Regency State Junior High School higher with a percentage of 52.72% compared to the motivation of female junior high school students in Malang City with a percentage of 47.28%.

TABLE 5: Data Category External Regulation.

	N	Buleleng Regency	Malang City
External Regulation	650	51,90%	48,10%

External regulation factors that influence the motivation of female students in participating in physical education learning are measured using 4 questions that have an answer scale of 1-7. Descriptive analysis shows that a high percentage is obtained at the State Junior High School in Buleleng Regency of 51.90%. Compared to State Junior High Schools in Malang City with a percentage of 48.10% which shows lower.

TABLE 6: Data Category Amotivation.

	N	Buleleng Regency	Malang City
Amotivation	650	49,70%	50,30%

The Amotivation factor is measured by presenting 4 questions that have answers on a scale of 1-7. Descriptive analysis shows that in contrast to other factors, this factor has a higher influence on the motivation of female junior high school students in Malang in participating in physical education learning with a percentage of 50.30% while the motivation of female junior high school students in Buleleng Regency is lower with a percentage 49.70%.

3.2. Create a Discussion

Based on the findings of research that has been conducted with a sample of 650 female students, it is known that their motivation with five different indicators differs from the answers of all female student respondents from Malang City and Buleleng Regency, Bali. The reality is that in all teaching and learning transactions, motivation is an inevitable construct that evokes and sustains effective learning, which means that in the transaction of learning and teaching there must be motivation because the presence of motivation can affect the effectiveness of learning (6). From research, Saragi & Suryani explained that women tend to be very motivated to learn while in the aspect

of movement they are less (7). Basically, women don't do much movement to increase their physical activity (8). This indicates that women in terms of the theory are highly motivated to learn, whereas when doing practice they are physically less likely to do it.

Intrinsic motivation is contained in a person every time he behaves for the satisfaction that is inherent in the behavior itself (9). According to Haerens By voicing the wishes of students regarding their concerns, and problems, students may feel valued and therefore students are more willing in their learning (10). The opinion above should be applied by teachers of Physical Education subjects, everything that is taught by the teacher as far as possible can attract students intrinsically, especially female students because it is difficult for female students to participate in this activity. To increase the intrinsic motivation of female students, educators can provide their students with an environment that supports autonomy and may positively influence the level of activity in the classrooms (11).

Students who are motivated because there are still a lot of Identified regulation indicators from the above data proves that students still want them to know, the factor could be that they want to know the information directly, or if they do so they will get benefits for themselves, Identified regulation is considered as self-chosen, freely chosen and consistent with individual values and beliefs (12).

The Introjected Regulation indicator for male and female students has a higher percentage of male students. This shows that male students have self-motivation in learning physical education, sports, and health. However, they do it by compulsion or there is a feeling of fear if they don't do it. Students who are motivated are not of their own volition, so there is coercion from their minds not from other people because there is a sense of obligation in doing so (13).

In External regulation, female students have a higher tendency than boys. This is because there are still a lot of female students taking Physical Education lessons, and they want to get gifts or rewards from the teacher, usually, for women taking Physical Education lessons, it is very low or lazy to follow so for that how the teacher's efforts respond to this by giving him praise, grades, prizes, and many more, the purpose of this motivation is for students to want to do or be able to take part in learning. Many factors influence these unmotivated students are strong, there are many State Junior High Schools in Malang City implementing the Full Day School program, so students who should study start at 07.00-13.00 WIB because there are Full Day School students study until 15.15 WIB. According to Heynoek, The motor skills of junior high school students who apply to Full Day School are very lacking (14). From the responses above, it shows that students and junior high school students have very low motivation to do movement

activities because of the Full Day School factor that forces them to study continuously when compared to students doing sports hours in the early morning of the lesson and in the afternoon at the end of the lesson, the motivation their enthusiasm for doing sports is also different. There are several factors that influence the motivation of movement activities, especially among women. Barriers that affect women's physical activity are not having friends to exercise with, less able to use sports facilities, women are often tired and the environment is not safe (15). The existence of gender greatly affects the behavior, mentality, attitudes, and characteristics of individuals. The differences between women and men are clear and visible in the anatomical aspect, but on the physiological side, the differences are less clear (16).

So that these factors can affect the differences in the motivation of male and female students in participating in movement activities. In research performed by Marbun female students will be more diligent than male students (17). Meanwhile, according to Kurniyawan, there are developmental differences between male and female students, in general, boys have very good reflexes compared to girls, male limb coordination is designed to be able to work together to receive responses from outside quickly, and girls have anxiety or nervousness higher, it is this feeling that affects the motivation of female students (18). According to Shihab the number of red blood levels in women is less than in men, the ability to breathe is also lower than in men and the muscles are not as thick as the muscles of men (19). According to Griwijoyo, Women's diameter and muscle mass can be increased with systematic training, but they can't match that of men because their testosterone levels are lower than men's (20).

The teacher's role is very important in building a learning system in the classroom. Initially, teachers may feel the need to control and put pressure on students so that they will be able to work on motor tasks, but they need to be aware that this can often impair their perception and physical activity following the lesson. Teachers should not focus exclusively on students' technical, strategic, and tactical skills, but should also focus on developing effective relationships with students so that in the education classroom students experience positive emotions during learning (21). So, with the data above, it can be stated that the high level of Intrinsic Motivation and Identified Regulation shows that many students are motivated by their own motivation from within themselves in taking part in Physical Education, Sports, and Health.

Geographically and culturally the two respondents are different. Malang City itself, which is located on the island of Java, is the most populous island in Indonesia, with around 154.34 million inhabitants on the island of Java. Malang city is also synonymous with the city of education. For Buleleng Regency, geographically on the island of Bali,

the time zone follows Central Indonesia Time, 1 hour ahead of Malang City. Buleleng is also included in the Bali Island area where this island is one of the best tourist islands in the world. Many tourists come here to enjoy the atmosphere, food, and art of this Island of the Gods. The island of Bali for its population of 4.29 million people in 2022, most people in Bali, especially in Buleleng Regency, is a habit of the people who like the arts.

4. Conclusion

In line with the results of the discussion data, it can be concluded. There is a significant difference in the motivation of female students from Malang City, East Java with the motivation of women from Buleleng Regency, Bali. This indicates that the habits of the community can affect a person's physical activity. Malang City focuses on learning that is theoretically understood, while for the people of Buleleng Regency with love and tradition in the arts, students are indirectly motivated to carry out movement activities that are inserted in artistic activities such as Balinese dances.

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