

## DEVELOPMENT OF ACHIEVEMENT MOTIVATION TRAINING MODEL BASED ON BOSEKA TRADITIONAL GAMES IN ELEMENTARY SCHOOL STUDENTS

<sup>1</sup>Widati Amalin Ulfah, <sup>2</sup>Dedy Putranto

*Correspondence:* STKIP Muhammadiyah, Bangka Belitung, Indonesia  
E-mail: [widati.amalinulfah@stkipmbb.ac.id](mailto:widati.amalinulfah@stkipmbb.ac.id)

### Abstrak

Rendahnya motivasi siswa dan tidak ada inovasi guru pendidikan jasmani untuk mengemas proses pembelajaran yang lebih menarik. Penelitian ini bertujuan untuk mengembangkan model *achievement motivation training* berbasis permainan tradisional boseka pada siswa sekolah dasar. Metode penelitian ini menggunakan metode penelitian dan pengembangan dari Borg and Gall 1983 yang telah dimodifikasi oleh peneliti yakni: (1) Analisis kebutuhan 25 orang siswa untuk observasi; (2) Pembuatan produk awal; (3) Tinjauan para ahli 3 orang; (4) Revisi produk; (5) Uji coba kelompok kecil 10 orang siswa; (6) Revisi produk; (7) Uji coba kelompok besar 40 orang siswa; dan (8) Hasil akhir produk. Berdasarkan hasil penelitian maka diperoleh data dari evaluasi ahli dengan rata-rata persentase 85,70% (layak), dari hasil uji coba skala kecil diperoleh rata-rata persentase 79,3% (layak) dan untuk hasil uji coba skala besar diperoleh rata-rata 89,3% (layak). Dengan demikian dapat disimpulkan bahwa pengembangan model *achievement motivation training* berbasis permainan tradisional boseka layak digunakan pada siswa sekolah dasar kelas atas.

**Kata Kunci:** *Model Based, Boseka Traditional, Games*

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### Abstract

The low motivation of students and there was no physical education teacher innovation to package a more interesting learning process. This study aimed to develop a model of achievement motivation training based on traditional boseka games for elementary school students. This research method used research and development methods from Borg and Gall 1983 which have been modified by researchers namely: (1) Requirement analysis of 25 students for observation; (2) Manufacture of initial products; (3) Overview of experts 3 persons; (4) Product revision; (5) Small group trials 10 students; (6) Product revision; (7) Large group trials 14 students; and (8) The final product. Based on the results of the study obtained data from expert evaluations with an average percentage of 85.70% (feasible), from the results of small-scale trials obtained an average percentage of 79.3% (feasible) and for large-scale trial results obtained by an average of an average of 89.3% (feasible). Thus it was concluded that the development of achievement motivation training model based on the traditional game boseka was appropriate to be used for students in high school elementary.

**Keywords: Model Based, Traditional Boseka, Games**

**Introduction**

In the face of increasingly competitive scientific development, students must be able to prepare themselves to have quality and excellence to increase increasingly stringent competitiveness. The increasing progress of students must be supported with a strong mentality and have an attitude of trust in their abilities and be proud of their abilities. Pasal 3 of the National Education System Law No. 20 of 2003, the function and purpose of national education is to develop capabilities and shape the character and civilization of a dignified nation in the context of intellectual life of the nation. It aims to develop the potential for students to become human beings who have faith and devote to God Almighty, have good character, be healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

If the student has a strong personality, he will have a positive mind about learning outcomes, not to be afraid of defeat, have a strong desire to do better than before, and believe in the potential possessed, so that the individual does not experience anxiety that can disturb the learning process. In the learning process, there is certainly such a thing as failure and success. Failure of student learning does not fully originate from these students themselves but can also from teachers who are not successful in providing motivation that can arouse students' enthusiasm for learning. Student learning success can not be separated from the motivation of the students concerned therefore basically achievement motivation is a very determining factor in students' success.

Achievement motivation has an important role in terms of growing passion, feeling happy and eager to learn. Students who have high motivation will have a lot of energy to carry out learning activities. A student who has high intelligence can fail because of lack of motivation. Learning outcomes will be optimal if there is the right motivation. Arnayanti Herlina (2004), the low motivation for achievement in adolescents is an unfavorable symptom because the low motivation for achievement in them shows an indifferent attitude towards social life, including the future of the nation. The success of a nation is largely determined by the high and low motive of achieving its citizens, in other words the development of a nation will be successful if the motive of achieving its citizens high. Sumadi Suryabrata (2010) "Motive is a condition in the person that drives individuals to carry out certain activities in order to achieve a goal." In other words, motivation is a state of mind and mental attitude that energizes and encourages people to carry out an activity. Abdul Hadis (2008) "Motivation is a change in energy in a person which is marked by the emergence of feeling and preceded by a response to the existence of goals"

Hamzah B. Uno (2009) stated that "motivation is the force that drives someone to do something to achieve goals". These forces are basically stimulated by the existence of various needs, such as (1) the desire to be fulfilled; (2) behavior; (3) objectives; (4) feedback. Sabaruddin Yunis Bangun (2016) Physical education is a process that is carried out at every level from elementary school to

high school that uses physical activities or members to achieve physical health and fitness, movement skills that result in the development of attitude and intellectual abilities in daily life. Sukendro (2017) Physical Education has an important role in guiding and developing elementary students. Motion skills, critical thinking skills, social skills, reasoning, emotional stability, moral actions, aspects of a healthy lifestyle, and the introduction of a clean environment through selected physical, sporting and health activities that are planned systematically in order to achieve national education goals.

In physical education learning the teacher plays a role in the implementation of the learning process. Physical education has a positive impact on individual psychic if managed properly in achieving educational goals and achievement motivation training of individuals which is a need that is deemed relevant to demands as a bastion in protecting themselves from things that conflict with other social problems. Provisioning of learning experiences is directed at increasing physical growth and developing better psychological behavior, while at the same time forming healthy and fit lifestyles, Munarwan (2010). In its implementation a variety of methods and modifications to learning are carried out at the same time to improve the concentration and confidence of students. The lack of teacher creativity has an impact on the learning process, learning outcomes, and objectives to be achieved.

Achievement motivation is an important element as a factor to encourage the desire to achieve success and success. Motivation is absolutely needed in one's life, without motivation life does not have direction and purpose. By having high achievement motivation, an individual will appear aware that the drive to achieve success will be attached to the attitude and become a permanent behavior in someone. Motivation in individuals is marked by the emergence of a desire to obtain excellence in carrying out activities. In other words, people who have high achievement motivation will always try to make every activity carried out achieve good results.

Associated with traditional games, the application of this game method is also able to encourage students' interest and achievement motivation. This is because the traditional game method of boseka has its advantages can arouse the passion and spirit of optimism in students and foster high social solidarity and solidarity. Based on this view, benchmarks that can be used as indicators of the success of a student in learning activities can be seen from the learning achievements and the causes of students failing to complete their studies, namely the low achievement motivation of students.

Data obtained from field observations in upper class elementary schools in the Gerunggang sub-district showed that the results of the MBTI test of 65% of upper class elementary school students had difficulty in improving student learning achievement. Data obtained at the time of field observations that 75% of students almost never got learning especially traditional games. The picture showed that by increasing achievement motivation training (achievement

motivation) through traditional games was a good capital to determine the strength in achieving student learning progress.

The results of observations was known that the achievement motivation training of students in the physical education learning process was still lacking and the material used by teachers to teach was just monotonous without any innovation so that students were interested in participating in learning. Based on the description above, it was seen that achievement motivation training was an internal factor that had an important role in student achievement.

## **Method**

This research and development model used the Borg and Gall (1983) development model that has been modified by researchers, namely: (1) Conducting an analysis of the needs of students; (2) Manufacture of initial products; (3) The experts' review includes two learning experts and one traditional game expert; (4) Product revision; (5) Small group trials consisting of 10 high school elementary school students; (6) Product revision of the results of small group trials; (7) Large group trials consisting of 40 students; and (8) The final results of product revisions that have been tested on a large group.

In the research and development of achievement motivation training models based on traditional game of Boseka, the type of data generated was qualitative data and quantitative data. Quantitative data were obtained from a needs analysis in the form of questionnaires involving 25 elementary school students. While qualitative data were obtained from interviews with physical education teachers for the analysis of initial research needs and expert reviews, namely 2 physical education lecturers and 1 traditional game expert on the product development of achievement motivation training model based on the traditional game of boseka which was made.

The instrument used in this study used a questionnaire. Questionnaires were given to 25 high school elementary students who were randomly selected for data collection in the initial needed analysis and 10 students in the small group test and 40 students in the large group trial. The design of this trial was conducted in three stages, the first was expert evaluation, the second stage was small group trial and the third stage was large group trial. The purpose of this product trial was to obtain and conclude data which was used as a basis for complete product improvement. Data analysis techniques in this study used quantitative descriptive analysis with percentages. Sugiyono (2012) stated that, descriptive statistical data analysis techniques were statistics used to analyze data by describing data which was collected as it was, without intending to make conclusions that applied to the public or generalizations.

## **Discussion**

This research and development aimed to produce a model of achievement motivation training based on the traditional game of boseka. From the data needs

analysis results was seen that: (1) 68.6% of students know about traditional games, (2) 82.9% of students do not feel difficulty in doing traditional boseka games, (3) 97.1% of students do not feel bored when doing traditional games, (4) 77.1% of students prefer that physical education learning materials delivered in the form of games, (5) 91.4% of students prefer traditional games included in physical education learning materials, (6) 80% students are very confident if in doing traditional games of boseka d motivation in learning physical education. From the results of the needs analysis it was concluded that it was necessary to develop a model of achievement motivation training based on the traditional game of boseka.

Table 1. Expert Validation Results Data

No	Experts	Min Score	Max Score	Result of Score	Percentage
1	Expert 1	0	75	64	85%
2	Expert 2	0	75	66	88%
3	Expert 3	0	75	63	84%
<b>Average</b>					85,7%

Based on the results of filling in the evaluation sheets conducted by 3 experts it was concluded that the development of achievement motivation training models based on traditional game of Boseka obtained an average of 85.7% and was included in the good category so it was feasible to be tested on a small scale.

The data from the small-scale trial results (N = 10) obtained and tested were used as a basis for product revisions before they were used in large-scale trials. The results of the data which were filled out by students obtained the percentage of answers in accordance with aspects assessed at 80.67%. Based on predetermined criteria, the development of the achievement motivation model based on the traditional game of boseka got good criteria.

Data for Large-Scale Trial Results (N = 40) while the data obtained and tested was used as a basis for product revisions before being used in large-scale trials. The results of the data which were filled out by students obtained the percentage of answers in accordance with aspects assessed at 89.2%. Based on predetermined criteria, the development of the achievement motivation model based on the traditional game boseka got good criteria.

The development of achievement motivation model based on traditional game of boseka through several stages including: (1) Conducting needs analysis on students; (2) Manufacture of initial products; (3) The experts' review includes two learning experts and one traditional game expert; (4) Product revision; (5) Small group trials consisting of 10 elementary school students; (6) Product revision of the results of small group trials; (7) Large group trials consisting of 40 students; and (8) The final results of product revisions that have been tested on a large group. The process of making traditional game of boseka was conducted in stages and to produce a traditional form of game which was worth doing the



validation process to 3 experts namely 2 learning experts and 1 traditional game expert.

The results of the validation of the three experts showed that the traditional game of boseka was feasible as evidenced by the average score of 85.7%. But there were some improvements including: the model must contain the objectives of the game and the rules of the game and be equipped with assessments that include cognitive, affective and psychomotor aspects. After being declared feasible, the traditional game of boseka was tested on a small group with a total of 10 elementary school students by completing a questionnaire consisting of 30 questions. The results of this small group trial got an average value of 80.67% and were in the good category. After a small group trial, the next stage was conducted a large group trial with a total of 40 students. The results of this large group trial got an average value of 89.2% so that it was concluded that it was good or feasible to use.

Considering the results of the study indicated the feasibility of the achievement motivation training model based on the traditional game of boseka, it was time for physical education teachers, especially upper class of elementary school teachers, to be encouraged to utilize innovative learning models with the traditional game approach of boseka. Students were able to get maximum achievement if they have high motivation and are supported by creative and innovative learning methods. They could even do something beyond average ability, the achievements which they got can exceed their peers. In learning activities, achievement motivation was referred to as the overall driving force within students that led to learning activities that ensured continuity in learning activities and provided direction so that the desired goals could be achieved with good results. With the development of achievement motivation model based on the traditional game of boseka, individuals who learn were able to give birth to good achievements because in the traditional game of boseka there were elements such as: cooperation, have a high fighting spirit, responsibility, tough and spirit to win.

## **Conclusion**

Based on the results of research and discussion, it was concluded as follows:

1. Based on the validation and trial, a model of achievement motivation training based on the traditional game of boseka which as a whole was feasible to be used by high school elementary students. This was based on a discussion of the results of the product trial analysis which included cognitive, affective and psychomotor aspects.
2. Achievement motivation training model based on traditional game of boseka was feasible and could be used for physical education learning process.

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