

## Differences in Motivational Orientation in Physical Education in terms of Gender Differences

Arsani<sup>1</sup>, Ali Maksum<sup>2</sup>, Abdul Rahman SyamTuasikal<sup>3</sup>, Nining Widyah Kusnanik<sup>4</sup>

<sup>1</sup>Postgraduate Program in Sports Education Department, Universitas Negeri Surabaya, Indonesia  
Teacher in SMPN 40 Surabaya, Dispendik Surabaya, Indonesia

<sup>2,3,4</sup>Postgraduate Program in Sports Education Department, Universitas Negeri Surabaya, Indonesia  
arsani.penjas@gmail.com

### Abstract

Motivation is one of the factors that influence the success of the physical education learning process. Motivation is divided into two dimensions, namely intrinsic motivation (arising from within) and extrinsic motivation (which is influenced by external or environmental factors). The success of physical education depends on the amount of motivation (motivation) that appears in students. If intrinsic motivation is greater than extrinsic motivation, the success of physical education will be easier to realize. This study aims to determine the motivation orientation of junior high school students in participating in physical education and to determine differences in motivation orientation based on gender in attending physical education in junior high schools. The population in this study were students of SMPN 40 Surabaya, amounting to 677 students. The research sample was 262 students. Sampling was done by random sampling technique with class as the unit of analysis. The data collection method in this study used a motivational questionnaire adapted from Deci (1971). This questionnaire has a validity of 0.356 to 0.755 and reliability (alpha) of 0.6854. To analyze the data, we used parametric statistical analysis of one sample t-test & independent samples t-test. To process it using the Windows version 20.00 SPSS statistical application program. The results obtained from the analysis of the one sample t-test as a whole obtained a mean value of 20.94 intrinsic motivation and a mean value of 14.63 extrinsic motivation. So that intrinsic motivation is greater than extrinsic motivation. For the results of the independent analysis of the sample t-test, it was obtained that F count was 3.68 with a significance of 0.00. Because it is significant  $0.00 < 0.05$ , the hypothesis is accepted. From the data analysis, it can be concluded that the motivation orientation of students of SMPN 40 Surabaya tends to be intrinsic and there are significant and significant differences in the motivation orientation between male students and female students based on gender differences.

### Keywords

intrinsic motivation;  
extrinsic motivation;  
physical education and  
gender



## I. Introduction

Socializing sports in today's era is not as easy as turning your hand. Physical education as part of sports has not been able to fulfill its role until now. This is evident from the observations of experts and is supported by empirical research which shows that the implementation of education in schools in Indonesia is still less encouraging (Muthohir, 1996). The indicators include the tendency for the student's physical fitness level to decline and the low participation in physical education activities itself and sports extracurricular activities. From this fact we can judge that there are still many people who do not understand the importance of physical education. Physical education that actually has more value than other education as the main vehicle that is truly capable of developing social, emotional and intellectual skills (Muthohir, 2000: 6) is still underestimated. Pohan (2020) states that at school, from elementary to secondary school or even college, students undergo, practice, and experience the learning process of various knowledge and skills. This is due to the factor of the low quality and number of physical education teachers in schools which give birth to their inability to carry out their duties professionally.

## II. Review of Literatures

Professional teachers should be able to convey the mission of physical education through their duties and obligations. In order for the task to be successful, as a student servant, an educator in teaching must be able to adapt to the varied and heterogeneous needs of students. Because every student has different learning objectives in following physical education. This difference in purpose will of course give birth to a different effort in following physical education. It all depends on the motives that exist in each student. This motive will later provide a strength that can encourage students to behave in order to realize the goals they want to achieve. The urge that makes students behave in a directed manner is called motivation. Bice, Ball, and Mc Claran (2015) define motivation as a psychological construct that directs a person towards achieving goals and considers the psychological forces that are used to reinforce actions. Besides motivation as one of the driving forces for someone to realize their aspirations, motivation is also a student psychological factor that greatly influences learning activities. According to Cortes, et al. (2017) motivation is at the heart of many of the most interesting problems of sport as a result of the development of the social environment such as competition, persistence, learning and performance. Cortes, et al. (2017) also added that there are two types of motivation, namely intrinsic motivation and extrinsic motivation. According to Hamalik (2001: 162). According to Simanjuntak (2020) The teacher is a very important factor in determining the success of the learning process, therefore the teacher must be able to increase student learning motivation so that students play an active role in the learning process so that they are expected to achieve good quality education.

Learning is essentially a cognitive process that has the support of psychomotor functions. The psychomotor function in the learning manifestations carried out by students, almost certainly always involves a function of the realm of reason whose intensity of use is certainly different from other learning events. So the teacher's job is to give examples of the use of cognitive strategies that are appropriate, meaning that they are in accordance with the general capacity of students and in accordance with the needs and levels of difficulty of the material to be taught to them. So that by knowing the needs of students, the real teacher has indirectly tried to find out student motivation. If the student's motivation orientation is known, the teacher's task in this case is to use a teaching approach that allows students to use learning strategies that are oriented towards a deep understanding of the content of the lessons. Along with these efforts, teachers are also expected to be able to distance students from strategies and common sense preferences that only lead to aspirations of originating from graduating or graduating. Examples and demonstrations should be explained to students as long as possible so that students understand the significance of physical education material and its relationship with other materials and explain the moral values contained in the physical education material being taught.

The successful development of the cognitive domain will not only produce cognitive skills, but also produce affective skills. A physical education teacher who is skilled at developing cognitive skills in the way previously described will have a positive impact on the affective domain of students. In this case, a deep understanding of the importance of the physical education subject matter presented by the teacher and cognitive preferences that emphasize the application of these principles will improve students' affective domain skills. This is in the form of a steady exercise awareness. The positive impact that will indirectly be born is the mental, social and emotional attitude that will be useful for him.

The cognitive domain that affects the affective and psychomotor domains can be developed in two ways. First, through learning to understand the content of the subject matter. Usually this preference arises because of external encouragement (extrinsic motive) which results in students seeing learning only as a tool to simply graduate or go to class. His aspiration was not to master the material deeply, but simply to graduate or go to class. In contrast to the second preference, namely believing in the importance of the subject matter and its application and absorbing the moral messages contained in the subject matter. This kind of preference usually arises because of an impulse from within the student himself (intrinsic motive), in the sense that the student is indeed interested and

needs the subject matter presented by the teacher. Therefore, students focus more on really understanding and also thinking about how to apply it. So applying the material does not always mean in the form of implementation in real life when the learning process at school takes place, but it will be more effective if applied in everyday life outside of school lessons.

When students understand the importance of physical education, they will not hesitate to fill their spare time with sports. Because they feel that exercising is a need that must be met. Meanwhile, the feeling of need arises from a deep understanding of the subject matter of physical education received from his teacher that exercise keeps the body healthy. According to Wulandari (2020) learning motivation can describe the processes that can bring up and encourage behavior, provide direction and purpose of behavior and can determine whether or not good in achieving goals so that the greater the motivation will be greater learning success. Kretschman (2014) states that student motivation in physical education and sports appears as an important variable, because individual student motivation towards physical education has been recognized as a major determinant of students' physical activity. This is in line with Chen et al. (2014) that student involvement in physical education classes is influenced and determined by motivational factors. In a cognitive perspective, The more significant motivation for students is intrinsic motivation because it is purer and does not depend on encouragement or influence from others. If a teacher knows that his students have intrinsic motivation, then the teacher's job will be just to polish it. Conversely, if the motivation that is owned is extrinsic motivation, the teacher must be able to strive to bring up his intrinsic motivation according to certain limitations. By knowing in more detail about student motivation in taking physical education (intrinsic or extrinsic), a teacher will find it easier to determine and use the desired learning approaches and learning strategies so that effective and efficient physical education learning can be carried out as expected. According to Kristyanawati (2020) the theoretical implications of the results of this study are that learning activities are essentially a process of communication.

That is how important it is for a teacher to know the motives that exist in his students for the success of the student's learning process. In accordance with the explanation above, the author was inspired to conduct a study entitled Differences in Motivational Orientation in Physical Education in terms of Gender Differences.

### **III. Research Method**

#### **3.1 Types and Research Design**

Based on the problems that have been described, this research belongs to the type of quantitative descriptive research (non-experimental) in which the researcher only wants to reveal as much information as possible from the respondent without giving any treatment.

#### **3.2 Population and Sample**

The sample used was 262 students. Sampling using random sampling technique with class as the unit of analysis.

#### **3.3 Research Instruments**

The research instrument used to obtain the data was a motivation questionnaire adapted from Deci (1971) which contained five statements about intrinsic motivation and five statements about extrinsic motivation that were arranged randomly. In addition, several questions concerning respondents were inserted as supporting data consisting of gender, type of sport, and class.

## IV. Discussion

To initiate a discussion, first an explanation of the research results is needed. The presentation begins with a general description of the respondent and then the results of hypothesis testing.

### 4.1 Overview of Respondents

As stated in the previous section, this study took a random sample with class as the unit of analysis. This is done so that respondents can truly represent their class (VII, VIII, IX). Although each class does not have a balanced number, the number of respondents between men and women can be said to be sufficient to represent the group, namely 121 to 141 so that only 262 questionnaires were collected.

From the data collected, it can be described the characteristics of the respondents based on gender. In participating in physical education activities, male students have a stronger motivation than female students (37.10 > 34.26). This means that the motivation for the participation of male students is greater than that of female students in participating in sports activities.

Meanwhile, for the sport that was their choice, 41.8% of female students tended to choose badminton. For male students 73.6% prefer soccer. Surprisingly, none of the 121 male students liked running and exercising. On the other hand, from 141 female students, it turns out that there is still one person who likes soccer. This condition is not a strange thing because psychologically, the traits that men want to develop and the physical qualities required by men are strength, toughness, agility, and masculinity. and courage. Meanwhile, women tend to the softness and balance of body shape. Therefore it is not wrong if men do not like gymnastics and women do not like soccer.

Furthermore, what about the characteristics of the respondents based on the type of sport they prefer? Overall regardless of gender, soccer appeared to be the most preferred sport by 34.4% of respondents. Following in second place is badminton with 29.4% respondents, then gymnastics and volleyball respectively 10.7%, then basketball 6.1% and the least enthusiast is running 2.7%.

### 4.2 Hypothesis Testing

Regarding the problem to be revealed, all data that has been obtained from the respondent is processed to obtain empirical evidence in order to find out:

#### a. Motivation Orientation of Students at SMPN 40 Surabaya

For the first problem, a one-sample statistical analysis was performed. The hypothesis is deliberately not put forward because it is descriptive in nature. It is known that the overall average value of intrinsic motivation is 20.94, while the average value of extrinsic motivation is 14.63. Because intrinsic motivation is greater than extrinsic motivation (20.94 > 14.63), the details of the measurement results can provide answers to the first problem formulation that the motivation orientation of students of SMPN 40 Surabaya tends to be intrinsic. This finding is encouraging because it is reported that Guy et al., 2010 said that students who have instinsic motivation are usually more persistent in completing school assignments, experience more positive emotions, and get better grades.

The emergence of greater intrinsic motivation in students is very beneficial for a teacher. Teachers will find it easier in terms of classroom management and last but not least, especially in realizing the mission of physical education. Apart from that, this condition can give a little value contribution to the effectiveness of the quality of physical education at SMPN 40 Surabaya. However, that does not mean that the teacher's job is complete. There are still many other sets of tasks that need to be addressed, especially the handling of students who still do not have intrinsic motivation.

#### b. Differences in Motivation Orientation between Male Students and Female Students

In this case, hypothesis testing is carried out using a two-sample t-test. A statistical analysis is used to test the comparative hypothesis. From the results of the analysis carried out as a whole, the F value is 3.68 with a significance of 0.00. According to Sujarweni (2014) the significance is below or

equal to 0.05, the hypothesis is accepted. When viewed from the hypothesis proposed, the hypothesis is supported by empirical evidence, in other words, the hypothesis is accepted. Thus, the results of these measurements can provide an answer to the second problem formulation that there are differences in motivation orientation between male students and female students.

It is increasingly clear that gender differences determine the type of motivation. This means that the sexes between men and women are absolutely different and it turns out that this difference can also give rise to different motivations. The effect of this sex difference becomes more apparent when the results of research from Beck (2006) show that gender differences also cause cognitive abilities between men and women to differ.

The existence of differences in motivational orientation can also be presumed to occur due to differences in behavior. This is in line with the results of research by Jacobs (2005) that boys are more familiar with taking situations from sports than girls. In addition, in a similar study, Jacobs (2005) also found a result that differences in behavior caused teachers to tend to provide more encouragement (motivation) and reinforcement (reinforcement) for boys than girls. This is in line with Liu & Zhu (in Maheswari & Aruna, 2016) that male students have higher learning motivation than female students at the high school level.

What is stated above is essentially a general hypothesis, which at the next level will be translated into specific hypotheses. A special hypothesis is needed to find out in more detail the differences in statistical calculations in each dimension. Are the specific hypotheses in each of these dimensions also supported by empirical evidence? To answer this problem, it is necessary to put forward a hypothesis for each dimension which we call a special hypothesis.

### 1. Intrinsic Motivation

The hypothesis in this section is "There are differences in intrinsic motivation between male students and female students in participating in physical education". From the results of the analysis carried out, it was obtained that the F value was 0.036 and the significance was 0.836. When viewed from the hypothesis proposed, the hypothesis is not supported by empirical evidence, in other words, the hypothesis is rejected. That is, there is no real and significant difference in intrinsic motivation between male students and female students.

On the intrinsic motivation dimension, this study cannot prove that there are differences in intrinsic motivation between male students and female students. It seems that gender differences and differences in behavior cannot fully be used as reasons to support this finding. If we look at what Deci (1971) argues, intrinsic motivation is characterized by a task orientation and an ego orientation. Then we relate research from Boyd (2002) which results that ego involvement can result in a decrease in intrinsic interest in sports. From this we can presume that there is no difference in motivation between men and women due to the involvement of the same ego orientation and task orientation between men and women.

### 2. Extrinsic Motivation

The hypothesis in this section can be proposed as follows. "There is a difference in extrinsic motivation between male students and female students in attending physical education". From the results of the analysis conducted, it was obtained that the F value was 3,622 and a significance of 0,000. When viewed from the hypothesis proposed, the hypothesis is supported by empirical evidence, in other words, the hypothesis is accepted. That is, there are real and significant differences in extrinsic motivation between male students and female students.

Lumbantobing (2020) states that good motivation in learning shows good results. In other words, by having high motivation, it produces good achievements. In learning activities, motivation can be said to be the overall driving force within students which ensures the continuity of learning activities and gives direction to learning activities, so that the desired goals can be achieved. If we look at the test results for each dimension, the intrinsic dimension and the extrinsic dimension are contradictory. However, the great thing is that when these dimensions combine to form participation motivation, it turns out that intrinsic motivation becomes meaningful.

## V. Conclusion

Conclusion Based on the results of this study, it is found that:

1. The motivation orientation of students of SMPN 40 Surabaya in participating in physical education learning tends to be intrinsic
2. There are differences in motivation orientation between male students and female students in participating in physical education learning. Male students have more prominent extrinsic dimensions than female students. Overall, male students have higher motivation than female students.

## References

- AA Rusyan, AK (1989). Approach in Teaching and Learning Process. Bandung: CV Remadja Karya.
- Ateng, A. (1992). Principles and Foundation of Physical Education. Ministry of Education and Culture.
- Atkinson, R. e. (1995). Foundation of Physical Education and Sport. St. Louis: CV. Mosby Company.
- Bice, MR, Ball, JW, & McClaran, S. (2016). Technology and physical activity motivation. International Journal of Sport and Exercise Psychology. <https://doi.org/10.1080/1612197X.2015.1025811>
- Beck, E., Burnet, KL, & Vosper, J. (2006). Birth-order effects on facets of extraversion. Personality and Individual Differences. <https://doi.org/10.1016/j.paid.2005.09.012>
- Boyd, M., Weinmann, C., & Yin, Z. (2002). The Relationship of Physical Self-Perceptions and Goal Orientations to Intrinsic Motivation for Exercise. *Journal of Sport Behavior*.
- Chen, S., Sun, H., Zhu, X., & Chen, A. (2014). Relationship between motivation and learning in physical education and after-school physical activity. Research Quarterly for Exercise and Sport. <https://doi.org/10.1080/02701367.2014.961054>
- Cortés, AS, Correa-Díaz, AM, Benjumea-Arias, ML, Valencia-Arias, A., & Bran-Piedrahita, L. (2017). Motivational Factors and Effects Associated with Physical-sport Practice in Undergraduate Students. Procedia - Social and Behavioral Sciences. <https://doi.org/10.1016/j.sbspro.2017.02.153>
- Deci, E. (1971). Effects of Externally Mediated Rewards on Intrinsic motivation. Journal of Personality and Psychology.
- Deci, E. (1975). Intrinsic Motivation. New York: Plenum Press.
- Djamarah, S. (1990). Teachers and Students in Educational Interaction. Jakarta: Rineka Cipta.
- Guay, F., Chanal, J., Ratelle, CF, Marsh, H., Larose, S., & Boivin, M. (2010). Intrinsic, identified, and controlled types of motivation for school subjects in young elementary school children. British Journal of Educational Psychology. <https://doi.org/10.1348/000709910X499084>
- Hamalik, O. (2001). Teaching and learning process. Jakarta: PT Bumi Aksara.
- Jacobs, JE, Vernon, MK, & Eccles, J. (2005). Activity choices in middle childhood: The roles of gender, self-beliefs, and parents' influence. In Organized Activities As Contexts of Development: Extracurricular Activities, After School and Community Programs. <https://doi.org/10.4324/9781410612748>
- Janie, AD. (2012). Descriptive Statistics and Multiple Linear Regression with SPSS. In Descriptive Statistics and Multiple Linear Regression with SPSS.
- Kretschmann, R. (2014). Student motivation in physical education - the evidence in a nutshell. Acta Kinesiologica.
- Kristyanawati, M.D., Suwandi, S., and Rohmadi, M. (2019). Improvement of Exposition Text Writing Motivation and Skills Through the Application of the Problem Based Learning Model. Budapest International Research and Critics in Linguistics and Education (BirLE) Journal Vol 2 (2): 278-287.

- Lumbantobing, P.A. (2020). The Contribution of Lecturer Pedagogical Competence, Intellectual Intelligence and Self-Efficacy of Student Learning Motivation. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal* Vol 3 (1): 564-573.
- Maheswari, K., & Aruna, M. (2016). Gender Different and Achievement Motivation among Adolescent School Student. *International Journal of Applied Research*, 149-152
- Muthohir, T. (2000). Development of a Balanced and Effective Physical Education Curriculum. *PON XV Sports Scientific Seminar 2000*.
- Muthohir, TC (1996). *Physical education and Health Sciences*. Jakarta: Depdikbud.
- Nur, M. (1998). *Educational Psychology: Foundations for Teaching and Developmental Theories*. Surabaya: IKIP Surabaya.
- Pohan, A.M., Asmin, and Menanti, A. (2020). The Effect of Problem Based Learning and Learning Motivation of Mathematical Problem Solving Skills of Class 5 Students at SDN 0407 Mondang. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal* Vol 3 (1): 531-539.
- Prayitno. (2012). Quick Learning to Process Statistical Data with SPSS. In *Test of Validity and Reliability*.<https://doi.org/10.1016/j.tre.2014.10.001>
- Priyatno, D. (2010). Understanding of Data Statistical Analysis with SPSS. In *Media Com*.<https://doi.org/10.30597/jgmi.v8i2.8508>
- Robert, GC (1992). *Motivation In Sport and Exercise*. Champaign: Human Kinetics Books.
- Santoso, S. (2012). *Complete Guide to SPSS Version 20*. In PT Elex Media Komputindo.
- Simanjuntak, L., Sriadhi, and Saragi, D. (2020). The Effect of Project Based Learning Models and Learning Motivation on Civics Learning Results in 4th Grade Primary School 106163 Percut Sei. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal* Vol 3 (3): 1509-1520.
- Suharsimi, A. (2010). *Research Procedures: A Practice Approach (Revised Edition)*. Rineka Cipta.<https://doi.org/10.1017/CBO9781107415324.004>
- Sujarweni, VW (2014). *SPSS for Research*. In *SPSS for Research*.
- Suryabrata, S. (1995). *Educational Psychology*. Jakarta: PT Raja Grafindo Persada.
- Weinberg, RS, & Ragan, J. (1979). Effects of competition, success / failure, and sex on intrinsic motivation. *Research Quarterly of the American Alliance for Health, Physical. Education, Recreation and Dance*.<https://doi.org/10.1080/00345377.1979.10615637>
- Wulandari, U.N., Ansari, K., and Hadi, W. (2020). The Effect of Cooperative Learning Models and Learning Motivation towards the Skills of Reading Students in Public Elementary School 101883 Tanjung Morawa Sub-district. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal* Vol 3 (2): 1209-1219.