

Implementation of Motivation Physical Education Learning in Elementary Schools

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Abstract: The focus of curriculum 2013 uses a scientific approach to place teachers not as information centers but as facilitators, motivators, and inspiration for students. Motivation is a key element for the learning success of students. The teacher's ability as a motivator can be seen from the lesson plan, implementation, and motivation of students participating in learning. This study aims to determine the implementation of motivation physical education learning in elementary schools. This study using survey research. Data obtained through observation of the lesson plan, implementation in the field, and feedback from students. The subjects in this study were teachers who took part in the Elementary School PPGDJ PJOK 2018 at Sriwijaya University, totaling 19 teachers and 19 student elementary school students. The results of the study show (1) 65% of teachers make lesson plans; (2) 79% of teachers motivate students on learning; (3) 86% of students are motivated in learning.

Keywords: *motivation, physical education, elementary school*

INTRODUCTION

In the Teacher and Lecturer Law Number 14 of 2005 it is stated that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, evaluating and evaluating students in early childhood education in formal education, primary and secondary education. Competencies that must be possessed by the teacher include pedagogic competence, personality competence, social competence, and professional competence. Achieving national education goals can be seen from the level of understanding of students about the material that has been delivered (Darmadi, 2015). Along with the rapid advancement of information technology, the teacher is no longer just acting as an information presenter. Teachers must also be able to act as facilitators inspiration, evaluators and motivators who provide more opportunities for students to search for and process information themselves (Uno, 2009: 16-17). Thus, the teacher must always improve his skills and always follow the development of science and technology so that he is able to face various challenges (Shabir et al., 2015).

The teacher as a mediator should have sufficient knowledge and understanding of the media of education, because media education is a communication tool to make the teaching-learning process more effective. Learning media is a very urgent tool and an integral part for the success of the process of education and teaching in schools. The teacher as a mediator must have the skills to choose, use and seek good learning media. There are three types of activities that can be carried out by the teacher's role as a mediator, namely encouraging good social behavior, developing a personal style of interaction, and fostering positive relationships with and between students.

The teacher as an inspiration has the ability to provide inspiration for students. Inspiration can arise through the theory, profile and experience of the teacher, the experiences of others in taking the educational process. In addition, other experiences from various scientific circles and

professions that can provide direction and expectations of students to determine the future. Teachers as evaluators must be objective in evaluating and evaluating students. This assessment relates to basic competencies that must be possessed by students. These basic competencies include the assessment of attitudes, knowledge, and skills. The role of the teacher as an evaluator, should not only assess the product (learning outcomes), but assess the process (the course of learning).

The teacher as a motivator should encourage students to be enthusiastic and active in learning. As a motivator, teachers should be able to encourage students to be passionate and active in learning. In an effort to provide motivation, the teacher can analyze the motives behind the lazy learners and decrease their performance at school. The role of the teacher as a motivator can provide motivation to students to be more passionate and eager to learn. The role of the teacher as a motivator is very important in educational interaction, because it involves the essence of educational work that requires social skills, concerning performance in personalization and self-socialization. Here are ten teacher competencies that are closely related to the task of shaping the learning motivation of students in schools, including:

- 1) Mastering teaching materials or materials
- 2) Manage teaching and learning programs
- 3) Class management
- 4) Using media and learning resources
- 5) Mastering educational foundations
- 6) Manage teaching-learning interactions
- 7) Assess student achievement for teaching purposes
- 8) Get to know the guidance and counseling functions and programs
- 9) Get to know and organize school administration
- 10) Know the principles and interpret the results of educational research for teaching purposes

Gintings (2010) suggests that motivation plays an important role in learning because with the motivation of students not only will they study hard but also enjoy it. Without motivation, students will not be interested and serious in participating in learning. (Dwi Nila Andriani, 2014). "Recommendation for a course or program in health and physical education or literacy will be conducted in schools and colleges to help educate students in the high school, senior high schools and colleges undergraduates about spending time on physical activity during and after graduation to help maximize motivation in physical activity and minimize cardiovascular related diseases, morbidity and mortality "(Education, 2017). One of the recommendations of the research suggests to provide material and programs for health and physical education or health literacy based on institutions and schools to help educators and students in particular primary and secondary students to divide their time in physical activity before and after graduation by giving motivation in carrying out physical activities to minimize problems related to heart disease, mobility, and mortality.

MOTIVATION

Motivation is a way that someone does to move other people and themselves to do the activities they want to achieve. According to Schunk et al. (2008), motivation is "the process whereby goal-directed activity is instantiated and sustained" (p. 4). Motivation has to do with how individuals conceptualize their goals, how they carry out activities to those goals, how they work toward those goals, and how they evaluate their performance upon goal compatibility (or noncompletion). (Anderman & Ohio, 2015) based on the opinions stated above, it can be

concluded that motivation is closely related to the achievement of goals, so that the implementation of the factors that influence a person to do something needs to be based on the awareness of needs.

Pedagogues and psychologists have long recognized importance of motivation for supporting students' learning. In literature, motivation has been reported as a key element for students' success in learning and people working, so motivation is often considered as an inner drive for acting or in a certain manner (Jovanovica & Matejevic, 2014). Motivation to learn is a driver that arises from the mental strength of students as well as from the creation of learning conditions in such a way as to achieve the learning goals themselves (Manizar, 2015). Sardiman (2001: 60) suggests there are three motivational functions, namely: (1) Encouraging the emergence of behavior or actions; without motivation an action will not arise. Motivation in this case is the driving force of every activity that will be carried out; (2) Motivation functions as a director; this means that motivation directs change to achieve what is desired. Thus, motivation can provide direction and activities that must be done in accordance with the formulation of objectives; (3) Motivation functions as a driver; it means moving one's behavior. In addition, motivation to learn functions as a driver of business and achievement. Motivation can be expressed as the internal process or approach (intrinsic motivation) and as external process or approach (extrinsic motivation) that possesses both the factors of nature i.e. innate tendencies (individual before birth - innate abilities) and nurture i.e. environmental tendencies (individual acquired tendencies after birth) (Education, 2017). Motivation can be expressed as an internal process or approach (intrinsic motivation) and as a process or external approach (extrinsic motivation) that has both natural factors namely innate tendencies (tendencies obtained by individuals before birth-innate abilities) and nurturing environmental trends (tendencies obtained by individuals after birth in the environment). This shows that motivation plays an important role in education. In general, motivation is divided into two types, namely intrinsic motivation and extrinsic motivation.

Intrinsic Motivation

Intrinsic motivation is motivation that is included in the learning situation that comes from the needs and goals of the students themselves. (Hamalik, 2004: 46). Whereas according to Sardiman (2006: 78) intrinsic motivation is the motives that become active and functioning do not need to be stimulated from the outside because in each individual there is an urge to do something. In other words, individuals are compelled to behave towards certain goals without any external motivating factors. Based on the opinions stated above, it can be said that intrinsic motivation is motivation that is included in learning situations that originate from the needs and goals of the students themselves or in other words intrinsic motivation does not require external stimulation but comes from the learners themselves.

Intrinsically motivated students can be seen from their diligent activities in doing learning tasks because they need and want to achieve the actual learning goals. In other words, intrinsic motivation is seen in terms of the purpose of the activities carried out is to achieve the goals contained in the action itself (Sardiman, 2001: 72). Students who have intrinsic motivation show high involvement and activity in learning.

Self-motivation is a basic desire that encourages individuals to achieve various fulfillments of their own needs. To meet the basic needs of students, the teacher utilizes the curiosity of students who are natural in nature by presenting material that is suitable and meaningful for students. According to Usman (2005: 56) intrinsic motivation arises as a result of within the

individual himself without any compulsion from others but of his own volition. Basically students learn to be driven by their own desires so that students can independently determine the goals that can be achieved and the activities that must be done to achieve learning goals. Students has intrinsic motivation because it is driven by curiosity, achieving the goal of increasing knowledge. In other words, intrinsic motivation comes from needs that contain the need to be educated and knowledgeable. Intrinsic motivation arises from self-awareness, not because you want to get praise or reward. Teachers can use several strategies in learning so intrinsically motivated students, namely:

- a. Link learning objectives to the goals of students so that learning goals become the goals of students or the same as the goals of students.
- b. Give freedom to students to expand activities and learning materials as long as they are within the boundaries of the main learning area.
- c. Provide a considerable amount of extra time for students to develop their tasks and utilize learning resources at school.
- d. Give appreciation for the work of students.
- e. Ask students to explain and read the assignments they make, if they want to do it. This needs to be done especially on tasks that are not the main task that must be done by students, if the task is done well.

Extrinsic Motivation

Extrinsic motivation is different from intrinsic motivation because in this motivation the desire of students to learn is strongly influenced by the presence of encouragement or stimulation from the outside. The external encouragement can be in the form of praise, reproach, gifts, punishment and reprimand from the teacher. According to Sardiman (2006: 80) extrinsic motivation is "motives that are active and functioning because of stimuli or encouragement from the outside". The most important part of motivation is not the goal of learning to know something but wanting to get good grades, so that you get a prize.

Extrinsic motivation is also needed in learning activities because not all students have a strong motivation from within to learn. The teacher plays an important role in order to foster extrinsic motivation. Giving extrinsic motivation must be adjusted to the needs of students, because if students are given extrinsic motivation excessively, intrinsic motivation that already exists in the students will be lost. Extrinsic motivation can generate intrinsic motivation, so extrinsic motivation is very necessary in learning. Extrinsic motivation can turn into intrinsic motivation if students realize the importance of learning. Extrinsic motivation is also very much needed by students in learning because of the possibility of changes in the state of students and also other factors such as the lack of interest in the learning process for students (Dimiyanti: 2006: 89). Extrinsic and intrinsic motivation must complement and strengthen each other so that individuals can achieve their stated goals. There are a number of situations that can make students perform well, such situations include:

- a. There is competition or competition in the class.
- b. Giving gifts or praise to students who have good achievements and give penalties to students whose performance has decreased.
- c. There is a notification about the learning rains of students. By knowing the results of the work, students will be encouraged to study harder, if the results obtained show progress.
- d. Ego involvement. Raising awareness of students to feel the importance of the task and to experiment with it as a challenge.

- e. Awarding test. The teacher must notify in advance if there will be a test because students will be more active learning if they know there will be a test.

The desire to learn the desire to learn means the willingness that arises in the learners themselves to learn, so as to produce something better. Extrinsic motivation is a tool in achieving learning goals, because what is important is the achievement of learning goals themselves. If indeed learning can occur by providing extrinsic motivation, then this is precisely the motivation that we need to manipulate and use so that it has a maximum effect on business learning. If it is realized that the process of providing extrinsic motivation is much easier than building intrinsic motivation in a teacher (Manizar, 2015). The concept of motivation formation according to Handoko (1992: 51) as follows:

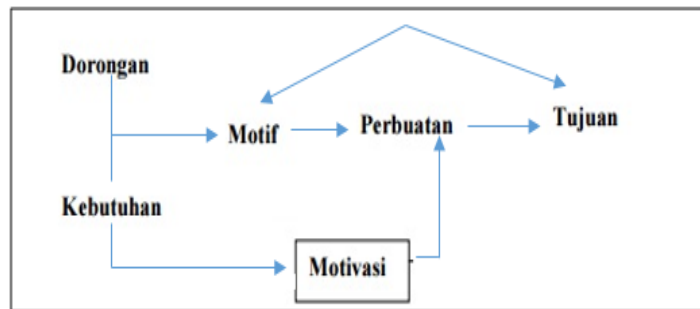


Figure 1. Concept of Motivation

THE TEACHER AS A MOTIVATOR

Often there are students who are underachieved, this is not due to having low ability, but due to the lack of learning motivation from students so that he does not try to exert all his abilities. In cases such as the above, the teacher as a motivator must know the motives that cause low learning power of students which causes a decrease in learning achievement. Motivators are people (stimulants) that cause the motivation of others to do things, push, drive. The teacher as a motivator means that the teacher is the motivator of students in order to increase the enthusiasm and development of learning activities of students. Teachers must stimulate and provide encouragement and reinforcement to revive the passion and enthusiasm of teach students (Manizar, 2015).

Good learning when oriented to students with the aim that can lead to motivation in students. It means that the motivation of students can arise without the need for external stimulation because inside them there is an urge to do something. Teachers (Manizar, 2015) as motivators should show the following attitudes:

1. Be open, meaning that a teacher must be able to encourage students to dare to express their opinions and respond positively. The teacher must also be able to accept all the weaknesses and strengths of each student. Within certain limits, the teacher tries to understand the possibility of the existence of personal problems from students, namely by showing attention to the problems faced by students, and showing a friendly and understanding attitude towards students.
2. Helping students to be able to understand and utilize the potential that exists in themselves optimally. That is, in the process of finding talent sometimes it is not as fast as imagined. Must be adjusted to the default character of each student. Talent is likened to a plant. Because in developing the talents of students it is necessary to "fertilizer" like plants that must be treated with pain, patience and attention. In this case motivation is needed for each

student to develop his talent so that he can achieve proud achievements. This is useful to help students have confidence and courage in making decisions.

3. Creating harmonious and passionate relationships in teaching and learning interactions in the classroom. This can be shown, among others, addressing the behavior of students who are unwanted positively, showing enthusiasm in teaching, smiling, being able to control emotions, and being able to be proportionate so that various personal problems from the teacher themselves can be placed in their place.
4. Instill to students that learning is intended to get high achievements or to easily get a job, or the desire to please parents, or for worship to God, and many other things that can be used as motivation for the sake of growing interest in learning students.
5. The active attitude of the subject of learning (students) is absolutely necessary because the interest in learning should be able to grow from within the subject of self-study with or without the help of others, through emphasizing the understanding that learning has benefits for him.

Students will be encouraged to learn when they have an interest in learning. Therefore, developing students' learning interests is one technique in developing learning motivation.

1. Connect lesson material to be taught with the needs of students. The interest of students will grow when he can capture that the subject matter is useful for his life. Thus teachers need to explain the relevance of subject matter to the needs of students.
2. Adjust the subject matter to the level of experience and ability of students. Learning material that is too difficult to learn or subject matter that is far from the experience of students, will not be in demand by students. Subject matter that is too difficult will not be able to be followed well, which can cause students to fail to achieve optimal results; and failure can kill students' interest in learning. Usually the interest of students will grow if he gets success in learning.
3. Use various learning models and strategies in various ways, such as discussion, group work, experiments, demonstrations, and so on.

LESSON PLAN

Learning Implementation Plans (RPP) are important things that must be prepared by the teacher before carrying out learning activities. The preparation of the learning implementation plan contains the following components;

1. School identity;
2. Subject identity;
3. Class / semester;
4. Main material;
5. Time allocation;
6. Core competencies
7. Basic competencies
8. Indicators of Achievement of Competence (GPA)
9. Learning objectives
10. Learning material
11. Learning methods
12. Learning Media
13. Learning resources
14. Learning steps
15. Assessment of learning outcomes

In each component of the RPP above, the teacher can detail the plan for implementing learning based on an approach that is deemed suitable to achieve the competence of a material. These skills are related to the pedagogical and professional competence of the teacher. The teacher's understanding of the material taught will influence the selection of methods, strategies, and learning models. The scientific approach oriented to the student center is the teacher's perspective in determining learning models that can facilitate, mediate, motivate, and inspire students.

ACTIVE LEARNING MODEL

In the 2013 curriculum the learning model uses a scientific approach. Learning models that can be used include the following:

1. Problem based learning

Problem-Based Learning is learning that uses real-life (authentic) open-ended problems to be solved by students to develop thinking skills, problem solving skills, social skills, skills for independent learning, and building or gain new knowledge. This learning is different from conventional learning which rarely uses real problems or uses real problems only in the final stages of learning as an application of the knowledge that has been learned. The selection of real problems is carried out on the basis of their suitability with the achievement of basic competencies (Ministry of Education and Culture, 2015). Learning steps adapted from the opinion of Arends (2012: 411). As follows: (1) Orientation to problems; (2) Learning organizations; (3) Individual or group investigations; (4) Development and presentation of results of problem solving; (5) Analysis and evaluation of problem solving processes.

2. Project based learning

Project Based Learning (PBP) is a learning activity that uses projects / activities as a learning process to achieve competency in attitudes, knowledge and skills. The emphasis on learning lies in the activities of students to produce products by applying the skills of researching, analyzing, making, and presenting learning products based on real experience. The product in question is the result of the project in the form of design, scheme, paper, artwork, technological / craft work, and others. This approach allows students to work independently or in groups to produce real products. The Steps of Project-Based Learning are as follows: (1) determination of the project; (2) designing project completion steps; (3) preparation of the schedule for implementing the project; (4) project completion with teacher facilitation and monitoring; (5) preparation of reports and presentations / publications on project results; (6) evaluation of project processes and results.

3. Discovery Inquiry learning

In regulation of the minister of education No.22 of 2016 said inquiry learning is called together with discovery. In Webster's Collegiate Dictionary inquiry is defined as "asking about" or "seeking information". Discovery is referred to as "finding action". So, this learning has two main processes. First, it involves students in submitting or formulating questions (to inquire), and second, students reveal, discover the answers to their questions through a series of investigative activities and similar activities (Sutman, et. al., 2008: x). Basically the syntax of Inquiry / Discovery Learning includes five steps (Sutman, et. al. 2008: 52) as follows: (1) formulating questions, (2) planning, (3) collecting and analyzing data; (4) drawing conclusions, (5) application and follow-up.

4. Cooperative learning

Cooperative learning is a learning model that involves a number of students as members of small groups with different levels of ability. In completing their group assignments, each group

member student must work together and help each other to understand the subject matter. In cooperative learning, learning is said to be unfinished if one of the friends in the group has not mastered the lesson material. Three central concepts that are characteristic of cooperative learning as stated by Slavin (1995), namely group appreciation, individual responsibility, and equal opportunity to succeed.

a. Group award

Cooperative learning uses group goals to get group awards. Group awards are obtained if the group reaches a score above the specified criteria. Group success is based on the appearance of individuals as group members in creating interpersonal relationships that support each other, help each other, and care for each other.

b. Individual responsibility

Group success depends on individual learning from all group members. The responsibility focuses on the activities of group members who help each other in learning. The existence of individual accountability also makes each member ready to face tests and other tasks independently without the help of a group friend.

c. The same opportunity to achieve success

Cooperative learning uses a scoring method that includes the value of development based on the increase in achievement obtained by students from the previous one. Using this scoring method, each student who is either low, medium, or high achiever gets the opportunity to succeed and do the best for the group.

INSTRUCTIONAL MEDIA

Gagne (1970): media are various types of components in the environment of students who can stimulate learning. Briggs (1970); media is all physical tools that can present messages and can stimulate students to learn. The media are forms of communication both printed and audio, visual, audio visual, and multimedia (Nation Education Association). The benefits of learning media are as follows: (1) clarifying message presentation; (2) overcoming the limitations of space, time and sense power, (3) overcoming the passivity of students; (4) bring out the same stimuli, perceptions and experiences.

RESEARCH QUESTION

Does the teacher make plans for implementing active learning?

The implementation of learning must be based on the plan made by the teacher before learning. In the RPP there are indicators that must be included, namely, the approach / model / method / learning strategy chosen by the teacher, which will later become the basis for developing the steps in the learning activities. To get this data, you can use teacher performance appraisal instruments. The focus of the implementation of motivation in the learning implementation plan can be observed from the assessment indicators as follows:

- a. Suitability of objectives and indicators of achievement of competence
- b. Suitability of Approach / model / method with the material to be taught
- c. Suitability of syntax in learning activities
- d. Application of active learning
- e. Learning media used
- f. Plan the activity of the celebration

Does the teacher motivate students during the learning process?

The plan for implementing learning is the teacher's protocol to focus on the stated objectives, so that the material delivered is in accordance with existing competencies. Professional teachers usually carry out according to the RPP that has been made. To obtain this data, it is necessary to observe the implementation of learning, data can be collected using the teacher's performance appraisal instrument. The focus of the implementation of motivation in implementing learning can be observed from the assessment indicators as follows:

- a. Motivate students when opening lessons
- b. Deliver the learning objectives
- c. Implement active learning
- d. Grow positive habits
- e. Using tools / materials and IT media
- f. Class management
- g. Use of language
- h. Assessment of the learning process
- i. Summarizes learning material
- j. Reflect

Are students motivated to take part in learning?

Every stimulus given by the teacher will produce a diverse response. This happens because students who have a variety of characteristics. However, in the implementation of learning this appears in the attitudes and behavior of students. Emerging attitudes can be observed from the following indicators:

- a. Follow learning to complete
- b. Doing the task happily
- c. Asking question
- d. Answer the question
- e. Want to achieve the best value
- f. Able to complete tasks independently
- g. Form study groups to complete difficult tasks

METHOD

Using observations related to planning, implementation, and evaluation in an administrative and performance manner. There are two things that need to be observed, namely (1) RPP; and (2) Learning Implementation. The response of students is obtained through questionnaires. The subjects used were the 2018 PPGDJ Teacher Sriwijaya University, totaling 19 teachers and 19 elementary school students. Observations are carried out indirectly by observing the RPP documents and the implementation of learning videos. The measurement scale is an agreement that is used as a reference to determine the length of the short interval in the measuring instrument so as to produce quantitative data. The scale used in this measurement is the guttman scale "yes-no" with the highest score of one (Yes = 1) and zero fine score (No = 0).

$$NA = JM/SM \times 100\%$$

Information Value:

Well = 76-100%

Enough = 60-75%
 Less = <60% (Arikunto, 1998:17)

RESULTS

Teacher Learning Plan

The implementation of learning must be based on the plan made by the teacher before learning. In the observation instrument there are 7 aspects with the following observations: (1) 100% of teachers write learning competencies in accordance with core competencies and basic competencies in the 2013 curriculum; (2) 95% of teachers write material in accordance with basic competencies; (3) 89% of teachers write learning objectives in accordance with the competencies and material taught; (4) 58% of teachers choose active learning models that are in accordance with the scientific approach; (5) 74% of teachers choose media and teaching materials that are in accordance with the material; (6) 42% of teachers plan learning assessments; and (7) no teacher plans remedial activities. The results of observations on the implementation of learning plans can be seen in the following table:

Table 1. RPP Observation Results

No	Aspects observed	Final	Score
1	Suitability of learning competencies		100%
2	Suitability of learning material		95%
3	Suitability of learning objectives		89%
4	Active learning model		58%
5	Media and teaching materials		74%
6	Plan Learning Assessment		42%
7	Planning remedial & enrichment activities		0%
Final score			65%

The results of the above observations indicate that most teachers are good enough in planning the implementation of learning that motivates students. This can be seen from the lack of selection of active learning models (58%), assessment of learning outcomes (42%), and planning of remedial and enrichment activities (0%). In the lesson plan RPP document the teacher writes various types of models, methods, and strategies, but unfortunately not written in detail the syntax of the chosen learning model. Likewise with the assessment, most teachers write assessment rubrics, but do not write in the learning steps, while planning remedial activities and enrichment are considered not important to be included in the lesson plan.

Implementation of teacher learning

The plan for implementing learning is the teacher's protocol to focus on the stated objectives, so that the material delivered is in accordance with existing competencies. Table 2 shows that there are 12 aspects observed, the observations of the implementation of learning are as follows; (1) 100% of teachers prepare students physically and mentally, (2) 63% of teachers motivate students verbally, (3) 89% of teachers deliver goals at the beginning of learning; (4) 63% of teachers apply active learning; (5) 89% of teachers cultivate positive habits such as greeting, praying, discipline, and maintaining tidiness of clothing; (6) 68% of teachers use learning media such as pictures, videos, teaching aids, and textbooks; (7) 89% of teachers manage the class well, (8) 89% of teachers use polite language to students; (9) 68% of teachers carry out the

assessment of the learning process; (10) 84% of teachers use clean and neat clothes when teaching; (11) 74% of teachers provide reinforcement of learning; and (12) 74% of teachers reflect and follow up on learning. Based on the results of these observations it can be concluded that 79% of teachers provide good motivation, meaning that the teacher has motivated students well during the implementation of learning. Observation results of learning implementation can be seen in the following table:

Table 2. Observation Results of Learning Implementation

No	Aspects observed Final	Score
1	Prepare students physically and mentally	100%
2	Motivate students	63%
3	Convey the purpose	89%
4	Implement active learning	63%
5	Grow positive habits	89%
6	Using tools / materials and media and IT	68%
7	Class management	89%
8	Use of language	89%
9	Process assessment	68%
10	Modesty dressed and / or dressed	84%
11	Provide reinforcement and punishment	74%
12	Reflection and follow-up	74%
Final score		79%

Motivation of students in learning

The observations of students showed that 86% of students were motivated in learning. This is consistent with the observation that the teacher in the learning process is more open and willing to cooperate with students, the reinforcement that appears is more directed at positive reinforcement, such as saying the word darling, patience, let's get excited. Active learning models using assignments make students more responsible, cooperate, and support each other. Learning media used affect and attract the attention of students. The teacher evaluates the process and assessment at the end of the lesson, and reflects. Verbal words "smart kids" appear during reflection, then ending the lesson with high-fives together raises familiarity between students and teachers. The results of observations of students when implementing learning can be seen in the following table:

Table 3. Student Observation Results

No	Aspects observed Final	Score
1	Follow learning to complete	89%
2	Doing the task happily	84%
3	Asking question	89%
4	Answer the question	84%
5	Want to achieve the best value	95%
6	Able to complete tasks independently	79%
7	Form study groups to complete difficult tasks	84%
Final score		86%

CONCLUSION

The results of the study show; (1) 65% of teachers implement motivation in the implementation plan of learning in elementary schools, (2) 79% of teachers implement motivation during the implementation of learning in elementary schools, and (3) 86% of students are motivated to take part in learning. Interesting things that appear based on the results of observations, namely the final value of the implementation of learning which is 79% including the "good" category is greater than the final value of the learning implementation plan which is 65% including the "sufficient" category. This shows that the PJOK teacher teaches not in accordance with the implementation plan of learning. As a motivator, the teacher is responsive in behaving based on the behavior that appears during the implementation of learning, while the responsive thing is not arranged in planning. This research is only limited to proving the implementation of motivation in the RPP and Implementation of learning and has not shown learning outcomes, so that it becomes a recommendation for future research.

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