

LEARNING MOTIVATION OF DEAF STUDENTS IN PHYSICAL EDUCATION SUBJECTS DURING ONLINE LEARNING

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ABSTRACT

The purpose of the study was to determine the level of motivation of deaf students in physical education subjects during online learning, This study uses quantitative method with a research design using a cross section. The sample use dis 25 students consisting of all deaf students at the high school level by involving two special schools in Tuban. The data is processed using the Microsoft Excel program. With the results of the study showing that the level of motivation of deaf students during online learning included in the moderate criteria is 44%. So it can be concluded tha tthe level of studen tmotivation in physical education subjects during online learning is lacking.

Keywords: physical education, motivation, deaf students

INTRODUCTION

Physical education is representative of other subjects that play a role in supporting the stages of student development which includes cognitive, affective, and especially psychomotor aspects. Schools require their students to take physical education lessons. Accordingto (Bogy, etal 2020), Physical education can be said tobe a tool that is able to help physical, psychomotor, scientifi can dreasoning progress, which includes values such as behavior, mental, emotional, spiritual, social and can foster healthy living habits with the aim of balancing growt hand development. Physical education is one representative of the overall education that contributes through mobile experiences to optimize growt hand development for each student. (Aziz: 2020). Physical education

aims to maintain body resistance and shape the quality of student movement. Physical education has a function to develop and improve abilities, movement skills, physical, and to gain broader knowledge.

In 2020, a pandemic virus has spread across the country called Covid 19 and has been declared by the government as a national disaster. The Ministry of Health noted that the number of people identified as positive reached 404,048 while patients who were infected and declared dead were 13,701 until october 2020. This virus is very easy and fast in spreading, it is known how this virus is trans mitted through the saliva of patients who are tested positive, crowding and touching objects that have been contaminated with the virus. The

government took firm steps by forbidding the public to carry out activities outside so that it had a direct impact on various sectors, one of which was the education sector. This prohibition automatically changes

The way of learning in schools. The Ministry of Education and Culture of the Republic of Indonesia issued a circular which aims to regulate the implementation of learning under Number 4 of 2020 regarding the Implementation of Education Policies in the Emergency Period for the Spread of Corona Virus Disease (COVID-19). In order to prevent the spread of COVID-19 from spreading, special schools in Tuban conduct distance learning. Major changes occurred in the education system in special schools during distance learning starting from teachers, methods and students. The most visible change is that learning in Indonesia, which has been dominated by face-to-face learning, has changed to an online learning system.

Distance learning is a distance education program that uses a variety of teaching methods, where learning activities are carried out separately (Mustofa et al., 2019). Distance learning has both positive and negative impacts. Have negative impacts such as; 1) teachers and students find it difficult because they are not used to doing online learning, 2) one of the biggest obstacles that will be a problem during online learning is internet access and internet signal, 3) Monitoring by teachers who can't be controlled all the time, 4) the achievement and objectives of curriculum 13 cannot be implemented optimally. Meanwhile, online learning has positive effects such as; 1) teachers and students are familiar with online-based technology, 2) The online learning system can provide

more varied and innovative knowledge, 3) teachers are more active, innovative and creative in presenting teaching materials. (Septiani: 2021).

The sudden shift in learning during this pandemic creates several obstacles for deaf students when carrying out online learning. One thing that is often complained of is that students do not have smartphones, weak internet connection and the cost of buying a data package. Other studies mention other impacts of distance learning are the use and determination of learning media, technological devices and internet connections, teachers have difficulty in making assessments, and monitoring the learning process. (Rigianti, 2020).

From the explanation of the negative impact above, the most undesirable thing is the decline in students' learning motivation. Motivation is the basic word of motive which is defined as a mover, the existence of encouragement and reasons to achieve a certain goal called motivation. (Azhuri: 2021). According to Hamzah quoted by Septiani (2021) learning motivation is support from outside and inside to provide behavioral changes during the learning process for students. Motivation as a means so encouraging students to follow the learning process, (Buana: 2021)

Deaf students are students who deserve attention regarding their learning motivation. Deaf students have limitations in their sense of hearing. Deaf children are children who are aged 6-12 years where they experienced deficiencies and lose hearing functions so that they require special education and services. (Desiningrum, 2016). Based on the result

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survey in the field, various new problems were reported by parents, including the provision of material by teacher who did not support the characteristics of deaf students, assignments during the pandemic are given via text messages, video submissions and by zooming. Many students are enthusiastic at the beginning of distance learning, as time goes by, students experience boredom due to repetitive activities. One of the problems that arise during distance learning, students begin to feel bored because of monotonous learning, (Sofianah, 2021). The result, students of ten having permission to do online learning, being late in submitting assignment or not even submitting assignments.

Based on the above point of view, there search is interested in conducting research related to the learning motivation of deaf students learning physical education during online learning.

METHOD

In this study using a quantitative approach. referred to as quantitative methods related to the collection of research data using numbers and for the needs of data analysis researchers use statistics. Quantitative research focuses more on examining individuals, groups, processes or organizations. Data collection techniques in quantitative research are generally random. Collecting data using instruments and for testing the hypothesis that has been determined by the researcher using statistical/quantitative data analysis. Quantitative approach is used because it aims to test hypotheses through the measurement of numerical variables and data analysts use statistics. The object of this research is the motivation of deaf

students in following physical education subjects during online learning.

This research was conducted with a cross sectional approach, there search made on measurement and there was no treatment whatsoever on the object under study. Cross-selection studies or research which when collecting data are carried out at one time. With cross selection can explain one variable with another variable. by testing the formulation of the hypothesis and testing the differences that arise between the sampling groups in a predetermined period of time.

The research instrument is defined as a measuring tool that is used to assess research variables. Each study has an instrument to examine more deeply a variable, The instrument for collecting data in this study was in the form of a questionnaire. The implementation or technique in collecting questionnaires is that students are asked to answer written questions/statements given by the researcher. (Sugiyono 2018). The use of the questionnaire aims to obtain data on the motivation of students in physical education subjects during distance learning.

In a study we know there is what is called a research sample, interpreted as from the population by determining certain characteristics to be studied. The sample is part of a certain population with different characteristics to be studied (Sugiyono, 2018). The sample in this study was deaf students at the special high school level in Tuban district, totaling 25 students to find out the motivation of students in physical education subjects during online learning.

The questionnaire given to students uses a Likert scale that has been modified into 4 scales with answer scores, namely strongly agree (SS), agree (S), disagree (TS) and strongly disagree (STS). The use of this modified Likert scale aims to avoid biased answers.

The researcher presents the data in the form of quantitative data while the data analysis technique of the researcher uses quantitative descriptive. Calculation of scores in the study using the Ms. Excel program. The use of formulas to calculate respondents with certain classifications by determining the interval of research data, as below:

P = percentage

F = Frequency

N = Total Amount

Categorization by first determining the top score (maximum) and the bottom score (minimum) and then determining base

don't the aspects that have been compiled. The next step is to determine the average value of the scores obtained. The presentation of the data is presented in the form of a frequency table and then categorized and presents the data in the form of a chart. Categorization is divided into four aspects, namely very good, good, poor, very poor.

RESULTS AND DISCUSSION

The results of this study are presented in the form of descriptive data, which means there search explains the description of the learning motivation for learning physical education for deaf students during online learning. The number of subjects used amounted to 25 students. After the analysis, the following results were obtained, the highest score is 99 and the lowest score is 55, the average (M) is 74.12, the following is presented in the form of tables and diagrams.

Table 1. diagram of the motivation level of deaf students in physical education subjects during online learning

No	Interval	f	%	Category
1	$x > 99$	1	4%	Very Good
2	$99 > x > 81$	5	20%	Good
3	$81 > x > 65$	11	44%	Poor
4	$65 > x \geq 8$	8	32%	Very Poor
Amount		25	100%	

Based on the presentation of the table and diagram images above, it can be explained as follows: very good category with a percentage of 4% as much as 1 student, good category with a percentage of 20% as

many as 5 students, less category 44% as many as 11 students, and the category of very less as much as 32% as many as 8 students. So it can be concluded that the highest percenta

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geis 44% in the less category with a total of 11 students.

CONCLUSION

Online learning in physical education subjects for deaf students, decreased motivation as much as 44% due to obstacles during the online learning process, one of the causes of the decreased motivation of deaf students is the limited internet network, not all deaf students are owned smartphones, the limited cost to buy internet packages and repeated learning results in being late and not even collecting assignments.

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