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Measuring student interests in following sports lectures in ITB joint preparation stage

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Abstract

Background: Interest is the relationship between oneself and something outside oneself. The stronger or closer the relationship. The measurement of Joint Preparation Stage student interest in taking a sports course has never been measured in research among students. The purpose of this study was to find out how high the students' interest in participating in the Sports Lecture was and how general the fitness of Sports Lecture students was, especially the Sports Lecture lecturers in Semester II 2017/2018.

Methods: Subjects in this study were 172 second semester students of ITB 2017/2018 academic year consisting of 90 male groups and 82 female groups. The instrument of interest research used a questionnaire with a validity value > 0.361 and Cronbach's Alpha reliability value of 0.968. The data analysis technique used is quantitative descriptive with a percentage.

Results: The mean score of the female and male groups was quite large. The female group had a mean score of 71.01 greater than the male group of 64.80. Interest in research subjects in the category of Very Good 23.8%, Good category 18.02%, Fair category 31.9% and category Less 26.16%.

Conclusion: Students' interest in joining Sports Lecture is divided into 4 categories, namely very good, good, sufficient and less. This category provides an overview of the research subject's interest in Sports Lecture.

Keywords: Student interest, sports lectures, ITB joint preparation stage

Introduction

Sports interest is currently decreasing with increasing inactive physical activity. Technological developments that make it easier for humans have an impact on the loss of sports culture in developing countries. In addition, the decline in interest in sports can be seen from the increase in non-communicable diseases such as obesity, cancer, osteoporosis, premature aging, decreased immune system, etc. [1].

ITB concentrates heavily on the health and fitness of its students. ITB has compulsory subjects namely Sports Lecture, courses given in the first year during the joint preparation stage. Sports Lecture has the function to foster and develop individual students in supporting harmonious physical, mental, social and emotional growth and development. Exercise can make us fresher and more vibrant; the reason is that when exercising the body releases certain hormones that make the mind more relaxed, the effect is, we can be more positive in facing life [2].

Sport is important for humans; sports scientists have argued about differences in interests and motivation when exercising from the sexes. The results showed that women's interests were greater than those of men. Apart from that, the participation of women's groups is also greater in participating in sports than men's groups. But in terms of competitiveness and risk taking when exercising the male group is greater than the female group [3].

Apart from the sexes that distinguish sports interests and motivations, there are other factors that can influence them, namely the cross-cultural differences in the area a person is from. The results of the study state that cross-cultural comparisons affect the level of interest and motivation for students' sports activities [4].

Another factor that influences a person's interest in sports is the motivation that exists in one's personal self. Petz *et al.* [5] defines interest or motivation as a condition in which we are driven from "within" by a number of needs, desires, or purpose motives, then applied through

one's behavior. The results of the study reveal the existence of two motivations namely intrinsic and extrinsic. Likewise, according to Cortés *et al.* [6] motivation is divided into two dimensions, namely intrinsic and extrinsic.

Intrinsic motivation is involvement in activities for pleasure and excitement [7]. Intrinsic motivation is an important factor when it is associated with physical activity in physical education. Intrinsic motivation refers to everything that drives us from within. Whereas extrinsic motivation is characterized by close identification with social recognition, prizes and awards [6]. Extrinsic motivation explains how external variables and rewards stimulate behaviour implementation. In addition, there is a relationship of the type of motivation to exercise or physical activity with gender, age, frequency and duration of physical activity etc. [8-10].

This research will focus on analysis learning motivation by type sex because this is considered important in efforts to diagnose the level of student learning motivation of male and female students. Accordingly, it is expected the results of this study are subject to evaluation in planning the learning process that is tailored to the characteristics of student motivation. In addition, the results of this study will be a reference for Sports Lecture to make curriculum changes to be able to adjust themselves to the learning environment and applicable regulations. The amendment is intended as an effort so that the Sports Lecture is able to produce outcomes in accordance with what has been set in the syllabus, namely students have their own awareness of how important it is to keep exercising after attending this course, so that fitness and health are maintained. Researchers assume that gender differences can affect one's motivation in learning, especially Sports Lecture at ITB.

Methods

This study uses descriptive qualitative methods, the study describes the findings of the data in percentages and graphs. The research subjects participating in this study were Joint Preparation Stage ITB students who took part in sports lectures in Semester II 2017/2018 the research instrument used a questionnaire that had been tested for validity and reliability. The research subjects were taken using purposive random sampling technique. The distribution of interest and motivation questionnaires is done after the subject completes a sports lecture for approximately 4 months. Subjects in this study consisted of 172 people, with male sex of 82 or 47.67% and female sex of 90 or 52.33%. All of these samples are Joint Preparation Stage ITB students in the second semester of the 2017/2018 academic year.

Results

This research was carried out by distributing questionnaires to students in the preparation phase together with Semester II class of 2017/2018. The return rate of the questionnaire is presented in table 1. The results of the analysis of the validity of the questionnaire below as a whole have a significance value above $r_{table} > 0.361$, there are two questions that have low values from r_{tables} namely p11 and p27. The results of the reliability test analysis showed that the significance level of Cronbach's Alpha was $0.968 > 0.361$ (r_{table}). This data shows that the questionnaire questions which amounted to 30 questions are reliable or trusted as a means of collecting research data on student interest in Sports Lecture.

Table 1: Reliability of Questionnaire

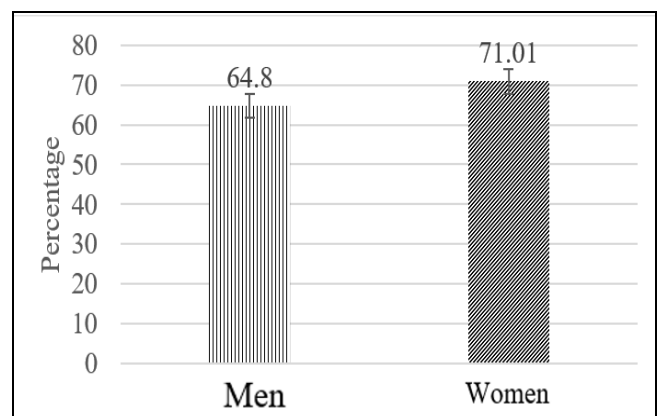
Cronbach's Alpha	N of Items	r Table	Results
0.968	30	0,361	Reliable

Based on the results of the data above shows that the average value of the female and male groups has quite large differences in asking. The female group had a mean score of 71.01% greater than the male group of 64.80%. These results are consistent with previous studies, which showed greater interest in exercising women than men [3]. The interest of female students following sports is higher than that of men.

The results from the interest graph above show four categories, namely very good, good, enough and less interest. In general, of the 172 subjects in this study, 18.6% were in the excellent category, 33.72% were in the good category, 47.67% were in the moderate category and 0.0% were lacking in interest. This graph is an illustration of the percentage of male and female interest in participating in sports at ITB. From the results obtained, the interests of ITB students were dominant in the sufficient category, which amounted to 47.67%. Next the researchers divided the results of data from intrinsic elements and extrinsic elements.

Graph 3. Shows the percentage of male and female intrinsic motivation in participating in sports. Intrinsic motivation is in the sufficient category, the male group is bigger than the female which is equal to 51.2% and 44.4%. While intrinsic motivation in the category is very good, the female group is 24.4% greater than the male 14.6%. When viewed from the graph shows that the level of intrinsic motivation of women in participating in sports is higher than men. This gives a picture that the greater interest of women's sports groups arises from within themselves. However, the intrinsic motivation of the two groups was dominant in the moderate category, which was 44.4% for girls and 51.2% for boys.

Graph 4. Shows percentage of male and female extrinsic motivation in participating in sports. Extrinsic motivation in the good category, the male group is greater than the female in the amount of 40.3% and 33.3%. While extrinsic motivation is in the moderate category, the female group is 52.2% larger than the male 51.2%. If seen from the graph shows that the level of extrinsic motivation of male groups in participating in sports is higher than girls. This gives a picture that the greater interest of men's sports groups arises in themselves but more because there is influence from outside themselves. Excellent Good Fair Poor



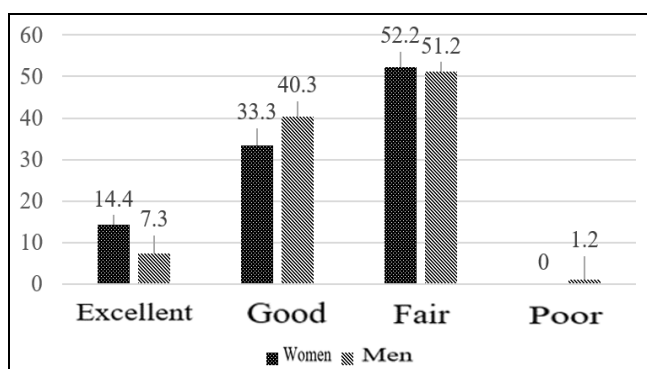
Graph 1: Measurement of student interest rates



Graph 2: Percentage of total interest



Graph 3: Comparison of Interests Intrinsic Interests in Men's and Women's Sports



Graph 4: Comparison of Extrinsic Factors of Interest in Men's and Women's Sports

Discussion

Intrinsic motivation (IM) refers to involvement in behaviour that is inherently satisfying or enjoyable. IM is non-instrumental, i.e. actions that are intrinsically motivated do not depend on the results obtained. For example, a child plays outdoors, he runs, jumps, jumps - for no other reason than to please and satisfy himself [11].

In contrast, extrinsic motivation (EM) refers to the performance of behaviour which fundamentally depends on achieving results that are separate from the action itself. In other words, EM is instrumental. For example, a teenager might do the dishes at home to receive an allowance. Similarly, a student can study for an exam to receive an A grade [11].

Looking at the results of the study, there are differences in the level of interest in participating in the Sports Lecture between sons and daughters. Female students showed more interest in Sports Lecture. If averaged, the two groups have a dominant interest in exercising in the moderate category. Furthermore, between intrinsic and extrinsic motivation, female students of ITB have higher intrinsic motivation than male students. On

the contrary, ITB male students have higher extrinsic motivation compared to female students. Female students show more enthusiasm in participating in sports, they do not depend on the results obtained, but rather because the activity is a fun and satisfying form for themselves. While male students are more due to an encouragement or stimulation from outside themselves in participating in sports, such as in order to get good grades.

It seems clear that when viewed from the results of this study, the dominant male and female student interest is in the moderate category. Sports Lecture learning must be more varied, because the same sports activities can be less interesting from time to time and they have no meaningful experience of learning. As instructors must try to make learning fun by appreciating group efforts and celebrating individual improvement [12]. Making learning varied and enjoyable will make the experience enjoyable for students.

Presentation of physical activities according to the ability level of students is very important to increase motivation in sports. Sports Lecture learning curriculum is also one of the factors supporting teachers to be able to increase student motivation. Judging from the results of this study becomes input for policy makers to adjust the curriculum so that the outcomes to be achieved can be realized, namely students have their own awareness of how important it is to keep exercising after taking courses, so that fitness and health are maintained. If students are motivated to participate in sports learning, they will engage in various physical activities during their free time [13].

Although there are no significant gender differences, men mostly have a high interest in ball games and weight training while female students prefer aerobics, walking / jogging and swimming [14].

Conclusion

From this research, it shows that the students' interest in joining Sports Lecture is divided into 2 elements, namely intrinsic and extrinsic elements. Each element of interest consists of 4 categories, namely very good, good, enough and less. Although the two groups have different categories of values from each intrinsic or extrinsic element, both of them tend to have the same sports interests.

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