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By

ISBN 978-602-8429-41-2

PROCEEDING

OF

THE 3rd INTERNATIONAL SEMINAR ON SPORT AND PHYSICAL EDUCATION

"Striving For World Sport Achievements Through Sport and Physical Education"

Faculty of Sport Science, Yogyakarta State University

Yogyakarta, May 24, 2011



In Cooperation :



Yogyakarta State University



ISORI DIY



Ministry of Youth and Sports
Republic of Indonesia

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IMPROVING INTRINSIC MOTIVATION TO STRIVE ACHIEVEMENT IN HOCKEY

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ABSTRACT

This paper seeks initiated the importance of increasing intrinsic motivation in sports, especially in hockey. The involvement of the psychological aspects such as motivation is closely related on achievement in sports. Increased intrinsic motivation becomes very needed by each athlete in order to have a high fighting spirit to achieve. Although, the development of hockey in Indonesia are not as fast as expected but the achievements for this sport to be important. Studies in motivation to show that there is involvement of high intrinsic motivation enough when an athlete to compete to achieve victory and achievement. The experts attempt to investigate the motivation through a variety of instruments which have been prepared in order to obtain data that actually objective motivated. Someone who has a strong intrinsic motivation in doing a sports activity will be more diligent, hard working, organized, and disciplined in training and does not depend itself on to others

Keywords : motivation, sport achievement

INTRODUCTION

As a physical activity involving large muscles in all its activities, sports also involve other aspects of the course is an integral part of sports activities. Physical aspects, psychological, techniques, and tactics often merupakan bidang studies need to be developed in an effort to achieve peampilan sports. The role of psychological aspects that can not be seen always play within the context of sports, especially in the elementary stage berkompetsi. Especially after it reached the stage of an athlete who is more elite, then came what was said psychological coaching on all parts, this means that there is always a psychological aspect in the game (Dahdal, 2005). Psychological aspects of bringing an important role in shaping the athletes who can achieve high performance, and more importantly the psychological aspects have a profound impact on a person to move sporting activities. So that research and development of the psychological aspects of sport these days has become something very interesting.

Various psychological aspects involved in sports activities is one of motivation. Motivation is not foreign to our ears, almost in every activity we do can not be separated from the name of motivation, especially daam we engage in sports activities. The role of motivation in the exercise is already mostly done. Today has been a principal motivation and evaluation at the elementary stage to initiate and identify what the athletes and what the increase of the possibility that an athlete in achieving its performance according to its potential (Dahdal, 2005).

Hockey game was not as popular with the other group game, such as football, bolavoli, or basketball, but this game has its own charm. The development of hockey in the highly developed world, even create some kind of game that uses this stick and ball. We can see the field hockey, indoor hockey, hockey using roller skates, and hockey is done on the lump of ice that is formed according to field hockey. Hockey development in Indonesia is very worrying. Hockey field hockey as a sport that is often done by people of Indonesia have ups and downs in its development. The formation of Hockey All-Indonesia Association (PHSI) in 1954 to bring fresh air in perhokian in Indonesia. Actually, before the PHSI stood hockey has become a national event in PON II in 1951, this allows for the development of hockey in the future.

THE DEVELOPMENT OF HOCKEY

In Indonesia, hockey is not as smooth as happens in some countries in the world. Hockey first conducted in Indonesia by the British, Dutch and Indian descent is limited only nation among the students, which then can be played by student-teacher school student or a hollow Hollandsch Inlandsche Kweekschool (HIK) in Bandung. Hockey Association of All Indonesian (PHSI), which was formed in 1954 became the basis of the development of a national sport hockey hockey with the exclusion of PON to the second and so on until today. Achievement hockey while Indonesia did not increase both regional and international levels.

Hockey was not included an integral in the school curriculum; this is because the provision of infrastructure facilities of this sport is quite expensive. But actually introduce hockey to the community through school is a very effective and efficient. Looking at the history of hockey in Indonesia itself, the first time carried out by students and college students. Until this very day, the development of hockey in fact did not escape from the role and students. In some schools have hockey sports facilities have become activity outside of school hours activities (extracurricular). Sports hockey can actually be used as learning material in school physical education by modifying equipment and facilities as well as game rules, as this to further promote hockey itself. In hockey sports among the students has been quite popular. The universities have a highly developed country status to develop this sport, but later swastapun status universities participate to learn and develop hockey in student Activity Unit (SMEs). The contests between the university became an agenda fixed every year. Hockey sport of interest and developed by the students themselves are field hockey (field hockey) and indoor hockey (indoor Hokey). Both forms of hockey this is have a little difference in terms of game rules. At universities that have a faculty sport, sport is one sport that needs to be developed, because the task of institution that should be so.

RESEARCH IN SPORT MOTIVATION

Today has been a principal motivation and evaluation at the elementary stage to initiate and identify what the athletes and what the increase of the possibility that an athlete in achieving its performance according to its potential (Dahdal, 2005). Some studies show there are major motivations young athletes took part in participating in fun, improve their skills, make friends, for arousal, sensation and excitement, as well as for body shape. This suggests that previous research in this field and to enhance our of understanding on the reasons children participate in the delivery of sport (Darvill, Macnamara, Moseley, Pelham, and Quigley, 1999). Based on that then Darvill, Macnamara, Moseley, Pelham, and Quigley use the Sport Motivation Scale (SMS) which is a simple measurement tool in knowing one's motivation in sport activities. SMS developed by Pelletier, Fortier, Vallerand, Tuson, Briere, & Blais (1995) to measure intrinsic motivation, motivation ekstrinsik, and are not motivated (amotivation). Measurement tool is then developed and modified according to the research sites. So that the tool is so flexible and has a validity and reliability that can be accounted for adjusted by research object. SMS is a measurement tool in the form of a questionnaire that have a score to 7 Likert scale, with the lowest raw score of 1 for non-compliance with state respondents, 4 respondents ragu-ragu/kadang-kadang to circumstances, and the largest score 7 for the state in accordance with the respondent.

According to Martin Handoko (1992:61) there are two ways to measure motivation, namely: 1) measure certain external factors that allegedly lead to a boost in a person, and 2) measure certain aspects of behavior that may be the expression of a specific motive. Research on motivation in sport, we want to uncover the motivation through his behavior / attitude, attitude, and basic thoughts/views on berkegiatan sports. Motivation can be expressed implicitly through attitudes scale (rating scale) (Martin Handoko (1992: 63). An example is research conducted by Frederick and Ryan (1993) which uses Motivation For Physical Activity Measure (MPAM) in the form of motivation in the form of a questionnaire measuring tool with 23 items that reveal the reason for doing exercise and sports activities, consisting of an indicator-an indicator of motivation in the practice of sports, namely: 10 items related to the body factor, 7 items competency factor, fun factor and 6 items. This instrument has a score to 7 Likert scale. Then Ryan, Frederick, Lepes, Rubio, and Sheldon (1997) introduced a broader

version of 30 items, consisting of: 7 items fun factor / keterampilan, 7 items of competence factor, performance factor of 6 items, 5 items factor fitness, and 5 items of social factors.

INTRINSIC MOTIVATION TO STRIVE ACHIEVEMENT IN HOCKEY

Motivation factor is to be a very interesting study for researchers in psychology. Various studies have been done to uncover the secrets of one's motivation in the act or move. Motivation in sport was already a theme of research of interest to the developers of one of the sport because of this psychological aspect really has mempunyai significant influence in a person engage in sports activities. This is based on the notion that appearance is the result of a combination of training and motivation. So the teachers and coaches attempt to motivate improved its practice can work well to achieve optimal performance.

In psychology, motivation is defined as an encouragement both from within (intrinsic) and external (extrinsic) a person to perform certain activities. A good motivation is not based on external factors only, but motivation is good, strong and settled based on personal desires, who prefers performance to achieve self-satisfaction rather than material things (Singgih D. Gunarsa, et al, 1989: 7). This means that the impulse from within yourself someone to perform an activity must be very large. Often the impetus comes from outside the swings, which cause it feels boring activity so that the achievement prestasipun not optimal. More Singgih D. Gunarsa (1989: 93) defines the theoretical, which is the conclusion from some opinion that sport is the overall motivation driving force within individuals that lead exercise activities, ensure continuity of training and giving direction to activities latihan to achieve the desired goal.

As was explained above that the motivation is divided into intrinsic motivation and ekstrinsik. Intrinsic motivation is encouragement from within which causes the individual to participate. Encouragement is often said to be innate, so it can not be learned (Singgih D. Gunarsa, 1989: 100). Someone who has a strong intrinsic motivation in doing a sports activity will be more diligent, hard working, organized, and disciplined in training and does not depend itself on to others. Activities based on intrinsic motivation last longer than by other motives (Singgih D. Gunarsa, 1989: 101). Intrinsic motivation has to be grown on in a person, but sometimes difficult to motivasin intrinsic grown because it can not be studied and only the man himself. The second motivation is extrinsic motivation is the encouragement that comes from outside the individual self Yeng cause individu participate in sports (Singgih D. Gunarsa, 1989: 101). Encouragement comes from coaches, teachers, parents, nation, or in the form of prizes, certificates, awards or money. This motivation can be learned and depending on the size of the reinforcement from time to time (Singgih D. Gunarsa, 1989: 101). Extrinsic motivation did not have such a big influence intrinsic motivation extrinsic motivation but the fact remains a strong incentive for a person in following sports activities.

Intrinsic and extrinsic motivation does not stand independently, but jointly guide the behavior of individuals. Wayne Halliwell (1978) in Singgih D. Gunarsa (1989: 103) states that in fact the underlying motivation in the exercise of individual behavior is intrinsic motivation, but always coupled with extrinsic motivation. Martin Handoko (1992: 42) also has the same statement that is often very difficult to determine that an action is driven by a cause of individual self or from outside the individual self. Furthermore there is the reality of human actions are clearly not caused by a stimulus from the outside, or at least the first of the first driven by stimuli from outside the individual, in other words the relationship anatar external factors and factors in the in an action very closely indeed.

Malone and Lepper (1989) have defined intrinsic motivation more simply in terms of *what people will do without external inducement*. Intrinsically motivating activities are those in which people will engage for no reward other than the interest and enjoyment that accompanies them. Malone and Lepper have integrated a large amount of research on motivational theory into a synthesis of ways to design environments that are intrinsically motivating. This synthesis is summarized in Table 1. As that table shows, they subdivide factors that enhance motivation into *individual* factors and *interpersonal* factors. Individual factors are individual in the sense that

they operate even when a student is working alone. Interpersonal factors, on the other hand, play a role only when someone else interacts with the learner. These are discussed in detail on the following pages.

Table 1. The Factors That Promote Intrinsic Motivation

Factor	Description	Related Guidelines
Challenge	People are best motivated when they are working toward personally meaningful goals whose attainment requires activity at a continuously optimal (intermediate) level of difficulty.	Set personally meaningful goals . Make attainment of goals probable but uncertain . Give enroute performance feedback . Relate goals to learners' self esteem .
Curiosity	Something in the physical environment attracts the learner's attention or there is an optimal level of discrepancy between present knowledge or skills and what these could be if the learner engaged in some activity.	Stimulate sensory curiosity by making abrupt changes that will be perceived by the senses. Stimulate cognitive curiosity by making a person wonder about something (i.e., stimulate the learner's interest).
Control	People have a basic tendency to want to control what happens to them.	Make clear the cause-and-effect relationships between what students are doing and things that happen in real life. Enable the learners to believe that their work will lead to powerful effects . Allow learners to freely choose what they want to learn and how they will learn it.
Fantasy	Learners use mental images of things and situations that are not actually present to stimulate their behavior.	Make a game out of learning. Help learners imagine themselves using the learned information in real- life settings. Make the fantasies Intrinsic rather than extrinsic .
Competition	Learners feel satisfaction by comparing their performance favorably to that of others.	Competition occurs naturally as well as artificially. Competition is more important for some people than for others. People who lose at competition often suffer more than the winners profit. Competition sometimes reduces the urge to be helpful to other learners.
Cooperation	Learners feel satisfaction by helping others achieve their goals.	Cooperation occurs naturally as well as artificially. Cooperation is more important for some people than for others. Cooperation is a useful real-life skill . Cooperation requires and develops interpersonal skills .
Recognition	Learners feel satisfaction when others recognize and appreciate their accomplishments.	<i>Recognition requires that the process or product or some other result of the learning activity be visible.</i> Recognition differs from competition in that it does not involve a comparison with the performance of someone else.

SUMMARY

Any sporting activity undertaken will not be spared from several aspects that influence it. One of the aspects that influence the psychological aspect. This aspect comprises a variety of forms such as motivation. One's motivation in sport activities, consisting of intrinsic motivation, extrinsic motivation, and not motivated (amotivation). Motivation serves as the driving force someone behave. This means that the activity of exercising necessary motivation to achieve desired goals. Motivation in the exercise consists of intrinsic motivation that includes Interest / enjoyment, competence, performance, and Fitness, whereas extrinsic motivation is a social exercise. As a sport, hockey is a team sport that has the characteristics of an invasion game (defense and attack). Therefore, the increase intrinsic motivation in sport hockey needs to be emphasized in every training system. Hockey sports achievements can be done by developing a high intrinsic motivation of each atlitnya.

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