



Increasing Learning Motivation Grade IX Students Are the Pride of SMPN 6 Palu in Physical Education Learning Using the Teaching at The Right Level (TaRL) Approach

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ABSTRACT

This research originated from the problem of low learning motivation found in students in Physical Education, Sports and Health (PJOK) subjects. The low level of motivation affects the learning process, resulting in less than optimal results. This approach is believed to help adapt learning materials to the ability level of students, so as to stimulate their interest and motivation to be more active and enthusiastic in participating in lessons. Therefore, the main purpose of this study is to collect data and information related to efforts to increase students' learning motivation in PJOK subjects. This research method uses the type of classroom action research (PTK) by implementing the Teaching at the Right Level (TaRL) approach. This class action research was conducted in class IX Pride of SMP N 6 Palu with 34 students as subjects. Data collection and analysis techniques using quantitative percentages. The results of cycle I research showed that the percentage of learning motivation in PJOK subjects for the first dimension, namely 'Attention' reached 54% of students who participated in the learning. For the second dimension, namely 'Perseverance,' 57% of students showed this motivation, while for the third dimension, namely 'Involvement' as many as 34% of students were actively involved in learning PJOK. In cycle II, the first dimension of research, namely 'Attention,' reached 86% of the learners involved. In the second dimension, namely 'Perseverance,' 91% of learners showed motivation, while in the third dimension, namely 'Engagement,' 83% of learners were actively involved in learning PJOK. Compared to the data in cycle I, there was an increase in students' learning motivation in cycle II.

Keywords: *Learning Motivation, TaRL, PJOK*

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INTRODUCTION

Education has a role in the progress of a nation where education is one of the pillars of a good national civilization, because with education it is hoped that the young generation can have faith and piety towards God Almighty, have a critical mindset, be able to expand their potential, with this education it is hoped that they will have knowledge and skills and also with education they can improve their soul and sense of responsibility. (Salahudin et al., 2024) However, the learning motivation possessed by students often becomes an obstacle in achieving maximum educational results. Therefore, an effective approach is needed to be able to increase their learning motivation. One approach that can be applied is Teaching at The Right Level (TaRL), which is designed to adjust learning materials to the level of students' abilities, so that it can help increase their motivation in learning.

The Teaching at The Right Level (TaRL) approach has been implemented in various countries, one of which is in India. This approach was introduced by a learning innovation

organization from India, after research results showed that the level of literacy and numeracy of students was still very low. By using the TaRL approach, learning can be adjusted to the capacity, needs and interests of students, so that it is more effective in improving their learning outcomes. To implement this approach, teachers need to conduct an initial assessment or diagnostic test to identify the characteristics, needs, and potential of each student. Thus, teachers can understand the abilities and early development of students, which will then help design more targeted learning.(Suharyani et al., 2023)Teaching at the right level (TaRL) is a learning approach that does not refer to the class level, but rather refers to the level of student ability. This is what makes TaRL different from the usual approach. Teaching at the right level (TaRL) can be the answer to the problem of the gap in understanding that has occurred in the classroom, especially in PJOK learning.

Physical education is an integral part of education as a whole, which aims to develop aspects of physical fitness, motor skills, critical thinking skills, social skills, emotional stability reasoning, moral actions, aspects of healthy lifestyles and introduction to a clean environment through selected physical, sports and health activities that are planned systematically in order to achieve the goals of National Education. Physical Education, Sports and Health is one of the efforts to realize a whole person which is held in schools from both elementary and secondary education levels.(Yuliana & Prasetyo, nd)However, the learning motivation possessed by students is often a challenge in achieving optimal physical education goals. This is especially related to the characteristics of elementary school students who are in the age range of 7 to 12 years, where they are still in a developmental phase that is very interested in playing activities. Therefore, teachers need to be able to design effective learning, while still considering and understanding the characteristics and individual needs of students. At that age, children experience rapid development, both in terms of cognitive, psychomotor, and affective aspects, with the most visible changes in their physical and psychological growth. To ensure that competency standards in physical education can be achieved in accordance with the guidelines and objectives set out in the curriculum, physical education teachers must be able to design effective, interactive learning that is in line with the needs and potential of students.(Ridzky Aryandi & Usman, 2024).

Learning motivation is one of the important aspects that determine the success of the learning process. Based on the opinion, motivation is a psychological condition that influences a person's drive to consciously strive to achieve certain goals. Motivation can also be interpreted as an effort made to foster desire and enthusiasm in achieving goals and gaining personal satisfaction. Students who have high learning motivation tend to be more enthusiastic, enthusiastic, and focused, so that learning goals can be achieved optimally.(Captain & Winarno, 2022)added that motivation influences students' ability to carry out various activities, including the learning process. Meanwhile, according to(Citra Beauty et al., 2020), motivation is one of the important elements in learning that cannot be ignored. Thus, the role of learning motivation is very crucial to support the success of students in achieving learning goals. It is important for teachers to continue to grow and maintain student motivation through various strategies, such as creating a conducive learning environment, providing positive feedback, and designing learning that is interesting and relevant to student needs.

Therefore, this study is to "Improve student learning motivation in PJOK learning by using the teaching at the right level (TaRL) approach". The benefits of this study are that it can help PJOK teachers to create learning that is not boring and fun for students.

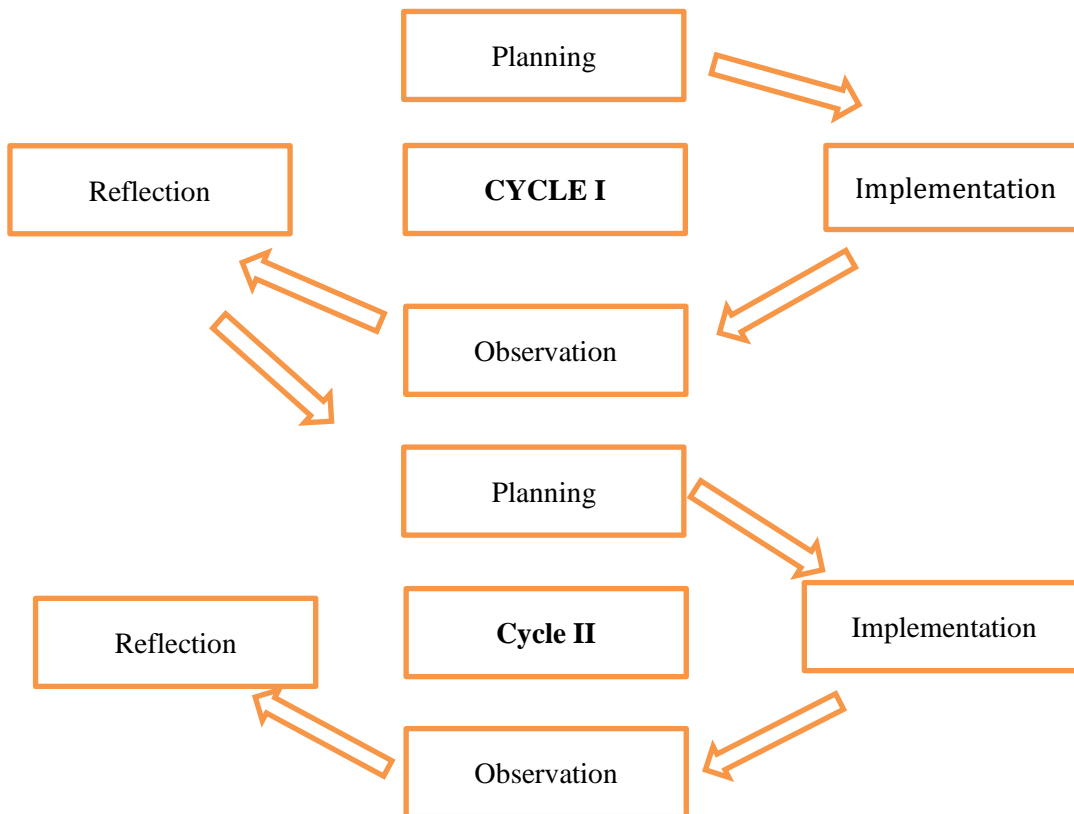
METHOD

This type of research is classroom action research.(Prof., 2011), which is a research conducted by the educators themselves to improve and enhance the quality of learning that is their responsibility. The main objective of this research is to improve students' learning motivation. The subjects in this research were one class I, namely IX Kebanggan, which consisted of 34 students.

This research was conducted at SMP N 6 PALU. The research was conducted from July 30 to August 29, 2024. The subjects of this research were students of class IX Kebanggaan SMP N 6 PALU in the 2024/2025 academic year, totaling 34 students, consisting of 15 females and

19 males. Data collection techniques in classroom action research

Classroom Action Research (CAR) is implemented through a cyclical (repetitive) process, consisting of four main stages, namely: 1) planning, 2) implementing actions, 3) observation, and 4) reflection. After the reflection stage, which includes analysis, synthesis, and evaluation of the results of observations and the process and results of actions that have been carried out, new problems or thoughts usually arise that need to be considered. These problems or thoughts will then require re-planning, re-implementation of actions, and re-observation, followed by re-reflection. This process will continue to repeat itself until the existing problems are considered resolved and learning can be improved and become more meaningful. Thus, this CAR cycle continues iteratively until the improvement objectives are achieved. The following is a picture that illustrates the classroom action research cycle.



Data Collection and Analysis Techniques

Data collection techniques used in this study include observation sheets, interviews, and documentation, which are then analyzed using percentage and qualitative approaches. Students' learning motivation is assessed through dimensions of attention, persistence, and involvement, which are measured by indicators such as students' attendance levels, their participation in learning activities, efforts shown, and ability to persist in facing academic challenges. Researchers observe students' learning activities by following these steps.

CYCLE

- Planning

Stage 1. Develop a learning plan

Stage 2. Developing the dimensions of the activity to be observed

Stage 3. Observing the learning process carried out

- Action

The implementation of learning is carried out in three stages, namely the preliminary stage, core activities, and closing.

- Observation

Observing the aspects that are the focus of the research by calculating the number of students who meet the predetermined criteria.

- Reflection

At the end of cycle I, a reflection is conducted on the activities and learning outcomes obtained based on the observation results. The results of this reflection will be the basis for planning actions to be taken in cycle II.

CYCLE II

1. Planning

Based on the results of reflection in cycle I, the learning plan for the next material was re-arranged. This plan was prepared by considering the weaknesses that emerged in learning related to learning motivation in cycle I, with the aim of developing a program that can overcome the problems found during the learning process. The plan made includes the application of the Teaching at The Right Level (TaRL) approach in learning.

2. Action

The action plan that has been prepared in cycle II is then implemented in the learning process according to the established plan.

3. Observation

Learning activities in cycle II using the TaRL approach are still observed. During the observation, the teaching teacher notes important things found during the implementation of cycle II.

4. Reflection

The results of observations in cycle II are used as material for reflection. Success is considered achieved if the observation results show that the success indicators have been achieved or there is an increase compared to cycle I. However, if the results are still not satisfactory, then the planning for cycle III and so on will be prepared again until the desired results are obtained.

RESULTS AND DISCUSSION

This research was conducted in the odd semester of June 2024, this research was conducted during physical education and sports lessons in class IX Kebangsaan SMPN 6 Palu. The physical education schedule in the class is 1 meeting per week, which is 3 hours of lessons on Thursday, hours 1-3.

Results of Cycle I Implementation

The results of the study obtained through observation and assessment at the first meeting and cycle I show data on the level of student learning motivation. The research data in cycle I can be explained as follows: Based on the data, it can be seen that the percentage of learning motivation in the PJOK subject for the first dimension, namely "Attention," reached 54% from students who follow the learning. For the second dimension, namely "Perseverance," as many as 57% students showed this motivation, while for the third dimension, namely "Involvement," as many as 34% students are actively involved in PJOK learning.

Results of Cycle II Implementation

Observation activities were carried out during the implementation of cycle II in two meetings. The results of the observations showed that during the learning activities, there was an increase in students' learning motivation with the implementation of the Teaching at The Right Level (TaRL) approach. This increase in learning motivation has a positive effect on improving student learning outcomes. Based on the results of observations and assessments

carried out at the first and second meetings in cycle II, it can be concluded that students' learning motivation has increased. Based on the data, it can be seen that the percentage of learning motivation in the PJOK subject for the first dimension, namely "Attention," reached 86% of students involved. In the second dimension, namely "Perseverance," as many as 91% of students showed motivation, while in the third dimension, namely "Involvement," as many as 83% of students were actively involved in PJOK learning. Compared to the data in cycle I, there was an increase in students' learning motivation in cycle II.

Discussion

Student learning outcomes are determined by student motivation. Students who have high learning motivation tend to have higher academic achievement, while students who lack learning motivation tend to have lower levels of learning success. The level of motivation determines the level of effort and enthusiasm that a person puts into an activity. Of course, the level of enthusiasm also determines the results achieved. (Yogi Fernando et al., 2024). Before the Teaching at The Right Level (TaRL) approach was implemented, some students in grade IX Kebanggan faced difficulties in understanding the learning materials. This was caused by the learning process which tended to be passive and less suited to the needs and abilities of each individual. With the implementation of the TaRL approach, learning is designed based on the level of ability, needs, and achievements of students. This approach helps students understand the material better and reduces learning gaps. The TaRL approach encourages students to be more active in learning activities, creates an inclusive and responsive learning atmosphere to their needs, and strengthens interactions between teachers and students. As a result, students' learning motivation increases, which ultimately contributes to improving their learning outcomes

CONCLUSION

The Teaching at The Right Level (TaRL) approach is a method that has been proven effective in increasing students' learning motivation. This approach not only focuses on increasing the enthusiasm for learning, but also ensures that the learning provided is in accordance with the interests, abilities, and individual needs of students. By implementing TaRL, teachers can adjust learning materials and strategies to be more relevant to the level of students' abilities, so that they can learn in a more appropriate and effective way. In the context of Physical Education, Sports, and Health (PJOK) learning, there are various factors that can inhibit students' learning motivation, such as disinterest in the material, inability to follow the rhythm of learning, or lack of variation in the activities carried out. When these inhibiting factors are not handled properly, students' learning motivation will tend to decrease, which in turn affects their learning outcomes.

Therefore, it is important for teachers not to rely on just one teaching method, but to implement various and interesting learning models in order to overcome these obstacles. Educators or teachers should have the ability to design and develop flexible learning models, according to the interests and characteristics of students. This means that teachers must be familiar with the learning needs of each student, both in terms of their physical abilities, interests, and psychological aspects. Thus, learning will be more relevant and more able to motivate students to be actively involved in every activity carried out. When the learning model is adjusted to the preferences and potential of students, they will be more motivated to participate, learn more diligently, and gain a more enjoyable and meaningful experience in PJOK learning. Thus, the expected learning outcomes can be achieved more optimally.

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