
THE INFLUENCE OF LEARNING STRATEGIES AND MOTIVATION ON THE BASIC MOVEMENT ABILITY OF ELEMENTARY SCHOOL STUDENTS' CONTROL OBJECTS

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Received: July 2025, Revised: August 2025, Accepted: September 2025

Abstract

This research comes from Physical Education lessons in elementary schools, it is clear that children's movements are not good. Even though these basic movement skills are very important for children, especially elementary school age children. in the learning process which aims to reveal the influence of learning strategies and motivation on elementary school students' learning of basic Object Control movements. This type of research is a quasi-experiment. The sample for this research consisted of 20 Class V students at SD 22 Ujung Gurun Kec. Padang Barat Kota Padang uses Total Sampling. The results of this research show that: (1) Basic Object Control Movement Skills given with Exploration style results are higher than Command style ($Q_h = 5.01 > Q_t = 2.983$), (2) There is an interaction between learning strategies and achievement motivation on ability children's basic Object Control movements ($F_h = 11.77 > F_t = 4.08$), (3) With high achievement motivation, the basic Object Control movement abilities of children in the group given the Exploration style were higher than those given the command style ($Q_h = 5.44 > Q_t = 3.216$), (4) In low achievement motivation, the basic motor skills of Object Control group children who were given the Exploration style were lower than the Command style ($Q_h = 56.44 > Q_t = 3.216$).

Keywords: Strategy, Motivation, Basic Movement Abilities

INTRODUCTION

As with other activities in Physical Education, Sports and Health, teachers try to prepare students to take lessons to enable them to take responsibility for the activities they do in order to prepare themselves to face the challenges of today's complete world. With physical education, students will further develop all aspects both cognitively, affectively, and psychomotor. This requires that a health care teacher know and understand the learning model so that teachers can apply various kinds of learning models in providing materials to students, so that a good learning model will arouse students' enthusiasm to take part in health care learning at school.

Basic Object Control movement learning requires good coordination so that children can

perform movements correctly. Movement mistakes made by children result in minor injuries to the hands, thus the need for good basic movement skills and motivation in the learning process. This is corroborated by the findings (Jojo et.al, 2020) which states that the lack of children's gross motor skills causes children to experience obstacles, the obstacles that occur are caused because gross motor learning at school has not been carried out optimally, lacking in involving children's physical activities. Good basic movement skills can be obtained with continuous movement learning, PJOK sports and health in schools is an alternative for children to be able to understand and practice learning basic movement Object Control well.

Therefore, physical education learning taught in schools must provide opportunities for students to be directly involved in various learning experiences so that they can increase the growth and development of all domains, namely physical, psychomotor, cognitive, and affective in each student. The National Agency for Education Standards (Depdiknas, 2015) explained that physical education learning in sports and health aims to improve basic movement abilities and abilities. The importance of motor skills fundamentals that are pursued through physical education learning, (Metzler, 2017). According to the opinion (Pangrazi, 2007), it is very important to learn basic movement skills at an early age because if not enough is taught about basic movement skills, children will experience various obstacles in learning and doing various more difficult movement skills in the future, such as learning sports skills later.

Motivation is formulated as an encouragement both due to factors from inside and outside the student, to achieve certain goals to meet a need. Motivation can serve as a driver of business and achievement. Teachers should also update and always update teaching styles and learning process designs and teaching modules by adjusting the Independent Learning Curriculum. The provision of games is an alternative innovative learning model that can be applied in every PJOK learning process with the aim of motivating students to follow the learning process in elementary school, (Kristianto 2023).

METHODOLOGY

The method used in this study uses a quasi-experimental method. After that, it was continued with a 2x2 factorial design. A factorial experiment is an experiment in which all (almost all) levels of a given factor are combined with all (almost all) levels of each other factor present in the experiment (Meifiani, 2019). Population of classes VI, V and V of SD Negeri 22 Ujung Gurun Kec. This sample packing technique is with certain considerations. This sample was divided into sample groups using the matching ordinary paring technique so that it became 44 people.

The research treatment was carried out first, the initial test (Pretest) of basic object control



ability was then given treatment and then the final measurement (Posttest) was carried out. Data analysis techniques used a two-path variance analysis technique and a Tukey test was carried out if an interaction was found between the variables of learning strategy and motivation.

RESULTS

Description of Research Data

All samples in this study were given an achievement motivation questionnaire and the sample filled out the questionnaire according to the instructions. Then the data from the achievement motivation questionnaire was processed and obtained, the highest 27% were included in the high motivation level group and 27% low were included in the low motivation level group, so that the sample became 22 people for high motivation and 22 people for low motivation with a total of 44 people. This sample will be given to treat the learning strategy to the child's basic movement ability.

Table 1. Normality and Homogeneity Test

Group	N	L0	Lt	Conclusion
A1B1	11	0.14407	0.26714	Normal
A1B2	11	0.19206	0.26714	Normal
A2B1	11	0.17475	0.26714	Normal
A2B2	11	0.17388	0.26714	Normal

Remarks : n : Number of samples Lo : Lt Observation Value : Ltable A1 Value : Group given Exploration style learning strategy A2 : Group given Command style learning strategy. It was found that the Lobservation price (Lo) obtained was smaller than the Ltable price at a real level of 0.05. Thus, it can be concluded that all data groups in this study were taken from a normally distributed population.

Table 2. Variance results

Kelompok	Varians terpisah	Varians gabungan	Harga B	X ² h	X ² t(095)(3)	Keterangan
A1B1	6.87	0.813	32.504	1.25	7.81	Homogen
A1B2	4.02					
A2B1	7.69					
A2B2	7.40					



By paying attention to the table above, it can be seen that H_0 received X^2 count $< X^2$ table ($1.25 < 7.81$). This means that the four groups of data on the child's basic movement ability tested are homogeneous.

Table 3. Advanced Anava Results with Tukey Test

Groups compared	DK	Qh	Qt ($\alpha=0,05$)	Information
A1 dan A2	0.54	5.01	2,983	Signifikan
A1B1 dan A2B1	0.77	5.44	3,216	Signifikan
A1B2 dan A2B2	0.77	56.44	3,216	Signifikan

Description: dk: Degree of freedom Qh: Qt calculation: Q1 table: Group trained with Exploration A2: Group trained with Command A1B1: Exercise series group in the high intelligence level category A1B2: Exercise series group in the low intelligence level category A2B1: A series group playing in the high intelligence level category A2B2: The series group playing in the low intelligence level category.

DISCUSSION

The difference between the learning strategies given with the exploration style and the learning strategies given with the command style. The results of the first hypothesis testing showed that overall, the score of the group learning strategy given the exploration style was higher with the group learning strategy given with the command style. In other words, the proposed research hypothesis is accepted. From the results of these findings, it can be stated that the learning strategies given with the exploration style will be more effective in comparison with the learning strategies given with the command style. The Exploration style is the most extreme opposite of the commando style which is entirely dependent on the trainer". If in the command style all the initiatives of task execution and problem solving depend entirely on the trainer, but in the exploration style the entire initiative and the solution is found by the player himself. In this activity, the players practice in their groups to solve problems, make conclusions to report to all players (Lolia M. 2019).

The learning strategy of the command style of the learning process is centered on the teacher, the teacher is more active in the learning process, while the child only waits for the command given by the teacher. The role of children in this command-style learning strategy is only as a facilitator, namely implementing, following and obeying the orders given by the teacher. The command style is the teaching approach that the teacher relies on the most. The goal is a careful appearance. The teacher prepares all aspects of teaching and he is fully responsible and takes the



initiative towards teaching and monitors the great progress of his students' development. Basically this style is characterized by explanations, demonstrations, and typical exercises, it starts with an explanation of the standard technique, and then the students model and do it repeatedly. The difference between the two learning strategies given with the exploration style and the learning strategies given with the command style to the students turned out to be more effective in the exploration style learning strategy.

The results related to the testing of the interaction hypothesis prove that there is an interaction between learning strategies and Achievement Motivation in its influence on the child's basic object control movement ability, or in other words that the proposed research hypothesis is tested for its correctness. In the high-achievement motivation group who were given an exploration-style learning strategy, they obtained a higher score than 34, 36, 38, 40, 42, 1, 2, High, Low, with the Sample group with the low-achievement Motivation category, which was given a command-style learning strategy. Thus, it means that there is an influence of interaction between learning strategies and Achievement Motivation on children's basic movement skills. It can be interpreted that the learning strategy for the basic movement ability of the child Object Control depends on the child's Achievement Motivation.

Rabukit Damanik (2020) Motivation to excel as a motive to overcome obstacles or try to carry out the work as quickly and as best as possible. In addition, the motivation to excel is the goal of individuals to succeed in competition with high standards. The individual may fail to achieve these goals, but it allows the individual to identify the goals to be achieved. Windi, Fitriani (2020) Motivation to excel is significantly positively related to learning independence. This means that the higher the motivation to achieve a person, the higher the independence of learning, and vice versa. These results are also supported by relevant theories and previous researches. Furthermore, the relationship between achievement motivation and student learning independence is relatively strong. However, the relationship between the two variables is not a perfect relationship, which means that there are other factors besides achievement motivation that also affect learning independence.

According to the theory opinion above, it is clear that the learning strategy requires motivation to achieve the basic movement skills of Object Control. To realize the child's desire to get something in motivation to achieve, it is necessary to have a learning strategy that we will give to the child. This is because learning strategies require interaction and reflect teaching and learning behavior in the basic movement ability of Object Control, a teacher can see the motivation for achievement of students, because it concerns the learning strategy that will be given by the teacher so that the learning target of the basic movement ability of Object Control can be achieved.



The results of the third hypothesis test showed that overall, the score of the group learning strategy given the exploration style was higher than the group learning strategy given the command style on the High Achievement Motivation. In other words, the proposed research hypothesis is accepted. From the results of these findings, it can be stated that the exploration-style learning strategy is more effectively used than the command-style learning strategy in high-achieving motivation. Marck S. Rahasia, et al. (2021) Command teaching style is a teaching approach that is most dependent on teachers. Instructors prepare all aspects of teaching. Instructors are fully responsible and take the initiative towards teaching and monitoring learning progress. The application of command teaching style in the basic movement learning process is very good and effective because this command teaching style has advantages if applied in the movement learning process in learning.

In the exploration style learning strategy in a group of highly motivated children, a child's ability to obtain the child's basic object control movement skills will be better than the command-style learning strategy because the child thinks in a better direction related to how their basic Object Control movement skills are. When they have done a unit of basic movement learning, they will make corrections to the movements made, and will try again the movements in the hope that the next movement will be better. While the command-style learning strategy in the group of highly motivated children, the child's ability to get the child's basic movement skills will be less good than the exploration-style learning strategy because the child in the movement is supervised by the teacher. As a result, movements carried out by children who have high achievement motivation will be interrupted by the development of their movements. Children always wait for cues and orders from the teacher in starting a movement that is given for basic movement skills, so that children do not find movements that are in accordance with the basic movement ability of Object Control because every child who makes movements is always monitored and seen by the teacher. Based on the results of data analysis, students who have high achievement motivation in the elementary school student group, who are given an exploration-style learning strategy are able to improve the child's basic object control movement ability.

The results of the fourth hypothesis test showed that overall, the group learning strategy score given the exploration style was lower than that given the command style on the Low Achievement Motivation. In other words, the proposed research hypothesis is accepted. In other words, the hypothesis proposed has been tested for its correctness significantly. From the results of these findings, it can be stated that the learning strategy of play is more effectively used for command style than the exploration style in Low Achievement Motivation. Lolita M (2019) Many people criticize the command style as an undemocratic style, not siding with students.



However, for teaching materials that still contain strong technical elements and expect relatively homogeneous learning outcomes, the command style is still considered superior compared to other styles. Based on the opinion of this theory, it can be interpreted that the kamando style learning strategy is indeed suitable for children who have low achievement motivation because starting from the preparation to start teaching until the end of learning, children who have low motivation always obey the instructions to carry out the tasks ordered by the teacher.

In this command-style learning strategy, all children can carry out and carry out the tasks of learning movements given simultaneously and there are no individual differences. Meanwhile, the learning strategy given an exploration style for children who have low achievement motivation will not be effective, because children who have low motivation are given an exploration style learning strategy will make the child not find movements that match the basic movement skills of Object Control. Children are more inclined to be passive towards the material provided because the child's motivation for achievement is low. Based on student analysis data, the command-style learning strategy is more effective than the exploration-style learning strategy for children who have low achievement motivation.

CONCLUSION

Based on the findings of the research and the discussion of the research results, it can be concluded as follows: 1. The exploration style learning strategy is more effective in improving the basic movement ability of the child's Object Control than the command-style learning strategy. 2. There is an interaction between learning strategy and motivation to improve children's basic object control movement skills. 3. At the high-performance motivational level, the exploration-style learning strategy is more effective than the command-style learning strategy to improve the child's basic object control movement ability. 4. At the low-achievement motivation level, command-style learning strategies are more effective than exploration-style learning strategies to improve children's basic object control skills.

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