

Efforts on Improving Sport Achievement Motivation through Life Modelling Technique in Pre Cadet Fencing Athlete

Nuruddin Priya Budi Santoso¹, Jaka Sunardi²

¹Tunas Pembangunan Surakarta University

²Sport Sciences Department, Universitas Negeri Yogyakarta, Jl. Colombo No.1 Yogyakarta, Indonesia

Keywords: Sport Achievement Motivation, Life Modelling, Fencing Athlete

Abstract: The research aims to improve efforts of sport achievement motivation through life modelling technique in pre cadet fencing athlete. This research employed action research design which embodies several stages namely planning, action, observation, and reflection. The research participants were 10 athletes, who were selected based on need assessment. The level of sport achievement motivation among 10 athletes prior to group counseling service were all in category of modelling technique with Mean 51.5. Meanwhile, the level of sport achievement motivation of 10 athletes after the group counselling service were all in high category with Mean 85.5. The research shows that fencing athletes' sport achievement motivation could be increased by life modelling technique counselling.

1 INTRODUCTION

Maximum achievement in sports is largely determined by balanced physical and psychological training preparation. Lack of attention to psychological sides of athletes may result in psychological problems that are not resolved completely. One of the urgent problems of athlete's psychological side in preparing for gaining achievement is related to sport achievement motivation. The causes of the decreasing motivation include fear of making mistakes, fear of failure, feeling anxious about competition, excessive ego, fear of injury, dominance and pressure of the coach, feeling unable, and feeling doubt to do tasks.

The cause of declining achievement motivation in sports can be seen from situations and conditions in matches/competitions. There are situations that stimulate emergence of encouragement in achieving sport achievements. It starts from training process until actual match, which can be used as benchmark for achievement.

Improvement of athlete's achievement motivation during training and matches is a must to ensure by fencing sport clubs. It should become their main focus in equipping athletes to be able to optimally increase athletes' motivation for achievement. However, this expectation seems to be on the contrary to the reality. From observation results

conducted by researchers on fencing athletes in UTP (Universitas Tunas Pembangunan) Fencing Club Surakarta, it can be concluded that athletes' achievement motivation level has decreased. It can be observed from the training sessions which are not intensive and there were frequent late attendance and late start. In addition, the results of away training (try out) and home training (try in) have not been so encouraging. On the basis of this phenomenon, it is necessary to do the study which concerns on efforts to increase achievement motivation of early age athletes through counselling life modelling of fencing athletes in UTP Fencing Club.

2 RESEARCH OBJECTIVE

Based on the problems above, this study aims to increase achievement motivation of early age fencing athletes through life modelling counselling activities for fencing athletes of UTP Fencing Club.

3 SIGNIFICANCE OF THE RESEARCH

Research results are expected to provide substantive theoretical and practical benefits as follows (1) theoretical benefits, the research results are expected to provide and strengthen existing theories, especially in increasing the achievement motivation of early childhood fencing athletes, (2) practical benefits, the research results are expected to be used as a guide for athletes, coaches, and administrators/officials in increasing the achievement motivation of early childhood fencing athletes.

4 ACHIEVEMENT MOTIVATION

An achievement motivation improvement in early childhood athletes is absolutely necessary. Concrete efforts can be made through activities of the fencing sport festival.

Achievement motivation comes from the word *motive* which can be interpreted as *strength contained in the individual*, which shapes an individual or an act (Hamzah B. Uno, 2008). Motive cannot be observed directly but can be interpreted in human behavior, in the form of stimulation, encouragement or power generation of arising certain behavior.

On the basis of these opinions, motivation is an internal competency in individuals as a basis for doing things. A person's motivation is reflected in his/her behavior.

The concept of achievement motivation was first formulated by Henry Alexander Murray by using the need for achievement term to express achievement motivation. It was perceived as a desire or tendency to do something difficult as quickly and as best as possible. Achievement motivation is the driving force to achieve the highest level of achievement. Motivation for achievement serves as person's orientation for completing tasks, persevering in facing the future and experiencing pride in completing it.

Achievement motivation is passion, desire, willingness and encouragement to be able to excel, which is to be superior of others' achievement. Achievement motivation is a courage to compete with superiority of oneself, superiority of others, or perfection in doing certain tasks. Achievement motivation will provide opportunity for athletes to achieve optimal achievement.

4.1 Importance of Motivation in Sport

Motivation is very important for athletes to support their performance. Motivation has two functions: intrinsic function and extrinsic function. Intrinsic motivation determines very much for athletes to decide themselves to continue to participate in the sport they are engaged in. Athletes who have intrinsic motivation for their activities do it independently, full of pleasure and satisfaction, so that athletes feel capable of what was done. Intrinsic motivation is related to comfort and happiness in doing sports and is an important factor rather than sport performance (Vallerand & Rousseau, 2001).

An athlete who has intrinsic motivation and self-determination tends to have good effort, high concentration, and better appearance than the athletes who do not have self-deterrence (Beauchamp, et al 1996; Pelletier, et al 2003). Intrinsic motivation (competence motivation) functions because of impulses coming from the individuals. Athletes try to further develop their abilities, skills, and intelligence because these elements will give satisfaction to them. Athletes will not really care about their achievements, fame, medals, or other prizes. The only thing that matters to them is self-satisfaction. Athletes will reach the highest level of motivation because he/ she has achieved self-actualization so that the other basic needs will be fulfilled (Maslow, 1943). Athletes with intrinsic motivation usually work hard, practice regularly and perform discipline in joining training. They are not dependent on others, have mature personality, confidence, and mature self-discipline. In addition, there is a motivation that arises from outside the athlete which is commonly called extrinsic motivation.

Extrinsic motivation (competitive motivation) is a motivation that arises due to external factors that affect an athlete. The athlete's participation in sports activities is not based on pleasure and satisfaction, but based on the desire to get something. Extrinsic motivation implies that athletes are related to sports not because of pleasure but external outcomes resulting from the participation of the athlete him/herself (Vallerant, 2003: 2). The desire to do something due to anticipation from external factors can be in forms of money and trophies (Deci, 1975; Anshel, 1990).

4.2 Individual Characteristics Having Achievement Motivation

Achievement motivation is often manifested in motivational behavior such as (1) having responsibility for task, (2) being oriented to success, (3) paying attention to feedback, (4) performing innovative traits (Buchori Alma, 2010). Individuals who have high achievement motivation will have a sense of responsibility and higher self-esteem, are more resilient, more active in doing tasks, have high hopes for success and have desire to complete their tasks well. Individuals who are motivated by achievement will last longer on assignments than individuals who do not develop high achievement motivation, even though they fail.

Individuals who have achievement motivation have certain characteristics that can be developed (1) keen on proper risk taking (moderate), love challenge, practise personal responsibility, (2) having tendency to set decent performance goals and facing calculated risks, (3) having strong need for feedback about what has been done, (4) having skills in long-term planning and having organizational abilities (Mc Clelland, 2009).

Achievement motivation is permanent (Buchori Alma, 2010). It implies that an athlete who has high achievement motivation in sports will also have high achievement motivation in other aspects, although not in all things.

4.3 Life Modeling Counselling

4.3.1 Definition of Counselling

Counselling is a service process that is given to individuals to help them acquire knowledge and skills required to make choices, plans, and interpretation (Daniel, 1959). The definition can be formulated as follows (1) counselling is a service process, (2) counselling provides assistance to individuals, (3) counselling aims that clients obtain knowledge and skills, (4) assistance provided through guidance is used to make choices, plans, and interpretation, (5) counselling provides assistance for good adjustment.

Bernard & Fullmer (1969) define guidance as a process of helping someone to be useful, and it is not just following useful activities. Guidance is a useful activity to help individuals become resourceful as well, not only for themselves but also for others. Guidance is given for individuals or groups of individuals to avoid the difficulties they face, so that individuals or groups can achieve their welfare.

4.3.2 Life Modelling Technique

Life modelling is process of observing and imitating others' behavior, or attitude as a learning act (Muhibin Shah, 2003). This theory explains human behavior in the context of continuous reciprocal interactions between cognitive, behavior, and environmental influences. Environmental conditions around the individual are strongly influenced by this learning pattern. Life modelling is a technique to observe and then imitate other people behavior which are considered to have superior competence. Individuals imitate their behavior because what is done from the results of imitation brings satisfaction or pleasure.

The model is a kind of self-positive reinforcement after imitating others' behavior. The main human learning was performed by observing the model and it is continually strengthened (Feist and Feist, 2008). It can imply that an individual can strengthen him/herself by imitating or learning directly from others who have positive advantages. Modelling is a selected action because it imitates others' behavior which are seen directly. In this study, the model used is the coach of the UTP Fencing Club, senior athletes who had won national and international achievements, athletes who became the idols of UFC fencing athletes. The model is presented so that it can reveal and communicate directly with UFC athletes.

4.3.3 Life Modelling Process

Life modelling counselling implementation was conducted through 3 stages (1) opening phase, (2) activity phase, and (3) closing phase (AJ. Nurihsan 2003; Bandura, 2003) through several sequences/stages (1) attention phase, (2) retention phase, (3) reproduction phase, (4) motivation phase. Life modelling counselling is basically a counselling service which brings experts directly where they will act as life model for athletes in internalizing values of achievement motivation. It is expected that later they are able to become independent individuals, to adjust to their surrounding, and to help themselves now and in the future. The implementation of life modelling counselling includes (1) formation phase, (2) intermediate phase, (3) activity phase, and (4) closing phase (Prayitno, 2012).

4.4 Improving Achievement Motivation through Life Modelling Counselling

Achievement motivation is one of the important elements for athletes to be able to achieve highest achievements in matches/ competitions. Athletes with high achievement motivation will tend to have high level of self-confidence, responsibility, good achievement, active social interactions, sincere friends, and resistance to psychological distress during training and competition.

Counselling as an integral part of individual life has important role in increasing achievement motivation among athletes. One counselling model that can be used as an intervention medium to improve athlete achievement motivation is life modelling counselling techniques.

Life modelling counselling is a guidance that allows an athlete or group of athletes to personally and collectively perform through group dynamics. It aims to obtain various materials from specific experts discussing certain problems that are useful to support their daily understanding and life, both as an individual and as athletes, and to consider making decisions. The opportunity to express feelings, responses and various reactions was performed through movements in training and pressures to face the competition. This is a group dynamic that will bring benefits for athletes. Counselling using life modelling technique will bring athletes to consider part of the group to do the same thing with what is done by the model, even exactly because they can learn directly from the model. Life modelling counselling is a model that allows a figure and expert interact at the same time through focused group discussion. It can provide athletes with knowledge, understandings, and skills to achieve success and to improve achievement motivation optimally.

5 RESEARCH METHOD

5.1 Research Setting

The study was carried out at UTP Fencing Club Surakarta.

5.2 Research Methods

The research method used in this study was action research in which the researchers gave intervention to research participants, and then assess the process

and monitoring of the results. While it employed quantitative technique to assess the athletes' level of achievement motivation, the qualitative approach was used to interpret the process of implementing actions with life modelling counselling.

5.3 Research Participants

The research participants were fencing athletes of early childhood pre cadets and UTP Fencing Club Surakarta cadets who consist of ten athletes, comprising five male athletes and five female athletes.

5.4 Data Collection Techniques

The data were collected using questionnaire and observation. The data collection tools included achievement motivation questionnaires and guidelines for life modelling counselling.

5.5 Instrument Validity and Reliability

The obtained data were tested for the validity of the items using correlation techniques for total product moment items with significance level 5%. Meanwhile, the instrument reliability was ensured by using product moment correlation formula from K. Pearson 6. Data analysis technique for quantitative data was used to determine the athletes' level of achievement motivation with quantitative descriptive analysis (Sutrisno Hadi, 2004). Testing the hypothesis employed quantitative data analysis with non-parametric statistical technique which used marked ranking test (Wilcoxon). Qualitative data were analyzed by qualitative data analysis which included data collection, data reduction, data presentation, and drawing conclusions (Sugiyono, 2010).

6 RESULTS

The level of athletes' achievement motivation before overall action was in a minor category with Mean 51.5. Indicators of these categories include (1) athletes are easily anxious in joining trainings and matches, (2) athletes feel less capable, (3) athletes do not know how to develop themselves and develop long-term training programs, (4) athletes often react negatively in overcoming problems, (5) athletes tend to depend on others in dealing with problems.

The level of athletes' achievement motivation after the overall action is in high category with Mean 86.5. The indicators of these categories include (1) athletes do not feel anxious in participating in the trainings and matches, (2) athletes feel confident in their abilities, (3) athletes already have understandings on how to make realistic and responsible decisions, (4) athletes have the willingness to pursue success.

7 CONCLUSION

The level of achievement motivation of 10 pre-cadet athletes and UTP Fencing Club cadets prior to life modelling counselling are all included in a minor category with Mean 51.5. However, the level of achievement motivation of 10 pre-cadet athletes and UTP Fencing Club cadets improved after receiving life modelling counselling. They are all included in high category with Mean 86.5.

REFERENCES

- Ahmad Juntika Nurihsan., 2003. *Dasar-dasar bimbingan konseling*. Mutiara. Bandung.
- Ansel, mark, 1990. *Sport Psychology, From Theory to Practice*. Gorsuch Scarisbick Publisher. Arizona.
- Buchori, A., 2010. *Kewirausahaan*. Alfabeta. Bandung.
- Feist,J., dan Feist G.J., 2008. *Teori Kepribadian*. Yogyakarta. Pustaka Pelajar.
- Komarudin. 2013. *Psikologi Olahraga, latihan keterampilan mental dalam olahraga kompetitif*. PT. Remaja Rosdakarya. Bandung.
- Loer, James, 1986. *Mental Toughness Training for Sport. Achieving Athletic Excellence*.
- Lexinton. Massachusetts. The Stephen Green Press.
- Mc. Celland., 1987. *Human motivation*. Cambridge University Press. New York.
- Monks, 1999. *Psikologi perkembangan*. (terjemahan oleh Rita Eka Izzaty). Fakultas Psikologi Universitas Gajah Mada. Yogyakarta.
- Muhibin Syah., 2003. *Psikologi belajar*. Raja Grafindo Persada. Jakarta.
- Murray, John, 1995. *Attention control in tennis*. (Online). Tersedia <http://www.tennisserver.com/mental-equipment>.
- Priyitno, 2012. *Jenis Layanan dan Kegiatan Pendukung Konseling*. Program Pendidikan Konselor Jurusan Bimbingan Konseling FIP UNP. Padang

SCITEPRESS
SCIENCE AND TECHNOLOGY PUBLICATIONS