

# Investigation of Student Motivation in PJOK Instruction at Class XI SMA Negeri 1 Tanjung Batu Indralaya

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## Abstrak

Penelitian ini menganalisis motivasi siswa dalam Pendidikan Jasmani, Olahraga, dan Kesehatan di kalangan siswa kelas XI di SMA Negeri 1 Tanjung Batu Indralaya serta faktor-faktor yang terkait. Penelitian ini menggunakan metode kuantitatif dengan desain deskriptif-analitis. Populasi penelitian terdiri dari 154 siswa kelas XI, dengan metode sampling total digunakan untuk mencakup seluruh populasi sebagai sampel. Kuesioner skala Likert (1–5) digunakan, mencakup motivasi intrinsik, motivasi ekstrinsik, dan faktor kontekstual. Data dianalisis menggunakan distribusi frekuensi, persentase, dan disajikan dalam tabel dan diagram batang. Hasil menunjukkan bahwa motivasi siswa dalam pembelajaran PJOK secara umum tinggi, dengan 68 siswa (44,2%) masuk dalam kategori ini, diikuti oleh 41 siswa (26,6%) dalam kategori sedang. Ada 22 siswa (14,3%) dengan motivasi sangat tinggi, 15 siswa (9,7%) dengan motivasi rendah, dan 8 siswa (5,2%) dalam kategori sangat rendah. Temuan menunjukkan bahwa motivasi belajar siswa secara umum berada pada tingkat sedang hingga tinggi, dengan persentase kecil yang menunjukkan motivasi rendah. Hasil menunjukkan bahwa pembelajaran PJOK di SMA Negeri 1 Tanjung Batu Indralaya secara efektif menumbuhkan motivasi yang memadai untuk memperoleh pengetahuan. Strategi pengajaran yang lebih beragam, kreativitas guru yang ditingkatkan, dan dukungan dari sekolah dan keluarga sangat penting untuk meningkatkan motivasi siswa secara merata.

**Kata kunci:** Motivasi untuk memperoleh pengetahuan, Pendidikan Jasmani, Sekolah Menengah Atas

## Abstract

This study analyses student motivation in Physical Instruction, Sports, and Health among grade XI students at SMA Negeri 1 Tanjung Batu Indralaya and related factors. This study employs a quantitative method with a descriptive-analytical design. The research population consists of 154 grade XI students, with total sampling employed to include the entire population as the sample. A Likert scale questionnaire (1–5) was employed, covering intrinsic motivation, extrinsic motivation, and contextual factors. Data were analysed using frequency distributions, percentages, and presented in tables and bar charts. The results indicated that student motivation in PJOK learning was predominantly high, with 68 students (44.2%) in this category, followed by 41 students (26.6%) in the medium category. There were 22 students (14.3%) with very high motivation, 15 students (9.7%) with low motivation, and 8 students (5.2%) in the very low category. Findings show that students' motivation to learn is generally moderate to high, with a small percentage exhibiting low motivation. The results indicate that PJOK learning at SMA Negeri 1 Tanjung Batu Indralaya effectively fosters adequate motivation to gain knowledge. More diverse teaching strategies, enhanced teacher creativity, and support from both school and family are essential for improving student motivation uniformly.

**Keywords:** Motivation to gain knowledge, Physical Instruction, High School

## 1. INTRODUCTION

Education significantly influences students' lives, guiding them toward improved and dignified development. Mukherjee and Kittur (2025) state that learning involves acquiring knowledge, developing emotional responses, and enhancing physical skills. Education is linked to the learning process that fosters changes in student behaviour across three domains: cognitive (knowledge), psychomotor (skills), and affective (attitude). This approach aims to

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develop a more mature and qualified individual (Pranata et al., 2021). Khoridatul (2026) asserts that basic education is crucial in developing learners' cognitive, affective, and psychomotor skills, vital for their long-term academic and social growth. Sya'ban et al. (2024) assert that education is crucial for enhancing students' mental and experiential capacities to maximise their potential. The three areas complement each other, shaping mature, independent, and high-quality individuals, thereby optimising education's goal of developing human potential. Moral and religious values in character education influence personality development and aid students' spiritual growth (Lubis et al., 2026). Physical Education, Sports, and Health are crucial for fostering students' physical, mental, and social development.

Physical education in schools is essential for developing students' physical, mental, social, and emotional skills. Sembiring et al. (2025) assert that physical education in elementary schools is crucial for establishing children's physical and mental health foundations early on. Balqis et al. (2024) state that PJOK promotes physical growth, psychological development, motor skills, knowledge, reasoning, and appreciation of values, including attitude, mental, emotional, sportsmanship, spiritual, and social aspects. A physically active lifestyle is crucial for the holistic development of children and adolescents (Stöcker et al., 2024). Sari et al. (2024) assert that physical education is essential to the education system. Ristiyanto et al. (2024) noted that physical education (PE) in elementary schools offers crucial opportunities for students to engage in physical activity and to recognise their own physical abilities and limitations. Physical education is essential for enhancing students' physical fitness and their mental and emotional well-being (Rajab & Kurniadi, 2024). Maesara (2025) noted that physical education is a crucial part of school curricula globally. Physical education, sports, and health lessons guide students in balancing physical fitness and mental health for productive daily living. With technological advancements and a more sedentary lifestyle, many children are increasingly engaged in passive activities like using gadgets and are less active. This affects physical fitness, raises obesity rates, and can lead to psychological disorders like low self-esteem, anxiety, and negative moods (Pratama et al., 2025). Physical Education, Sports, and Health serve as educational tools through physical activities, fostering a healthy and responsible personality (Saputra et al., 2025). Wardani (2025) asserts that PE teachers' views on the significance of physical education for students' emotional development are vital for the quality of learning implementation. Nurhadi and Prasetyo (2023) state that physical education instills values of sportsmanship, discipline, and cooperation, essential for character building in elementary students.

In Physical Education, Sports, and Health, students develop basic motor skills like running, jumping, and throwing, while also learning the significance of physical health, respect for differences, and teamwork. School sports activities enhance physical fitness and foster strategic thinking, emotional control, and social skills through peer interaction (Rahmawati & Santoso, 2024). PJOK plays a crucial role in fostering a healthy, active, and character-driven young generation capable of adapting to social dynamics (Kusuma & Lestari, 2022).

The effectiveness of Physical Education, Sports, and Health in achieving these objectives is influenced by various factors. Inadequate facilities negatively affect student motivation, participation, and learning outcomes (Sakti et al., 2023). The creativity of educators is a key factor (Mislán & Santoso, 2019). Facilities influence outcomes. The disparity in facilities between urban and rural schools continues to be a persistent issue in Indonesia's education system (Anita & Astuti, 2022). Many elementary schools lack proper fields, indoor sports halls, and basic game equipment (Wurdiana Shinta, 2021). Pahlawani and Nining (2023)

assert that teacher creativity and innovation enhance the quality of sports education, including PJOK, thereby impacting student learning outcomes positively. Creative educators enhance the learning process, making it more diverse, engaging, and responsive to student needs. Rahman et al. (2025) assert that PJOK teachers' creativity in adapting learning to limited facilities highlights their responsiveness to students' needs. Rutkauskaite et al. (2024) assert that PE teachers' adaptability, including creativity and responsiveness to student needs, is crucial for effective learning implementation. PE teachers' creative and adaptive learning strategies enhance student motivation, reflecting their responsiveness to student needs (Ansharullah et al., 2026). Rusmayani et al. (2025) assert that creative and contextual learning enhances PE effectiveness and boosts student engagement. Integrating technology in PJOK enhances learning effectiveness when teachers creatively adapt methods to meet student needs (Agustina, 2026). This enhances PJOK learning, making it more engaging and meaningful. The success of PJOK learning is not solely dependent on the methods or teaching strategies employed by educators.

Factors influencing student motivation significantly affect learning outcomes. Learning motivation is both an internal and external force that prompts students to engage in learning activities, such as sports and physical activities (Ryan & Deci, 2020; Pintrich & Meece, 2014). Highly motivated students exhibit greater enthusiasm for learning, consistent practice, and superior performance compared to their less motivated peers.

Learning motivation is crucial for student success, particularly in physical education. Research indicates that high learning motivation positively influences motor skills, sports participation, and overall learning outcomes (Zimmerman, 2019). Highly motivated students demonstrate enthusiasm and commitment in Physical Education, Sports, and Health activities, both in and out of the classroom. Deci and Ryan (2020) state that intrinsic motivation drives individuals to participate in physical activity for personal enjoyment, whereas extrinsic motivation is influenced by external factors like recognition from teachers and peers. Motivation is a key factor in enhancing the quality of physical education learning.

Motivated students actively follow instructions and develop creativity, resilience, and teamwork through games and team sports. Strong motivation enables students to overcome fatigue, failure, and challenges in training, fostering resilience and a spirit of achievement. Conversely, low motivation may lead to student reluctance to participate, insufficient practice, and diminished interest in physical activities (Santoso & Wahyuni, 2022). Harackiewicz and Hulleman (2021) noted that low motivation can impede students' physical and social development, diminishing the effectiveness of learning in physical education classes. Teachers play a crucial role in fostering a stimulating learning environment that enhances student motivation for active engagement and participation. SMA Negeri 1 Tanjung Batu encounters low student participation in specific sports subjects within Physical Education, Sports, and Health learning. Teachers must comprehend student motivation levels and the influencing factors. This study analyses student motivation in Physical Education, Sports, and Health to recommend more effective learning strategies. This study aims to assist teachers in developing engaging methods to enhance motivation and promote active student participation, thereby optimising learning outcomes in Physical Education, Sports, and Health.

## 2. METHOD

This study utilises a quantitative approach, utilising numerical data that is statistically analysed to describe the phenomenon under investigation (Sugiyono, 2019). This study employs a descriptive-analytical design to assess student motivation in Physical Education, Sports, and Health, while also analysing related factors (Arikunto, 2020). This approach aims to objectively assess the motivation of grade XI students at SMA Negeri 1 Tanjung Batu Indralaya, focusing on intrinsic and extrinsic motivation aspects. This analysis examined how teachers' methods, learning facilities, and support from school and family influence student motivation levels (Ryan & Deci, 2020). This study aims to offer insights into student learning motivation in Physical Education, Sports, and Health, serving as a foundation for enhancing learning quality in schools.

This study's population comprises 154 grade XI students from SMA Negeri 1 Tanjung Batu Indralaya. Samples were collected for analysis. This study employs the total sampling method, where the sample size matches the population size (Sugiyono, 2019). The research sample comprised all 154 students in grade XI at SMA Negeri 1 Tanjung Batu Indralaya (Arikunto, 2020).

Data collection for this study occurred through various methods. The researcher employed a Likert scale questionnaire (1–5) to assess student motivation. The rating scale includes: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree. The questionnaire addresses multiple facets of motivation: intrinsic motivation linked to interest, curiosity, and learning satisfaction; extrinsic motivation involving appreciation, parental or teacher pressure, and achievement; and contextual factors like teacher creativity, facility availability, and employed learning methods. The researcher conducted a Focus Group Discussion (FGD) and brief interviews with Physical Education, Sports, and Health teachers and student representatives to provide qualitative data that enhances the interpretation of the questionnaire findings. The researcher employs attendance lists and scores from Physical Education, Sports, and Health as supplementary data, particularly for the correlation analysis between learning outcomes and student motivation levels.

This study employs a questionnaire comprising 15-25 statements categorised into three sub-dimensions: intrinsic motivation, extrinsic motivation, and contextual factors. Items are prepared using positive and negative statements in reverse to reduce response bias. The instrument undergoes a validity test prior to use. Content validity was established by consulting an expert panel of Physical Education, Sports, and Health lecturers and teachers to ensure item alignment with the measured indicators. The construct's validity is assessed via Corrected Item-Total Correlation or, if needed, Exploratory Factor Analysis (EFA) to identify the factor structure. A reliability test using Cronbach's alpha was conducted to assess internal consistency among items. An instrument is considered reliable if Cronbach's alpha is  $\geq 0.70$ . If it is below 0.70, the item will be revised or removed to meet the required standards.

This study's data collection occurs in multiple stages. The researcher prepares the instrument by compiling questionnaire items, validating the content with 2-3 experts in Physical Education, Sports, and Health, and revising the instrument based on their feedback. The prepared instrument is piloted with 15-30 students outside the research sample to assess statement clarity, initial validity, and reliability. The researcher modified the instrument according to the trial results. The questionnaire was distributed to 154 grade XI students of SMA Negeri 1 Tanjung Batu Indralaya during Physical Education, Sports, and Health classes

or at mutually agreed times with the teacher. The researcher collected supporting documents, including attendance lists and scores from Physical Education, Sports, and Health, alongside questionnaires to enhance the quantitative data. The researcher conducted a Focus Group Discussion (FGD) or brief interviews with 6–10 students and 1–2 Physical Education, Sports, and Health teachers to enhance the interpretation of the research results.

Data is analysed in multiple stages. Initial processing involves data entry into statistical programs like SPSS and data cleaning to eliminate missing data, outliers, and inconsistencies. A descriptive analysis was conducted to assess student motivation, including frequency distribution, mean, median, mode, and standard deviation for the total motivation score and each sub-dimension. Students' motivation levels are categorised into five groups: very high (4.21–5.00), high (3.41–4.20), medium (2.61–3.40), low (1.81–2.60), and very low (1.00–1.80). Analysis results are visualised using distribution tables and graphs

### **3. RESULT AND DISCUSSION**

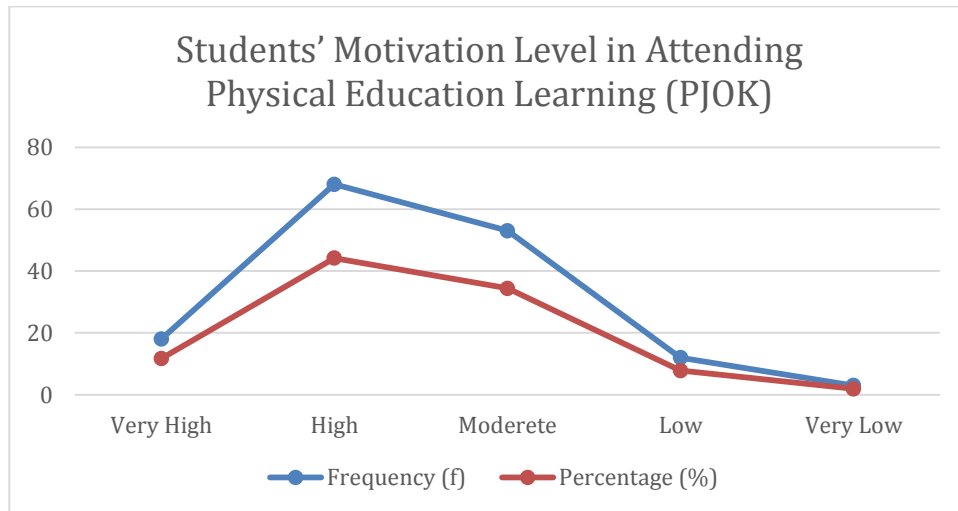
This research was carried out at SMA Negeri 1 Tanjung Batu Indralaya, one of the public high schools in Ogan Ilir Regency, South Sumatra. This school was chosen as the research location because it has a large number of students and organizes Physical Education, Sports, and Health subjects in accordance with the applicable national curriculum. In addition, SMA Negeri 1 Tanjung Batu Indralaya is also known to be active in developing various extracurricular activities in the field of sports, thereby supporting the relevance of research on student learning motivation in Physical Education, Sports, and Health learning.

Based on the results of the data processing of student learning motivation questionnaires in Physical Education, Sports, and Health learning in grade XI of SMA Negeri 1 Tanjung Batu Indralaya, the distribution of motivation levels was obtained as shown in the following table:

Motivation Categories	Score Range	Frequency (f)	Percentage (%)
Very High	4,21 – 5,00	18	11,7 %
High	3,41 – 4,20	68	44,2 %
Moderete	2,61 – 3,40	53	34,4 %
Low	1,81 – 2,60	12	7,8 %
Very Low	1,00 – 1,80	3	1,9 %
Total	—	154	100 %

Based on the table above, it can be seen that the majority of students have learning motivation in the high category (44.2%), followed by the medium category (34.4%). Only a

small percentage of students are in the very high category (11.7%), while the low and very low categories have relatively small percentages of 7.8% and 1.9%.



**Picture 1.** Student Motivation Category

The following is a bar diagram that illustrates the distribution of students' motivation levels in Physical Education, Sports, and Health learning learning at SMA Negeri 1 Tanjung Batu Indralaya. From the diagram, it can be seen that most of the students are in the high (68 students) and medium (41 students) categories, while the very high category is only represented by 22 students, and there are a small number of students who are in the low (15 students) and very low (8 students) categories. This shows that student motivation is generally at a moderate to high level.

The results of this study show that the learning motivation of grade XI students in PJOK learning tends to be in the high and medium categories. These findings indicate that most students already have a good incentive to participate in Physical Education, Sports, and Health learning learning, both from intrinsic and extrinsic aspects. This is in line with the opinion of Ryan & Deci (2020) who stated that intrinsic and extrinsic motivation are two important factors that affect student involvement in learning activities.

This relatively high motivation can be influenced by the factors of teachers, facilities, and learning methods used. According to Sardiman (2018), the success of learning is largely determined by how teachers are able to foster interest, give awards, and create a pleasant learning atmosphere. Students who assess Physical Education, Sports, and Health learning as an interesting subject and relevant to daily life will be more encouraged to actively participate.

However, there are still students with low (7.8%) and very low (1.9%) category motivation as an important note. This condition can be caused by internal factors such as a lack of personal interest in physical activity, as well as external factors such as limited resources, family support, or less interesting learning experiences. Therefore, the efforts of Physical Education, Sports, and Health learning teachers are needed to increase the variety of learning methods,

the use of games or collaborative activities, and the support of the school environment so that student motivation increases.

Thus, these findings confirm that students' learning motivation is not only influenced by individual factors, but also by a conducive learning environment (pranata et al., 2021). Thus, improving the quality of physical education, sports, and health learning needs to be carried out comprehensively, both through learning innovations, the provision of facilities, and the right motivational strategies.

#### **4. CONCLUSION**

Based on the results of research conducted at SMA Negeri 1 Tanjung Batu Indralaya, it can be concluded that student motivation in Physical Education, Sports, and Health learning is generally in the medium to high category. This is reflected in the distribution of data which shows that the majority of students are in the high (68 students) and medium (41 students) categories, while a small percentage are in the very high (22 students), low (15 students), and very low (8 students) categories. These findings show that PJOK learning has been able to arouse students' motivation to learn, although there are still a number of students who need more attention so that their motivation can be improved. Therefore, a more varied learning strategy, adequate facilities, and support from teachers and the school environment are needed to increase student motivation evenly so that the quality of Physical Education, Sports, and Health learning can be more optimal.

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