

## Examination of PJOK Learning Motivation Regarding Football Content for Eighth Grade Students at SMP Negeri 1 Indralaya

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### Abstrak

Penelitian ini bertujuan untuk mengkaji motivasi belajar siswa kelas VIII di SMP Negeri 1 Indralaya terkait konten sepak bola dalam kurikulum Pendidikan Jasmani, Olahraga, dan Kesehatan (PJOK). Metode penelitian yang digunakan adalah deskriptif kuantitatif, dengan populasi dan sampel seluruh siswa kelas VIII, berjumlah 110 orang. Instrumen penelitian terdiri dari kuesioner motivasi belajar yang mengevaluasi motivasi intrinsik, insentif ekstrinsik, dan minat terhadap konten sepak bola, menggunakan skala Likert dengan rentang 1 hingga 5. Data dianalisis secara deskriptif dengan menghitung frekuensi, persentase, dan mengkategorikan skor sesuai dengan standar penilaian yang ditetapkan oleh Nurhasan (2020). Hasil menunjukkan bahwa sebagian besar siswa menunjukkan motivasi belajar yang rendah, dengan distribusi frekuensi sebagai berikut: Kurang 62%, Sedang 19%, Baik 10%, dan Sangat Baik 9%. Skor rata-rata motivasi siswa adalah 34,5, dengan simpangan baku 8,2, yang dikategorikan sebagai rendah hingga sedang. Temuan ini menunjukkan bahwa motivasi siswa dalam mempelajari konten sepak bola perlu ditingkatkan agar pengajaran PJOK menjadi lebih efektif dan memungkinkan siswa mencapai kemampuan yang diinginkan. Disarankan agar pendidik PJOK merumuskan strategi pembelajaran yang lebih interaktif, kreatif, dan berorientasi pada permainan, sambil juga meningkatkan motivasi intrinsik dan ekstrinsik, untuk meningkatkan keterlibatan siswa, disiplin, dan peningkatan keterampilan teknis sepak bola. Penelitian ini diharapkan dapat menjadi acuan untuk pengembangan pendidikan PJOK dan studi lanjut tentang motivasi belajar dalam olahraga sekolah.

**Kata kunci:** Motivasi Belajar, Pendidikan Jasmani dan Kesehatan, Sepak Bola, Siswa SMP, Pendidikan Olahraga.

### Abstract

This study seeks to examine the learning motivation of eighth-grade students at SMP Negeri 1 Indralaya regarding football content in the Physical Education, Sports, and Health (PJOK) curriculum. The research methodology employed is descriptive quantitative, encompassing a population and sample of all grade VIII pupils, totalling 110 individuals. The research instrument consists of a learning motivation questionnaire that evaluates intrinsic motivation, extrinsic incentive, and interest in football content, utilising a Likert scale ranging from 1 to 5. The data was analysed descriptively by computing the frequency, percentage, and categorising the scores in accordance with the assessment standards established by Nurhasan (2020). The results indicated that the majority of students exhibited poor motivation to learn, with frequency distributions of: Less 62%, Medium 19%, Good 10%, and Very Good 9%. The mean student motivation score was 34.5, with a standard deviation of 8.2, categorising it as low to medium. The findings indicate that students' motivation for learning football content requires enhancement to render PJOK instruction more effective and enable students to attain the desired abilities. It is advised that PJOK educators formulate more interactive, creative, and game-oriented learning strategies, while also enhancing both intrinsic and extrinsic motivation, to foster greater student engagement, discipline, and improvement in football technical skills. This research is anticipated to serve as a reference for the advancement of PJOK education and further studies about learning motivation in school athletics.

**Keywords:** Motivation for Learning, Physical Education and Health, Football, Junior High School Students, Sports Education.

#### History:

Received : 2 March 2026

Revised : 2 March 2026

Accepted : 4 March 2026

Published : 8 March 2026

**Publisher:** Horizon Edukasi Prima Indonesia

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## 1. INTRODUCTION

Education is fundamental in shaping students' potential for optimal development physically, cognitively, and socially. Sya'ban et al. (2024) argue that education is essential for improving students' mental and experiential abilities to reach their full potential. The three areas enhance one another, fostering mature, independent, and high-quality individuals, thus optimising education's aim of developing human potential. Khoridatul (2026) emphasises that basic education is essential for developing learners' cognitive, affective, and psychomotor skills, which are important for their long-term academic and social development. Santoso et al. (2026) assert that PE serves as a strategic tool for fostering student discipline through activity-based learning. Widiastuti et al. (2022) found that decreased daily physical activity in children negatively impacts their physical fitness, especially endurance and muscle strength. Effective interaction among teachers, students, and learning resources is essential for optimal achievement of educational goals.

Learning motivation significantly influences the success of education. Learning motivation encompasses internal and external factors that drive individuals to participate in learning activities to attain specific goals (Deci & Ryan, 2020). Learning motivation consists of two primary types: intrinsic motivation, arising from within the individual, and extrinsic motivation, driven by external factors like rewards or recognition. High learning motivation encourages active participation, skill improvement, and optimal academic and non-academic achievements. Conversely, low learning motivation may result in decreased participation, lack of focus, and poorer learning outcomes (Kurniawan, 2019). This is particularly concerning in subjects requiring active physical and social involvement, such as Physical Education, Sports, and Health, as low motivation directly impacts participation and learning effectiveness.

Physical Education, Sports, and Health (PJOK) uniquely focuses on the physical, motor, and social dimensions of students via sports activities. Sembiring et al. (2025) emphasise the importance of physical education in elementary schools for early development of children's physical and mental health. Sari et al. (2024) argue that physical education is vital to the education system. Wardani (2025) argues that PE teachers' perspectives on the importance of physical education for students' emotional development are crucial for effective learning implementation. Football requires students to master technical skills, game strategies, teamwork, and physical endurance. Learning football enhances physical fitness while also developing character, discipline, and social skills in students.

Students require high learning motivation to practise diligently, adhere to teachers' guidance, and enhance their football skills. Rahmawati et al. (2024) assert that Physical Education, Sports, and Health contribute to children's growth and development by enhancing physical abilities, motor skills, reasoning, promoting a healthy lifestyle, and fostering values related to attitude, mental, emotional, spiritual, and social aspects. Physical fitness is a shared responsibility in school culture, encouraging an active and healthy lifestyle beyond physical education teachers (Putra, 2022). Nurafiati et al. (2025) noted that Physical Education significantly influences the development of positive character traits such as cooperation, discipline, and responsibility. Siddik et al. (2024) demonstrated that structured physical education enhances motor coordination, muscle strength, and mental well-being in elementary students. Suherman (2021) asserts that elementary school physical education lays the groundwork for an active lifestyle, influencing children's health behaviours in adulthood. This subject must integrate character education into the formal curriculum. Rahman et al. (2025) assert that PJOK teachers' creativity in adapting learning to limited facilities reflects

their responsiveness to student needs. Rusmayani et al. (2025) assert that creative and contextual learning enhances PE effectiveness and boosts student engagement. Manzano-Sánchez (2022) noted that PE fosters cooperation, discipline, responsibility, and respect via structured activities. Hinojosa-Torres (2025) noted that soft skills like teamwork and responsibility arise in initial PE teacher training research. Sugiarto (2021) asserts that physical activities facilitate character education by promoting discipline, cooperation, and student responsibility. Fahlevi and Saputra (2025) indicate that discipline and cooperation develop through organised sports practices. In PJOK learning, teachers must shape students' character through physical education activities that emphasise character values over motor skills.

PJOK aims to guide students toward harmonious growth and development. Čučković et al. (2026) noted that model-based practices promote personal and social responsibility along with essential social values. Physical education activities effectively instill character values like discipline, cooperation, and responsibility through structured activities in elementary schools (Febryani et al., 2024). Hardman et al. (2020) assert that PE teachers should facilitate students' social and moral values. Structured physical activities enhance students' social skills and emotional well-being (Shephard, 2020). Pahlawani and Nining (2023) assert that teacher creativity and innovation enhance the quality of sports education, including PJOK, thereby positively influencing student learning outcomes. Teachers play a crucial role in fostering cooperation and respect among students through physical activities (Morgan, 2020). Movement activities led by PJOK teachers will promote students' harmonious, balanced growth and development. PJOK teachers must implement learning programs that align with student growth and development.

In football learning, students' motivation significantly influences their learning outcomes. Motivated students engage more in lessons, practise diligently, and demonstrate enhanced football skills. Conversely, students with low motivation often engage less, lack focus, and achieve lower learning outcomes. Educators must understand the factors influencing students' learning motivation and create strategies to enhance it. Initial observations at SMP Negeri 1 Indralaya indicate low student motivation regarding football material. Student behaviour during learning reflects a lack of active participation, disinterest in activities, and insufficient effort in mastering technical skills. This phenomenon is significant as learning motivation is a key factor influencing student engagement and academic achievement.

Student motivation to learn is affected by various internal and external factors. Internal factors encompass students' interests, confidence, and learning goals; external factors involve teaching methods, teacher interactions, learning environments, and available facilities (Rahmawati et al., 2024). Weiss (2020) asserts that motivation in physical education influences student discipline and responsibility. In football learning, low motivation leads to infrequent optimal practice, difficulty in understanding instructions, and a lack of enthusiasm for each learning stage. The PJOK learning process is thus ineffective, leading to suboptimal student competencies in motor skills and game tactics understanding. Low motivation to learn affects not only technical skills but also the development of students' character and social abilities through PJOK learning. PJOK emphasises physical activity, teamwork, and discipline, necessitating active student involvement to achieve learning goals. Research indicates a positive correlation between learning motivation and outcomes in sports, such as football, highlighting the importance of enhancing student motivation for improved learning success. Sipayung (2024) found that learning motivation enhances student outcomes, while Daffa (2026) confirms its crucial role in mastering sports materials. In-depth research is

needed to analyse students' motivation in football materials and develop effective learning strategies to address this issue. This research aims to provide teachers with a foundation for developing engaging and effective learning strategies to enhance student motivation and outcomes. Enhancing students' learning motivation is anticipated to influence football skills and foster positive character and attitudes within physical education.

## 2. METHOD

The results of this research are expected to be the basis for teachers to design more interesting, interactive, and effective learning strategies, so as to increase students' learning motivation and learning outcomes. Increasing students' learning motivation is expected not only to have an impact on the aspect of football skills, but also on the formation of positive character and attitudes in the context of physical education in general.

The population in this study is all grade VIII students of SMP Negeri 1 Indralaya, which is 110 students. Because the population is not too large, all students are used as research samples, so the sampling technique uses census. This approach ensures that all variations of students' learning motivations can be represented and that the data obtained reflects real conditions in the field (Sugiyono, 2019).

The research instrument is in the form of a learning motivation questionnaire, which is developed based on the theory of learning motivation and adjusted to the characteristics of football material. The questionnaire is designed to assess the three main indicators of learning motivation, namely intrinsic motivation, extrinsic motivation, and material. Intrinsic motivation includes a student's internal drive to learn due to personal satisfaction or curiosity, while extrinsic motivation includes the influence of external factors, such as appreciation, teacher praise, or recognition from peers. Interest in the material is related to students' interest in football as part of PJOK learning (Deci & Ryan, 2020; Rahman, 2021). Before use, the questionnaire instrument is tested for validity and reliability to ensure that each question item is able to accurately and consistently measure student learning motivation. Most of the students were in the medium category (40.6%), which indicates that the explosiveness of the students' leg muscles still needs improvement. Recent studies have demonstrated that plyometric training significantly enhances lower-limb explosive strength and movement performance in youth athletes, emphasizing the importance of structured explosive drills in school-based sports programs (Zhang et al., 2026). In this study, instrument validity was assessed using the item-total correlation method, while reliability was measured through Cronbach's alpha coefficient, following contemporary psychometric standards for educational research (Raharjanti et al., 2023). This process is important to maintain the quality of the data so that the analysis carried out can produce valid and reliable conclusions.

Data collection was carried out by distributing questionnaires to all student samples during PJOK learning activities. The data obtained were then classified based on the categories of learning motivation, namely: low, adequate, good, and very high. Data analysis was carried out in a quantitative descriptive manner, by calculating the frequency and percentage of each category of student learning motivation (Ary et al., 2020). This descriptive approach allows the researcher to describe the distribution of student learning motivation as a whole and facilitate the interpretation of results in the context of football learning at SMP Negeri 1 Indralaya. In addition, descriptive analysis is also used to identify dominant motivation patterns, so that it can provide an overview of the aspects of motivation that need to be improved in the learning process. Thus, the results of the study not only show the overall level of student motivation, but also provide important information for PJOK teachers to

design learning strategies that are more effective and attractive to students (Sipayung, 2024; Daffa, 2026).

With this method, the research is expected to be able to provide a comprehensive picture of the learning motivation of grade VIII students of SMP Negeri 1 Indralaya towards football material, as well as being the basis for decision-making in an effort to improve the quality of PJOK learning. The descriptive quantitative approach provides an advantage because the results can be compared with other studies, as well as provide clear and measurable data on the real conditions of students' learning motivation in schools.

### 3. RESULTS AND DISCUSSION

This study aims to analyze students' learning motivation in football materials in the subject of Physical Education, Sports, and Health (PJOK). The population and research sample were all grade VIII students of SMP Negeri 1 Indralaya, which was 110 students. The research instrument is in the form of a learning motivation questionnaire developed based on the theory of learning motivation and adjusted to the characteristics of football material. This questionnaire assesses three main indicators, namely intrinsic motivation, extrinsic motivation, and interest in material.

The data obtained were analyzed descriptively quantitatively. This analysis includes the calculation of the average, standard deviation, and frequency distribution of each category of learning motivation, to illustrate the real condition of student learning motivation in grade VIII. The results of this analysis are then compared with the assessment norms according to Nurhasan (2020) to classify students' learning motivation into categories: low, sufficient, good, and very high.

**Table 1.** Descriptive Statistics of Student Learning Motivation

<b>Statistics</b>	<b>Value</b>
<b>N</b>	110
<b>Mean</b>	34,5
<b>Median</b>	34
<b>Mode</b>	33
<b>SD</b>	8,2
<b>Minimum</b>	18
<b>Maximum</b>	55

Table 1 shows that the average value of student learning motivation is at 34.5 while the standard deviation of 8.2 shows that there is a considerable variation in motivation between students. Furthermore, the data is made in the form of a group frequency distribution table to make it easier to read the results obtained.

**Table 2.** *Frequency Distribution of Student Learning Motivation Groups*

Score Interval	Frequency (f)	Percentage (%)
15 – 25	68	62%
26 – 35	21	19%
36 – 45	11	10%
46 – 55	10	9%
15 – 55	110	100%

Furthermore, from this data, calculate the assessment norms based on the theory of Nurhasan (2020) to see the percentage of classification of students' learning motivation in participating in PJOK learning football material

**Table 3.** *Learning Motivation Assessment Norms*

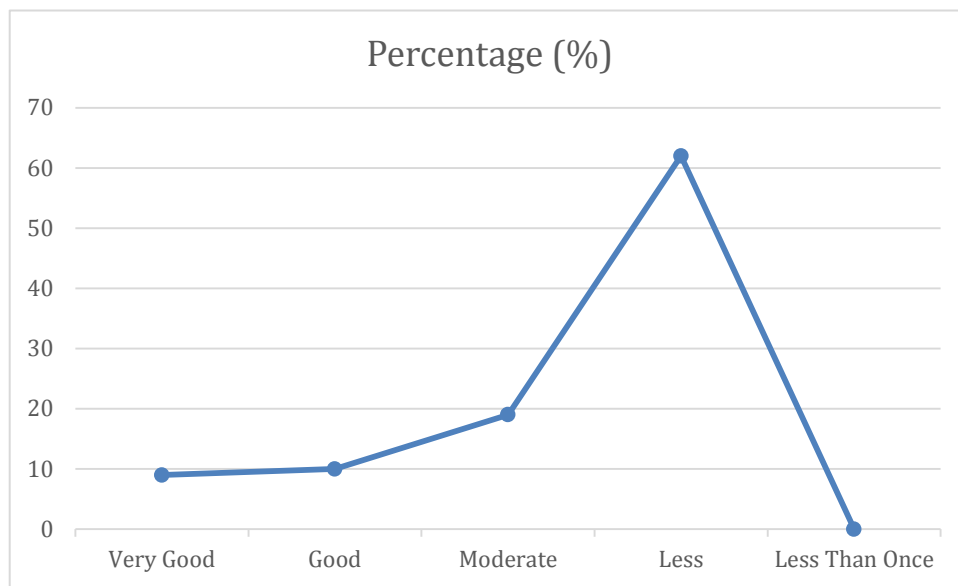
No	Scale	Score Limit (Formula)	Score Range	Value
1	5	$\geq X + 1,8S$	$\geq 49,1$	Very good
2	4	$X + 0,6S - X + 1,8S$	39,9 – 49,0	Good
3	3	$X - 0,6S - X + 0,6S$	30,7 – 39,8	Moderate
4	2	$X - 1,8S - X - 0,6S$	21,5 – 30,6	Less
5	1	$\leq X - 1,8S$	$\leq 21,4$	Less Than Once

Based on this assessment norm, most students fall into the category of less to sufficient, thus emphasizing the need for learning strategies that can increase student interest and participation.

**Table 4.** *Results of the Classification of Learning Motivation of Grade VIII Students of SMP Negeri 1 Indralaya Participating in the PJOK of Football Material*

Motivation Categories	Score Interval	Number of Students (f)	Percentage (%)
Very good	$\geq 49,1$	10	9%
Good	39,9 – 49,0	11	10%
Moderate	30,7 – 39,8	21	19%
Less	21,5 – 30,6	68	62%
Less Than Once	$\leq 21,4$	0	0%
Sum	15 – 55	110	100%

Based on the data in the table above, it can be seen that most students are in the "Less" learning motivation category with a percentage of 62%, while only a small percentage of students are included in the "Very Good" and "Good" categories. This shows that the level of student motivation to learn still needs to be improved. To provide a clearer picture of the distribution of student learning motivation, the data is presented in the form of the following diagram.



**Figure 1.** Percentage Chart of Learning Motivation of Grade VIII Students of SMP Negeri 1 Indralaya Participating in PJOK Football Material

The results of the classification show that the motivation of students to learn in participating in the PJOK subjects of football materials is still mostly low, so that the learning of PJOK football materials has not been optimal. This is in line with research by Rahman (2021) and Sipayung (2024), which shows that student learning motivation plays an important role in sports learning outcomes. Students' low motivation to learn can be influenced by various factors, including less attractive learning methods, limited sports facilities, and lack of teachers' encouragement in increasing students' interest. According to Rahmawati et al. (2024), the success of PJOK learning is greatly influenced by teaching strategies that are able to motivate students intrinsically and extrinsically. Therefore, PJOK teachers need to design soccer learning that is interactive, creative, and game-based, so that students are motivated to actively practice and participate.

In addition, low motivation to learn also affects social aspects and student character. PJOK not only emphasizes physical skills, but also the values of cooperation, discipline, and responsibility. Therefore, increasing students' learning motivation not only has an impact on improving football skills, but also on the formation of positive character. The results of this research can be used as a basis for teachers to develop more effective learning strategies, as well as for schools to provide support for facilities and a conducive learning environment for students (Sipayung, 2024; Rahman, 2021).

#### 4. CONCLUSIONS

Based on the results of research and analysis of learning motivation data of grade VIII students of SMP Negeri 1 Indralaya on football material, several conclusions can be drawn such as the results of the learning motivation classification show that most students (62%) are in the Less category, 19% in the Medium category, 10% in the Good category, and 9% in the Very Good category. This shows that in general, students' motivation to learn football material is still relatively low to moderate. Low motivation to learn has an impact on student participation, perseverance in practice, and mastery of football technical skills. Students with high motivation tend to be more active, disciplined, and able to follow the teacher's

instructions, so that they are more effective in achieving PJOK learning competencies. The results of this study confirm the need to develop learning strategies that are more interesting, interactive, and able to increase students' intrinsic and extrinsic motivation. PJOK teachers need to utilize creative learning methods, structured games, and the right reward system to encourage active participation and improve students' skills. Thus, this study provides an overview that learning motivation is an important factor in the success of PJOK learning, especially football materials, and is the basis for designing more effective and fun learning strategies for students

## 5. ACKNOWLEDGEMENT

The researcher would like to express his deepest gratitude to SMP Negeri 1 Indralaya for the permission, support, and cooperation that has been given so that this research can be carried out properly. Gratitude is also addressed to all grade VIII students who have been willing to become respondents in this study, so that learning motivation data can be collected completely and accurately. In addition, the author expresses his highest appreciation to the University of PGRI Palembang, especially the Master of Physical Education Study Program, for the guidance, direction, and academic facilities provided during the research process and preparation of this article. Support from the university is very helpful in supporting the smooth running of research, data analysis, and the fulfillment of the necessary academic standards. The researcher hopes that the results of this study can provide benefits for the development of PJOK learning, especially football materials, as well as become a reference for further research in the field of physical education and sports.

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