Student Motivation

by Dinta Dwi Muhyi

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Students Motivation Levels And Barriers to Learning Physical Education: Senior High School Perspective

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Abstract

This study investigated high school students' motivation and barriers to implementing Physical Education (PE). This study used a descriptive quantitative research survey method involving 300 samples. The instrument utilizes an online motivation questionnaire for data collection. The data is analyzed using percentage analyses. The results of data analysis with indicators of student motivation reveal that the Intrinsic motivation and Identified regulation categories have higher results and identical values, with a value of 23%, and the Amotivation category, with a value of 15%, has lower results among other motivation indicators including intrinsic motivation, identified regulation, introjected regulation, external regulation. The indicator of student barriers shows that the external category has higher results with a value of 54%, and the internal category has lower results with a value of 46%. This research indicates that intrinsic motivation and identified regulation have identical values and are higher than the other motivation categories. It concludes that many students still have the motivation that grows from themselves and pressure from outside to participate in physical education learning. Barriers can also be concluded by examining higher external than internal indicators. This study shows that students have barriers that prevent them from growing outside to participate in educational learning activities.

Keywords: *Motivation, Barriers, Physical Education*

INTRODUCTION

Learning motivation is fundamental to encouraging student success in study; motivation drives students to more initiative, creativity, and direction (Muhammad, 2017). Motivating students to participate in physical education (PE) learning activities is essential due to the lack of interest in the material provided (Kumiawan & Hariyoko, 2020). Motivation is an essential foundation of a learner; the higher the motivation, the higher the student's learning outcomes (Rokhayati, 2016). Motivation is the unity of the self-arrangement parts in students who build learning activities (Prayuda et al., 2020).

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Therefore, in education, motivation has a role in helping students achieve their learning success (R. Kurniawan, Heynoek, et al., 2021). Good interaction between teachers and students is required in the learning process to achieve learning progress. Educators are tasked with providing diverse learning, encouragement, and enthusiasm and increasing student attention. In addition, students are expected to remain motivated and interested in physical education lessons (R. Kurniawan et al., 2021). Noticing the importance of motivation for students, teachers are required to create an optimal learning environment.

Driving students to more growth is mandatory in learning activities, but some barriers make students incompetent to conceive (Mahfud et al., 2020). Students carrying out factors help to maximize learning (Basch et al., 2015). To deal with that situation, the teacher can use barriers as evaluation material to construct more optimal learning. In the physical education learning process, motivation or encouragement from an educator is required to create a good learning process (Ramadhani et al., 2020). Students can take part in learning comfortably and happily. A facility and a supportive environment are also needed to create good learning and reduce barriers in the learning process. Some characteristics of students also affect the learning process (Septianti & Afiani, 2020). In theory, physical education is considered a compulsory part of education, and there is a significant tradition of promoting intrinsic values in education in most democracies (Whitehead et al., 2013).

In school learning, there needs to be more student involvement in the learning activity process, which can be influenced by student happiness at school. Thus, it becomes a hurdle for an educator to create a comfortable learning program and motivate students to play an active role in the learning process (R. Kurniawan et al., 2022). In the context of education in general, physical education is a learning process that supports students' success (Kohl & Cook, 2013). Active student involvement in physical education learning also drives students to live healthier and more active lives daily (Hudah et al., 2020). Physical education is an effort factor in developing students' potential to become qualified students in terms of adequate consideration and physical fitness (Fachrul et al., 2021). Physical education learning at school is crucial for the sustainability of students' quality of life in daily activities. The more actively exercise, the more improvement in quality of life (Saputra, 2020).

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Student learning motivation is essential in learning physical education at school because physical education teaches various factors, such as cognitive, affective, and psychomotor students (Kurniawan et al., 2022). There is a creative teacher's role in managing the classroom to make learning engaging, So the role of teachers towards students in learning physical education in class and outside the classroom is vital to pay attention to so that students can develop in terms of their skills or others (Orlando et al., 2020). In the physical education learning process, a teacher's motivation or encouragement is needed to create an adequate learning process that students can understand (Prayuda et al., 2020). In addition to the role of teachers at school to encourage student motivation and reduce barriers to students, there is also the role of parents at home to assist in growing motivation and reducing barriers in students.

Many studies have been conducted on motivation for student learning (Effendi & Cahyani, 2021; Maulana et al., 2021; Widaningsih & Hendarmin, 2019), focusing on intrinsic and extrinsic motivation. So, examining student motivation in broader categories such as intrinsic motivation, identified regulation, introjected regulation, external regulation, and motivation is critical. Although some recent studies, as conducted by Fadila et al. (2022) and (R. Kurniawan, 2022), cover broader categories, it is necessary to discover not merely motivational conditions but also the barriers for the students. Motivation and barriers are counterparts for identifying student enjoyment in physical education learning. This study aimed to explore the motivational categories and barriers for students to learn in physical education classes.

METHOD

This research analyzes students' motivation and physical barriers to participating in Physical Education learning activities at high school. This study operated simple random sampling taken at SMAN 1 Turen. This school was chosen due to the heterogeneous students with varied socio-economic backgrounds, ages, academic preference classes, and daily exercise. This diversity provides a comprehensive perspective on the different motivational factors and barriers a broad spectrum of students faces. This school has a population of 1,197 students, and 300 students were involved in this research.

This study utilizes a non-test questionnaire instrument with student motivation and barriers in learning Physical Education. Collecting data by Google form questionnaire

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link distributed to students. It aims to obtain information from respondents regarding what students experience. The motivation questionnaire consists of five categories: Intrinsic motivation, introjected regulation, identified regulation, external regulation, and motivation (Goudas et al., 1994). The questionnaire with the motivation category consists of 20 questions with a Likert scale of 1-7. The barriers questionnaire consisted of 2 categories: internal and external. The obstacle questionnaire consists of 14 questions with a Likert scale of 1-4. This instrument was adapted from Sechrist et al. (1987), which has been validated and reliable.

Researchers use quantitative descriptive statistics to analyze data on student motivation and barriers to learning PE by analyzing percentage data and averaging data. The results of student answers are calculated and categorized according to the categories of motivation and barriers. From each of these categories, it can be seen which one is more dominant based on the results that have been obtained.

RESULT

Characteristic data was obtained by questionnaires to students of SMAN 1 Turen to determine the students' characteristics. This research involved 300 respondents from SMA 1 Turen students, including 112 male respondents (37.4%) and 188 (62.6%) female respondents. Respondents consisted of students with varying ages ranging from 15 to 18 years. Apart from differences in gender and age, the description of respondents' characteristics is differentiated based on study choice, parents' occupation, and weekly exercise routine. The characteristic respondent data is presented in Table 1.

Table 1. Respondent Characteristics

Subject Characteristic	Gender				Total	
	Male		Female		N (300)	
	F	%	F	%	F	%
Age (Years)						
15	8	35%	15	65%	23	8%
16	43	33%	86	67%	129	43%
17	50	38%	82	62%	132	44%
18	11	69%	5	31%	16	5%
Class						
Science	73	37%	126	63%	199	66%
Social	36	39%	56	61%	92	31%
Language	3	33%	6	67%	9	3%
Parents Occupation						

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Subject Characteristic	Gender				Total	
	Male		Female		N (300)	
	F	%	F	%	F	%
Age (Years)						
Civil Servants/Indonesian National Army/Police	12	39%	19	61%	31	10%
Private Employee	99	38%	164	62%	263	88%
Driver	1	17%	5	83%	6	2%
Routine Exercise (a Week)						
0 - 2 days	57	26%	160	74%	217	72%
3 - 4 days	39	67%	19	33%	58	19%
5 - 7 days	16	64%	9	36%	25	8%

This research involved 73 male respondents and 126 female respondents from science classes. Respondents with a social science background comprised 36 male and 56 female respondents, while 3 male respondents came from language classes and 6 female respondents. Based on parental occupation, most respondents came from families with private employee parents, consisting of 99 male and 164 female respondents. On the other hand, 12 male respondents had their parents' jobs as civil servants/army/police, and 19 female respondents. There was 1 male respondent whose parents worked as a driver and 5 female respondents. The survey results showed that 57 male and 160 female respondents had regular weekly sports activities 0-2 days per week. Respondents with regular sports activities 3-4 days per week consisted of 39 male and 19 female respondents. Only 16 male and 9 female respondents performed routine exercises 5-7 days a week.

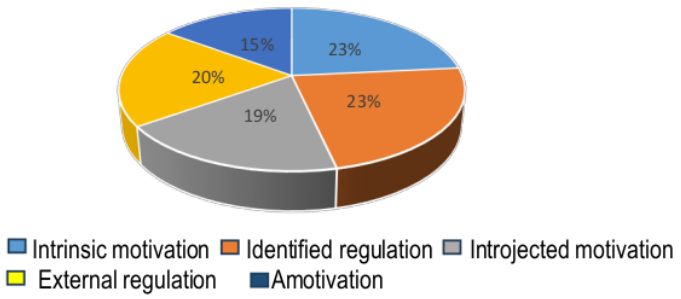

Figure 1: Motivation Percentage of SMAN 1 Turen Students

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As outlined in Figure 1, the survey results show that 23% of SMAN 1 Turen students have learning motivation from intrinsic motivation. The same value was also obtained for identified regulation motivation. Introjected motivation influences learning motivation, and as much as 19% and 20% of SMAN 1 Turen students have learning motivation influenced by external regulation. The surprising results show that 15% of SMAN 1 Turen students have no motivation to study.

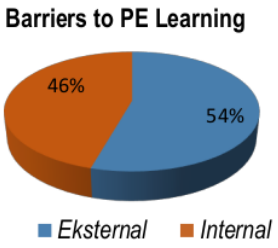

Figure 2. Percentage of Barriers to PE Learning

Based on Figure 2, the percentage of student barriers of SMAN 1 Turen students can be seen in the figure where the external category has a higher result with a value of 54% and the internal category has a lower result with a value of 46%.

Table 2. Intrinsic Motivation Percentage

NO	INTRINSIC MOTIVATION	SCORE							TOTAL
		SSS	SS	S	N	KS	TS	TSS	
1	Happy	294	228	510	408	24	12	2	1478
2	New Things	196	276	535	372	51	14	2	1446
3	Liked	266	264	535	340	63	6	2	1476
4	Satisfying	266	288	485	368	57	12	0	1476
	Total								5876

Based on Table 2, the results of descriptive analysis show that the highest result is in the "happy" indicator, with a score of 1478 out of a total of 5876. The lowest result, the "new thing" indicator, had a core of 1446 out of 5876.

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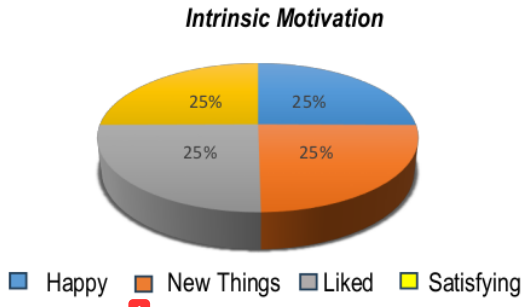

Figure 3. Percentage of Intrinsic Motivation

Based on the results of the data obtained by students in choosing the answer choices on the indicators "happy, new things, liking, satisfying," the overall indicator is worth 25% with the reasons for students to take part in learning Physical Education at SMAN 1 Turen.

Table 3. Data on Identified Regulation of Students in PE Learning

NO	IDENTIFIED REGULATION	SCORE							
		SSS	SS	S	N	KS	TS	TSS	TOTAL
1	New skills	252	234	430	400	93	12	2	1423
2	Achievements	252	282	375	384	90	26	3	1412
3	Self-improvement	343	228	425	364	78	16	3	1457
4	Useful	189	306	575	364	30	8	2	1474
	Total								5766

Based on Table 3, the results of descriptive analysis show that the highest result is in the "useful" indicator, with a score of 1474 out of a total of 5766. The lowest result, specifically the "achievement" indicator, is a score of 1412 out of a total of 5766.

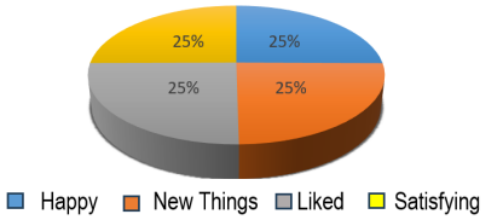

Figure 4. Percentage of Identified Regulation

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Based on the results of the data obtained, some students chose the answer options on the "Helpful" indicator as much as 26% with the reason students take part in learning Physical Education at SMAN 1 Turen.

Table 4. Data on Introjected Regulation

NO	INTROJECTED REGULATION	SCORE							
		SSS	SS	S	N	KS	TS	TSS	TOTAL
1	Want to be recognized	231	144	245	424	132	30	29	1235
2	Feeling bad	210	168	325	348	87	48	37	1223
3	Want to be noticed	91	156	200	332	153	60	57	1049
4	Distracted	182	108	285	384	93	56	44	1152
	Total								4659

Table 4 shows the results of the descriptive analysis, which shows that the highest result is in the indicator "wanting to be recognized," with a score of 1235 out of a total of 4659. The lowest results were for the indicator "want to be noticed," with a score of 1049 out of 4659.

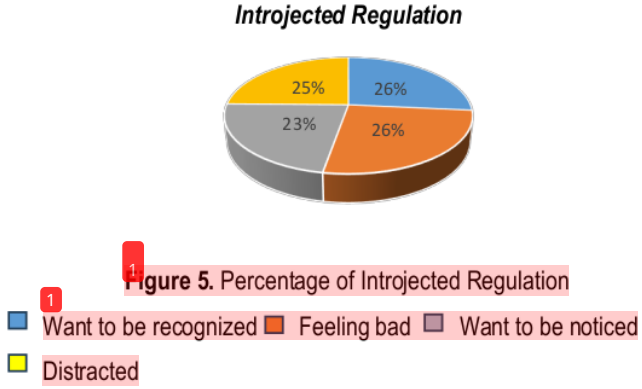

Figure 5. Percentage of Introjected Regulation

Based on the results of the data obtained, students partly chose the answer options on the indicator "Want to be recognized and feel bad" as much as 26% with the reason for students to take part in learning Physical Education at SMAN 1 Turen.

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Table 5. Data on Students' External Regulation

NO	*EXTERNAL REGULATION*	SCORE							
		SSS	SS	S	N	KS	TS	TSS	TOTAL
1	Trouble	140	120	305	380	138	42	37	1162
2	Just Routine	259	222	460	380	78	18	4	1421
3	Anxiety	119	114	215	272	153	56	74	1003
4	Rules	259	252	465	336	54	24	14	1404
	Total								4990

Table 5 shows the results of the descriptive analysis, which shows that the highest result is in the indicator "only routine," with a score of 1421 out of a total of 4990. The lowest result was the "anxiety" indicator, with a score of 1003 out of 499.

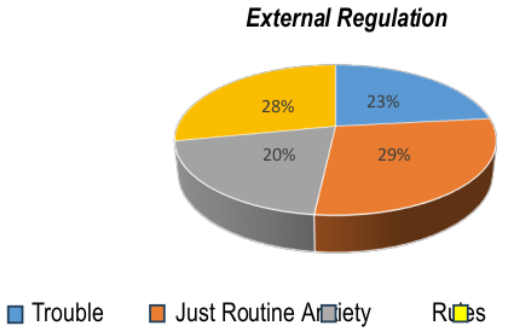

Figure 6. Percentage of External Regulation

Based on the results of the data obtained, some students chose the answer options on the indicator "Only routine" as much as 29% when they followed the learning of Physical Education at SMAN 1 Turen.

Table 6. Data on student Amotivation in learning PE

NO	A MOTIVATION	SCORE							
		SSS	SS	S	N	KS	TS	TSS	TOTAL
1	No earnestness	91	108	195	468	141	72	30	1105
2	Desperate	77	84	145	352	159	92	59	968
3	Bored	21	42	125	184	111	100	132	715

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4	Lazy	63	90	175	316	120	84	80	928
	Total								3716

Table 6 shows the results of the descriptive analysis, which shows that the highest result is in the indicator "no seriousness," with a score of 1105 out of a total of 3716. The lowest result, namely the indicator "bored," with a score of 715 out of a total of 3716.

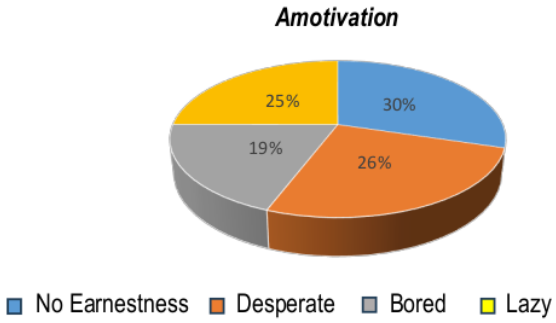

Figure 7. A motivation percentage of students

Based on the results of the data obtained, some students chose the answer options on the indicator "No Seriousness" as much as 30% of the reason for students to take part in learning Physical Education at SMAN 1 Turen.

Table 7. Data on Students' Internal Barriers to PE

NO	INTERNAL BARRIERS	SCORE				TOTAL
		SS	S	TS	STS	
1	Time and cost expenditure	144	357	724	365	1608
2	Physical exertion	349	528	758	329	1817
	Total					3425

Based on Table 7, the results of the descriptive analysis show that the highest result is in the indicator "physical exertion," with a score of 1817 out of a total of 3425. The lowest result is the indicator "expenditure of time and money," with a score of 1608 out of 3425.

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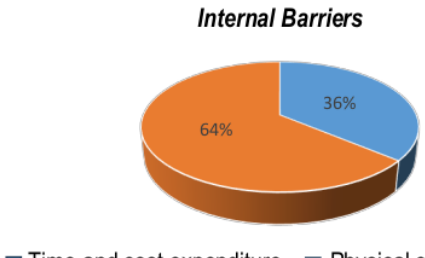

Figure 8. Percentage of Internal Barriers to PE

Based on the results of the data obtained, students partly chose the answer options on the indicator "time and cost expenditures," as much as 64% with the reason for students to take part in learning Physical Education at SMAN 1 Turen.

Table 8. Data on Students' External Barriers to PE

NO	EXTERNAL BARRIERS	SCORE				TOTAL
		SS	S	TS	STS	
1	Environment	620	1212	1198	524	3554
2	Family	340	570	440	105	1455
Total						5009

Based on Table 8, the results of descriptive analysis show that the highest result is in the "environment" indicator, with a score of 3554 out of a total of 5009. The lowest results were for the "family" indicator, which scored 1455 out of 5009.

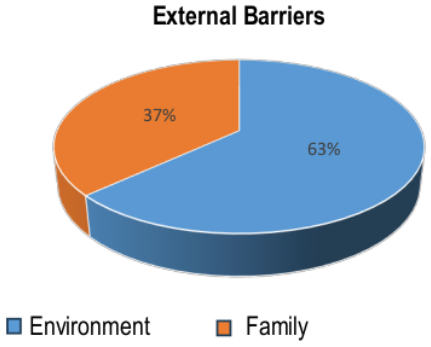

Figure 9. Percentage of External Barriers of Students of SMAN 1 Turen

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Based on the results of the data obtained, students partially chose the answer options on the "environment" indicator as much as 63% with the reason for students to take part in learning PE at SMAN 1 Turen.

DISCUSSION

This research aims to determine the motivation conditions and barriers for students learning Physical Education at SMAN 1 Turen. The research analyzes the dominant motivation and barriers among students participating in physical education learning in public schools at the high school level. This research shows intrinsic motivation and identifies regulation as the most dominant motivation. As for the category of barriers, the most dominant result is external barriers.

The results are identical to those conducted by Kurniawan et al. (2021). Intrinsic motivation arises inside an individual and naturally grows from a person's self for a drive to achieve a person's desired goals. Thus, intrinsic motivation arises because of self-awareness, whose purpose is essential (Deci & Ryan, 1985). Intrinsic motivation is also a crucial factor in contributing to success. With the growth of motivation, students can feel inherent satisfaction; therefore, students will not feel feedback from the outside environment (Aubret et al., 2023). In this case, if students can be motivated in a way that grows from themselves, it is likely that students acquire new knowledge better than students who are motivated from outside (González-Cutre et al., 2016). For this study, the intrinsic motivation category is the more dominant category. For this study, the Identified Regulation category is also more dominant. In this study, the intrinsic motivation category obtained results for 23% of students, specifically 300.

Identified regulation involves external pressure of consciousness so that an action is accepted under pressure and is seen as applicable to students. The student realizes the benefit of learning even though this is obtained from the pressure the individual gets for his success (Deci & Ryan, 1985). The identified regulation category is also the more dominant category for this study. The identified regulation category is reasonably high because this motivation category encourages students to feel enthusiastic when learning new skills, increasing knowledge of Physical Education learning. It will have a role in improving student achievement and allowing students to follow the learning by feeling useful for themselves.

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Introjected regulation drives students toward pressure from the outside to avoid guilt (Ntoumanis, 2001). Introjected regulation occurs from the cause of an external push that results in the formation of a push for students not to be seen by others as wrong. For instance, if someone does not want to be considered wrong, that person must try to make someone not mock him, using the principle of building the dream he wants (Deci & Ryan, 1985). In this study, they obtained results of 19% of the total 300 students. In this case, students who have motivation in this category want to get the attention of others, such as teachers and peers. Feelings of fear and discomfort for not doing so often appear.

External regulation is a type of motivation that grows from the most suppressed self, and individuals can describe and control the form of motivation as externally perceived. It occurs due to the controlled nature of inner feelings and externally regulated conflicts (Hon-Keung, 2012). External regulation can arise with encouragement from outside the individual or a second party who can actively support individual psychology (Kurniawan, 2022). In this study, the results obtained were 20% of the total 300 students. It shows that the number of students in this category is still high. In this category, it is controlled by feelings of inner compulsion and conflict with externally regulated students (Mitchell et al., 2020).

Motivation is an orientation of motivation with absolutely no direction or purpose because a person himself never has and experiences intrinsic or extrinsic reasons to participate because participation does not produce the desired results (Deci, E. L., & Ryan, 2002). This study obtained the motivation category from 15% of 300 students. This category is in the lowest category.

Although, in the results of this study, the internal factor is only 46%, it is less than the external factor, which is more dominant at 54%. It indicates that the process learning process at school lacks external support, such as facilities and infrastructure (HerazoBeltrán et al., 2017). Therefore, the teacher should be able to ensure that the facilities and infrastructure are so that students do not feel inhibited anymore in carrying out sports activities.

CONCLUSION

Based on the research results on Motivation and Barriers to PE Learning for Students of SMAN 1 Turen, it can be concluded that of the five indicators that ha. Intrinsic motivation and identified regulation have the same value. They are superior to other

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indicators, indicating that students have the motivation to participate in learning with their awareness and that there is also encouragement from outside. Therefore, students who participate in PE learning still need full awareness from within themselves and pressure from outside, so they want to participate in these learning activities.

The limitation of this research is the limited method, which is only applied quantitative research due to psychological research requiring different depths and experiences for each individual. Therefore, further research is needed to conduct another research method on the two indicator variables of student motivation and barriers. The results of this study may be helpful for teachers and education stakeholders for other purposes, such as ensuring a learning process and finding an excellent approach to students based on various categories of motivation and barriers.

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