

Student Motivation in Participating in Physical Education, Sports, and Health Classes

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ABSTRACT

Purpose – This research aims to determine: 1) student motivation in following Physical Education, Sports, and Health (PESH) learning in elementary schools, 2) students' external motivation in following PESH learning in elementary schools, 3) students' internal motivation in following PESH learning in elementary schools, and 4) the inhibiting and supporting factors for students in following PESH learning in elementary schools

Methodology – This research uses a quantitative descriptive approach, with a survey and data collection via a checklist questionnaire instrument. The population in this study was 29 students in class 5A at SD Muhammadiyah 2, Bojonegoro, during the 2024/2025 academic year who met the inclusive criteria. The data collected through the questionnaire were analyzed using quantitative descriptive techniques, with percentages.

Findings – The scope of this study focuses on the motivation of elementary school students in participating in Physical Education, Sports, and Health (PESH) lessons. The motivation studied comprises two main aspects: internal and external motivation.

Internal motivation includes drives originating within the student, such as interest, enjoyment, and the desire to excel in PSEH learning. Meanwhile, external motivation includes influences from outside the student, such as teaching methods, the use of learning tools and media, and the learning environment.

Contribution –the results of this study serve as input to understand better the learning process of Physical Education, Sports, and Health, so that learning activities can be optimized.

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INTRODUCTION

Physical Education, Sports, and Health (PESH) is an integral part of elementary education that supports students' holistic development, encompassing physical, cognitive, affective, and social domains (Widiastuti & Kurniawan, 2022). Through movement-based learning, PESH provides a platform for students to enhance physical fitness, discipline, cooperation, creativity, and healthy lifestyle habits. These competencies are foundational to shaping students' character in accordance with 21st-century education goals (Pratama & Wijaya, 2023).

However, recent studies reveal a significant decline in students' motivation to engage in PESH lessons, especially in urban primary schools. This condition is attributed to several factors: (1) PESH is not assessed in national examinations, leading students and parents to perceive it as a non-essential subject (Susanto et al., 2020); (2) inadequate facilities and learning resources; and (3) teacher-centered methods that lack variety and contextual relevance (Nurhasanah & Febriani, 2021). This diminished motivation negatively impacts student participation and learning outcomes in PESH (Yuniarti & Firmansyah, 2022).

This urgency is not only reflected in the literature but is also confirmed by preliminary observations at SD Muhammadiyah 2, Bojonegoro. It was found that many students exhibit low enthusiasm for PESH lessons, particularly when they are not linked to formal assessments. Teachers observed that some students were passive and less responsive to physical activities, while school facilities, such as sports equipment, were either limited or poorly maintained. These findings indicate that the motivational decline is both systemic and contextual.

To address this issue, several strategies are recommended in the literature, such as student-centered learning, game-based approaches, and the integration of digital media to make learning more interactive and meaningful (Suryadi & Harsono, 2021; Ramadhani et al., 2022). Furthermore, the role of teachers as motivators and facilitators needs to be strengthened to personalize learning and foster emotional connection with students (Fauzi & Mustika, 2022).

Compared to previous studies, this research seeks to build upon and extend several existing works; (1) Mandala & Hastuti (2018) investigated upper-grade student motivation in PESH but focused on a different school context, (2) Hatmoko (2015) conducted a survey in vocational high schools, which differs significantly in age and developmental stage from elementary students, (3) Lestari & Wahyuni (2021) explored gender-based motivational differences, yet their scope was limited to urban schools in larger cities, (4) Purba et al. (2023) analyzed the role of facilities but did not relate this to motivational theory, and (5) Yuliasari (2013) examined extracurricular motivation but not regular PESH classes.

This study offers novelty by combining internal and external motivational perspectives specifically at the elementary level, using real classroom data, and contextualized in a public school with specific challenges. Moreover, this study contributes a framework for improving motivation through tailored strategies informed by both theory and field observations. Based on this novelty, this research is conducted to fill the identified gap and to provide empirical evidence on how to better understand and improve student motivation in PESH classes in elementary schools. This aligns with the broader educational agenda of promoting physical literacy and lifelong healthy habits starting from early school age (Kusumawardani & Cahyono, 2023).

The objective of this study is to analyze students' internal and external motivation in participating in PESH learning, and to identify the supporting and inhibiting factors that influence motivation. It is expected that the findings will provide valuable input for teachers, school leaders, and policymakers in designing more effective and engaging PESH programs. Ultimately, this study aims to contribute to the development of a future-oriented education system that values physical well-being as much as academic excellence.

METHODOLOGY

Research Design

This research design uses a quantitative descriptive design to examine students' motivation to participate in Physical Education, Sports, and Health lessons in elementary schools. According to Hadari Nawawi

(2005:63), the descriptive method describes or depicts the current state of the research object based on apparent facts or as they are (Arfiani, 2018). The researcher will assess the extent of students' motivation to participate in Physical Education, Sports, and Health lessons in elementary schools.

Sample and Population

The research was conducted at SD Muhammadiyah 2 Bojonegoro, located at Jl. Untung Suropati No.44, Sumbang, Kec. Bojonegoro, Kabupaten Bojonegoro. The research was conducted from September 1 to October 29, 2024. According to Suharsimi Arikunto (2006), "population is the entire subject of research" (Hatmoko, 2015). According to Mulyatiningsih (2011), a population is a group of people, animals, plants, or objects that share certain characteristics and are studied (Sugiyono, 2015). In accordance with this opinion, the study population consisted of 29 students in class 5A at SD Muhammadiyah 2 Bojonegoro in the 2024/2025 academic year who met the inclusion criteria. Inclusive criteria are criteria that allow research subjects to be represented in a research sample that meets the requirements for a sample (Rinaldi & Mujiyanto, 2017). The sampling technique used in this study was purposive sampling. According to Sugiyono (2018:138), purposive sampling is a sampling technique that uses certain considerations in accordance with the desired criteria to determine the number of samples to be studied. (Handayani, 2020).

Instrument and Data Collection

This study uses a survey method, collecting data via a checklist-type questionnaire. The data obtained from the questionnaire are then analyzed using quantitative descriptive statistics and presented as percentages. According to Sugiyono (2011), data collection techniques are the most strategic step in research, as the main objective is to obtain accurate, verified data. Sugiyono (2011) also explains that in qualitative research, data collection is carried out in natural settings, using primary data sources, and data collection techniques are mostly observation, interviews, and documentation.

The questionnaire in this study was presented so that respondents had to check only the appropriate column or box, using a graded scale. The questionnaire used a modified Likert scale with four response options: Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS).

Data Analysis

After analyzing the data using the Miles & Huberman method described above, the next step is to analyze all questionnaire data using quantitative descriptive techniques with percentages. To determine the categories in the assessment of research results management using conversion criteria, according to Suharsimi Arikunto (2006: 207), the data is interpreted into five levels, namely (Trianziani, 2020).

Table 1. Category Levels

No	Interval	Category
1	81% - 100%	Very High
2	61% - 80%	High
3	41% - 60%	Moderate
4	21% - 40%	Low
5	0% - 20%	Very low

FINDINGS

This study successfully answered four issues related to student motivation in participating in physical education, sports, and health learning in elementary schools, namely Student Motivation in Participating in Physical Education, Sports, and Health Education in Elementary Schools, External Motivation of Students in Participating in Physical Education, Sports, and Health Education in Elementary Schools, Internal Motivation of Students in Participating in Physical Education, Sports, and Health Education in Elementary Schools, and

Barriers and Enablers for Students in Participating in Physical Education, Sports, and Health Education in Elementary Schools. These findings are shown in Figure 1.

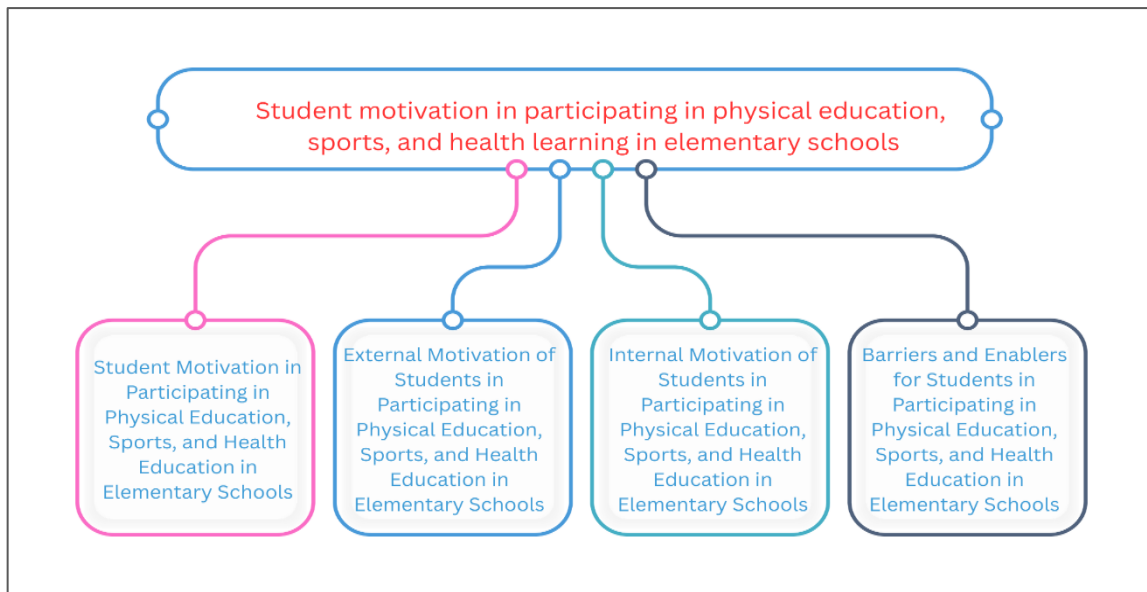


Figure 1. Student motivation in participating in physical education, sports, and health learning in elementary schools

Student Motivation in Participating in Physical Education, Sports, and Health Education in Elementary Schools

The results of this study are intended to describe data on the level of motivation of students in participating in the Physical Education, Sports, and Health learning process at SD Muhammadiyah 2 Bojonegoro, as revealed by a questionnaire consisting of 33 items, divided into two factors, namely (1) internal factors, which include: (a) health; (b) attention; (c) interest; (d) talent, and (2) external factors, which include: (a) teaching methods; (b) teaching tools; (c) environmental conditions. The results of the data analysis on student motivation in participating in Physical Education, Sports, and Health learning at SD Muhammadiyah 2, Bojonegoro.

The frequency distribution of data from research on student motivation in participating in Physical Education, Sports, and Health classes at SD Muhammadiyah 2 Bojonegoro showed the lowest (minimum) score of 54.00, the highest (maximum) score of 101.00, the mean of 76.90, the median of 76.00, the mode of 71.00, and the standard deviation (SD) of 11. The complete results can be seen in the table as follows:

Table 1. Descriptive Statistics of Student Motivation in Participating in Physical Education, Sports, and Health Learning at SD Muhammadiyah 2, Bojonegoro

	n	Mean	Median	Standart Deviation	Minimum	Maximum
Student Motivation	29	76, 90	76, 00	11, 10	54	100

External Motivation of Students in Participating in Physical Education, Sports, and Health Education

Based on observations conducted by researchers of fifth-grade students in class 5A at SD Muhammadiyah 2 Bojonegoro during Physical Education, Sports, and Health (PJOK) lessons, the majority of students demonstrated high enthusiasm and active participation in all activities. They were enthusiastic about participating in various games and physical activities to improve their fitness. Most students also explained the importance of maintaining physical health quite well. However, some students still had difficulty

performing certain sports techniques and needed more guidance from the teacher. Overall, the existing sports facilities were adequate, though some equipment needed repair to optimize learning.

Internal Motivation of Students in Participating in Physical Education, Sports, and Health Education

From the results of the observation, it can be seen that the internal motivation of students at SD Muhammadiyah 2 Bojonegoro in participating in PJOK is greatly influenced by their enjoyment of physical activities, their initiative to learn new skills, healthy competitive spirit, satisfaction from personal achievements, positive effects on health and energy, and increased social interaction.

Barriers and Enablers for Students in Participating in Physical Education, Sports, and Health

The researcher's observation of students in class 5A of SD Muhammadiyah 2 Bojonegoro regarding inhibiting factors indicates that several facilities and infrastructure are not supportive. In comparison, the supporting factors for participating in PJOK learning at SD Muhammadiyah 2 Bojonegoro are students' high interest in learning. In addition, this school is located in a densely populated area, so learning activities must be conducted on the school grounds.

DISCUSSION

This study revealed that students in class 5A's motivation to participate in Physical Education, Sports, and Health (PJOK) lessons at SD Muhammadiyah 2 Bojonegoro is moderate, influenced by both internal and external factors. This finding is significant, as it shows that although students demonstrate a baseline level of engagement, their motivation is not yet optimal (Harahap et al., 2025). Internal motivation—such as interest, enjoyment, and achievement orientation—and external motivation—such as teaching methods, facilities, and peer support—must operate in synergy to fully support effective learning in PJOK.

The novelty of this study lies in its dual perspective on identifying both internal and external motivational determinants, specifically in elementary-level PJOK learning, which remains underexplored in previous research (Mandala & Hastuti, 2018; Hatmoko, 2015). The study also provides field-based data showing that, in a moderately urban school environment such as SD Muhammadiyah 2 Bojonegoro, internal motivation is often undermined by external constraints, including outdated equipment, limited school space, and inadequate instructional variation. These findings directly align with the urgency identified in the introduction and provide a basis for targeted interventions.

To address these motivational challenges, this study proposes pedagogical improvements grounded in recent literature. Teachers should adopt active learning strategies, such as inquiry-based physical activities and cooperative games, which have been shown to enhance student motivation (Widiastuti & Kurniawan, 2022; Ramadhani et al., 2022). Furthermore, providing modern sports equipment and adapting learning to students' interests can enhance external motivation and engagement (Rohmat et al., 2023; Kusumawardani & Cahyono, 2023).

The findings also confirm the importance of the teacher's role as a motivator and facilitator. A student-centered approach, in which teachers create joyful, supportive, and adaptable learning environments, significantly influences students' willingness to participate actively (Fauzi & Mustika, 2022). This is particularly relevant for students with varied learning preferences and physical competencies, as emphasized by Nurdiansyah (2020), who argues that physical education success depends on how well teachers adapt to student diversity.

Involving parents and the wider school community is also crucial. As Prabhawani (2016) and Satriawan (2021) argue, motivation in physical education should not be the sole responsibility of schools but a shared commitment among families and communities. Parent encouragement, modeling healthy lifestyles, and active school-home communication can significantly enhance students' motivational climate.

Compared to previous studies, this research offers a more integrative perspective by analyzing both motivational dimensions (internal and external), focusing on the elementary level, and providing solutions grounded in school-based observation. For example, while Lestari & Wahyuni (2021) explored motivational

differences by gender and Purba et al. (2023) examined the influence of infrastructure, neither addressed the dual motivation framework in an applied school context.

This study, therefore, fills an important research gap by demonstrating that improving both internal and external motivation is essential to increasing student participation in PJOK. The novelty of this approach lies in connecting motivational theory with practical, replicable, and scalable school-based solutions.

From a scientific and educational perspective, the implications are clear: fostering motivation in physical education is foundational to cultivating lifelong healthy behavior, which supports broader educational goals such as character development, student well-being, and cognitive readiness (Suryana & Prasetyo, 2022). The application of the study's findings can also inform curriculum design, teacher training, and school policy, particularly in urban or semi-urban schools with similar challenges.

CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that the motivation of 5A students in participating in PJOK learning at SD Muhammadiyah 2 Bojonegoro is in the "very low" category at 10.34% (3 students), 'low' at 34.48% (10 students), "moderate" at 13.79% (4 students), "high" at 34.48% (10 students), and "very high" at 6.90% (2 students).

In general, students' external motivation to participate in PJOK lessons at SD Muhammadiyah 2 Bojonegoro is driven by teaching methods, learning tools, environmental conditions, opportunities to play, encouragement from teachers and parents who recognize the health benefits of sports, and social support from friends in sports activities. Internal motivation for students to participate in PJOK lessons at SD Muhammadiyah 2 Bojonegoro includes the desire to feel healthy, enjoy sports, develop interests, talents, and skills, as well as social aspects and personal achievements. Meanwhile, the factors that hinder and support students in participating in Physical Education, Sports, and Health (PJOK) lessons at SD Muhammadiyah 2 Bojonegoro are school facilities and environment, the role of teachers as motivators, parental support, the school's commitment to health, and the variety and relevance of lesson materials.

Internal motivation includes incentives that come from within students, such as interest, enjoyment, and the desire to excel in physical education. Meanwhile, external motivation includes influences from outside students, such as teaching methods, the use of learning tools and media, and the learning environment.

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