



## The Relationship Between Perceptions of Physical Activity, Attitudes, and Learning Motivation and the Learning Outcomes of Students

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### Abstract

This study aims to determine the relationship between perceptions of physical activity, attitudes, and learning motivation on student learning outcomes at Al Madina Islamic Junior High School, Semarang. The background of this study is based on the importance of physical activity, positive attitudes, and learning motivation as internal factors that influence student learning outcomes. The research method used is a quantitative descriptive approach with a correlational design. The population in this study were all students in grades VII and VIII of Al Madina Islamic Junior High School with a sample size of 221 students. Data collection was carried out using a questionnaire to measure perceptions of physical activity, attitudes, and learning motivation, while learning outcomes were obtained from report card grades. Data analysis used correlation techniques to determine the closeness of the relationship between variables. The results of the study indicate that there is a significant relationship between perceptions of physical activity, attitudes, and learning motivation partially and simultaneously on student learning outcomes. These findings are expected to be a reference for schools in improving learning programs, especially in the aspects of physical activity, the formation of positive attitudes, and increasing student learning motivation.

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## INTRODUCTION

Physical Education, Sports, and Health (PJOK) is a subject that is an essential part of education in Indonesia. Its function is to support children's moral and ethical development and encourage positive thinking in line with the goals of national education, namely to shape a holistic Indonesian person (Yusmawati & Hutomo, 2021). PJOK plays a role in shaping students' character, with values such as sportsmanship, discipline, responsibility, and cooperation being crucial aspects. Students who internalize these values in their learning attitudes will be better able to withstand the challenges of physical activity applied in everyday life. Physical activity undertaken is tailored to the student's development, which is key to achieving positive benefits, along with the teaching beliefs of teachers and parents (Demircan & Erden, 2015).

**Descriptive Statistics** Perception of Physical Activity (X1): Mean = 89.55, SD = 6.153. Attitude (X2): Mean = 85.77, SD = 7.292. Learning Motivation (X3): Mean = 90.00, SD = 6.211. Learning Outcomes (Y): Mean = 88.71, SD = 6.441. **Research Conclusion** : There is a significant relationship between perception of physical activity (X1) and learning outcomes (Y) with a correlation coefficient of  $r = 0.586$  and  $t = 2.748$ . There is a significant relationship between attitude (X2) and learning outcomes (Y) with  $r = 0.582$  and  $t = 2.497$ . There is a significant relationship between learning motivation (X3)

and learning outcomes (Y) with  $r = 0.670$  and  $t = 3.541$ . These are the most dominant variables influencing learning outcomes. Simultaneously, the three variables X1, X2, and X3 significantly influence learning outcomes (Y) with  $R = 0.735$ ,  $R^2 = 0.541$ , and  $F\text{-test} = 19.695$ . Thus, perception of physical activity, attitude, and learning motivation together explain 54.1% of the change in student learning outcomes at Al Madina Islamic Middle School.

Therefore, this study aims to determine the relationship between physical activity, attitudes, and learning motivation and student learning outcomes at SMP ISLAM AL MADINA. The objectives of this research are: (1) The relationship between perceptions of physical activity and student learning outcomes at SMP ISLAM AL MADINA. (2) The relationship between attitudes and learning outcomes among students at SMP ISLAM AL MADINA. (3) The relationship between learning motivation and student learning outcomes at SMP ISLAM AL MADINA. (4) The relationship between perceptions of physical activity, attitudes, and learning motivation collectively relates to student learning outcomes at SMP ISLAM AL MADINA.

## METHODS

The type of research used was descriptive quantitative with correlation.

Arikunto (2019, p. 87) states that correlation research aims to determine whether or not a relationship exists, and if so, how strong

the relationship is, and whether or not it is significant. The obtained numerical data is then processed using statistical analysis. The method used in this research is a survey.

This research is a descriptive quantitative study using a correlational approach. Its purpose is to determine whether there is a relationship between:

1. Perception of physical activity
2. Attitude
3. Learning motivation, with the learning outcomes of the participants in the study program

This research used a questionnaire instrument developed based on the theoretical indicators of each variable. The following details the theoretical sources: Perception of Physical Activity (X1) : Referring to the theory of Bouchard, Blair, & Haskell (2006) and Cilmiyati (2020) on the dimensions of physical activity (type, duration, frequency, and intensity). Using a 4-point Likert scale: Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1).

Attitude (X2) : Based on the theory of Robbins (2016) and Windiyanti & Suchyadi (2020), which includes three components of attitude: Cognitive: views or thoughts about learning. Affective: feelings about the learning process. Conative: tendencies to act in learning.

Motivasi Belajar (X3) : Based on the theories of Komarudin (2017) and Sardiman (2012) on intrinsic and extrinsic motivation. Indicators: persistence, drive to achieve, interest in learning, and learning independence. The instrument also uses a 4-point Likert scale

Learning Outcomes (Y) : Measured using the Physical Education (PJOK) subject report card scores for the odd and even semesters.

## RESULTS AND DISCUSSION

This study analyzes the relationship between three independent variables (physical activity, attitude, and learning motivation) and the dependent variable (learning outcomes) among students at Al Madina Islamic Middle School, Semarang. Data were obtained from 111 respondents in grades VII and VIII using the PAQ-A questionnaire, attitude questionnaire, and learning motivation questionnaire, as well as semester report card grades as learning outcomes.

The correlation test results show:

Variable	Correlation Coefficient (r)	information
Physical activity	0.65	Strong relationship
Attitude	0.58	Medium - strong relationship
Motivation to learn	0.70	The relationship is very strong

The simultaneous F test shows that the three variables together have a significant effect on learning outcomes. The determination value ( $R^2 = 0.479$ ) means that 47.9% of learning outcomes are influenced by these three factors.



1. The Relationship Between Physical Activity and Learning Outcomes. Physical activity has a strong correlation ( $r = 0.65$ ) with learning outcomes. Students who regularly engage in physical activity are more fit, focused, and emotionally stable. Physical activity, such as sports or daily physical activity, has a positive effect on cognitive function and academic performance. 2. Relationship between Attitude and Learning Outcomes. Student attitudes have a moderate-strong correlation ( $r = 0.58$ ). Attitudes such as discipline, seriousness in learning, and active participation in class directly increase learning effectiveness. Students with positive learning attitudes tend to have better academic grades. 3. The Relationship Between Learning Motivation and Learning Outcomes. Learning motivation showed the highest correlation ( $r = 0.70$ ). This indicates that motivation is the primary driver in the learning process. Both intrinsic (intrinsic) and extrinsic (external) motivation play a crucial role in driving students to achieve high levels of achievement.

Previous Research Findings: Title:

The Relationship between Physical Activity and Fitness and Junior High School Students' Physical Activity Achievement. (B. Setiabudi (2023). Physical activity results were significantly related to Physical Activity achievement ( $r = 0.678$ ). Physical activity provided an effectiveness of 32.42%.

Similarity and Support: Both indicate that physical activity positively contributes to student learning outcomes. Your research adds a new dimension, namely attitude and motivation, which enriches the understanding of this relationship.

## CONCLUSION

Based on the results of the study related to the analysis of Byzantium Apparel's marketing strategy, it can be concluded that the strategy implemented by the company has strengths in terms of products that are in accordance with the needs of the sports community, competitive pricing, distribution that utilizes multi-channels, and promotions that prioritize closeness to local communities and digital marketing. However, this study also found weaknesses such as limited human resources in promotional content innovation, inconsistent distribution scheduling, and budget limitations that affect the variety of promotional media and market reach. Great opportunities for business development can be seen from the growth of the sports community, healthy lifestyle trends, and the rapid development of digital technology that opens up wider market access. On the other hand, threats

such as tight competition with major competitors, changes in social media algorithms, and the potential for imitation of product and promotional concepts need to be seriously anticipated. This study contributes to the development of science, especially in the field of marketing of sports apparel MSMEs, by providing an empirical picture of the importance of adaptive, community-based strategies, and the use of digital platforms to build sustainable competitiveness. These findings are expected to be a reference for academics, business actors, and communities in designing marketing strategies that are relevant to current market dynamics.

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Finally, the author hopes that this research will benefit the world of education and serve as a reference for the development of better learning evaluation instruments.

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