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The Relationship Between Students' Perceptions of Physical Education Subjects and Their Motivation to Study Physical Education at Kartika XIX-2 Junior High School in Bandung

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Abstract

This study looks at how students view Physical Education, Sports, and Health classes and how that ties into their drive to learn at Junior High School Kartika XIX-2 in Bandung. The whole thing started because students often see these classes in a low light and lack real motivation for them. People still treat PE like its just an extra thing, not the main focus. Researchers went with a quantitative method and a correlational setup to dig into this. The group they studied included every student at that school. For the sample, they picked 105 students through simple random sampling. They gathered data using a questionnaire with closed questions on a 4-point Likert scale. To analyze it, they ran the Spearman's Rho correlation test since the data did not follow a normal distribution. The findings pointed to a very strong positive link between how students perceive PE and their motivation to learn, with an r value of 0.889 and p less than 0.05. That means the better students feel about PE, the more motivated they get to engage. These results really highlight why teachers need to step up and create positive views through fun, hands-on strategies that make sense and fit the Independent Curriculum principles.

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INTRODUCTION

Education involves a deliberate and organized push to build a learning environment and process. That helps students grow their potential in spiritual, intellectual, and social areas. This idea comes straight from Law Number 20 of 2003 on the National Education System. In physical education, sports, and health, which people often call PE, the goals aim at building motor skills, physical fitness, knowledge, and social values. They achieve this through planned physical activities. The Independent Curriculum stresses that students in phase D need to use motor skills well, keep their fitness up, and show social and personal responsibility during these activities. Yet in actual school practice, PE lessons hit roadblocks with student motivation and their views on the subject.

Physical education, or PE, ought to build more than just physical skills. It should also form character and a real grasp of healthy living. Still, plenty of students see PE as just an extra class. They do not treat it as a core part of education that boosts overall well-being. This points to how students' views on PE can shape their drive to learn and join in. Positive views might spark curiosity, excitement, and real involvement in physical tasks. Negative ones, though, tend to cut down interest and the will to engage.

Motivation in learning matters a lot for success. It acts as those inner and outer pushes that get people to hit certain goals. In PE, motivation serves as the mental fuel that leads students to move around, practice, and take part in lessons (Ryan & Deci, 2020). Self-Determination Theory breaks motivation into two parts, intrinsic and extrinsic. Intrinsic comes from inside, like the joy or personal reward someone feels. Extrinsic ties to outside things, such as prizes or approval from others.

Past studies highlight how key motivation is in PE learning take the work by (Andriani & Rasto, 2019). Their research showed motivation boosts student performance in a good way. Kids with strong motivation act lively, stick to rules, and show real eagerness in class. On the flip side, those with weak motivation stay passive and barely care about physical tasks. All this backs up the idea that boosting motivation improves PE quality in schools.

Student views on PE learning also play a big role in shaping motivation. Perception means how someone judges and makes sense of something based on past experiences, senses, and knowledge (Alizamar & Couto, 2016). In PE, these views form from dealings with teachers, the material, and personal experiences in class. When perceptions stay positive, students enjoy the process more and see the real perks of physical activity in daily life.

However, the reality on the ground shows that many students still have negative perceptions of PE. (Setiawan, 2024) that most kids rank PE low compared to core academic classes. (Rahman et al., 2020) found about 60 percent of students feel that way about PE learning. Such poor views hit motivation hard, cut participation in activities, and drag down the whole learning quality.

Beyond perceptions, PE issues stem from dull teaching styles, scarce facilities, and little variety in what teachers offer (Santoso et al., 2022; Suhariyanti, 2023). These problems sap student energy and feed into bad views of PE. Teachers need to grasp how perceptions link to motivation. That way they can craft strategies that make learning more effective and fun.

Earlier studies reveal ties between student perceptions and motivation. (Hagger et al., 2003) spotted a strong link between good subject views and higher intrinsic motivation (Ntoumanis, 2001) saw only a loose connection, though. These mixed results leave space for deeper looks at the link, especially in Indonesian PE settings. Those differ from other places in clear ways.

In Indonesia, most studies zero in on outside elements like sports gear or teaching tricks. Internal stuff, like student perceptions, gets less focus. This research steps in to cover that hole. It looks right at how views of PE connect to learning motivation. Getting a solid handle on this link helps teachers build methods that ramp up student involvement and drive.

What makes this study fresh is its aim at the perception-motivation tie in Indonesian junior high schools. It centers on Junior High School Kartika XIX-2 in Bandung. Past work leaned on outside factors more. Here the spotlight falls on inner psychological sides of students. Findings should add to theory in PE psychology. They can also give teachers and schools real tools to make PE classes more lively, useful, and motivating. That pushes kids to join physical activities with real energy.

METHODS

This study takes a quantitative approach. It uses a correlational method to figure out the connection between how students see the PE subject and their motivation to learn (Fraenkel & Wallen, 2022). The whole thing centers on numbers that

get crunched statistically. This helps show how strong the link is between the different factors. The setup here looks at two main things. One is students' views on Physical Education as the independent variable, called X. The other is learning motivation as the dependent variable, known as Y

The group for this study included every student at Junior High School Kartika XIX-2 in Bandung. The sample ended up with 105 students picked through simple random sampling. That way, everyone in the group had the same shot at being included (Fraenkel & Wallen, 2022).

They gathered data with a closed questionnaire on a 4-point Likert scale. It went from Strongly Disagree all the way to Strongly Agree (Prawiyogi et al., 2021; Sugiyono, 2016). The part on student perceptions of PE came from adapting (Mu'arifin, 2021), For motivation in PE learning, it pulled from (Nur et al., 2021). The questionnaire went out right to the students at school. They got permission first from the school and the PE teacher.

The steps for the research broke down into three parts. Those were preparation, then implementation, and finally data analysis. In the preparation phase, they identified the problems, built the instruments, and reviewed the literature. The implementation stage involved distributing and collecting questionnaires in the field. The data analysis stage was conducted after data collection, encompassing editing, coding, and tabulation before further analysis.

Data analysis uses a quantitative statistical approach consisting of descriptive analysis (Sofwatillah et al., 2024). Normality test was conducted using the Kolmogorov-Smirnov method to ensure data distribution (Pallant, 2007). Because the data were not normally distributed, the relationship between variables was analyzed using a non-parametric correlation test.Spearman's rho with the help of SPSS version 25 (Fadluloh et al., 2024). Results are considered significant if the p-value is <0.05 at the 95% confidence level (Ghozali, 2021).

RESULTS AND DISCUSSION

Table 1. Statistical Descriptions

	N	Min	Max	Mean	Std. Deviation
Student perception	105	15	60	46.09	11,732
Motivation to learn	105	15	60	45.01	10,983
Valid N (listwise)	105				

Based on the results **Table 1** of descriptive statistical analysis of 105 respondents at Junior High School Kartika XIX-2 Bandung, it can be concluded that in general, students have a positive perception and high learning motivation towards the subject of Physical Education. The average score of perception of 46.09 and learning motivation of 45.01 on a scale of 15-60 indicates that both variables are at a good level, with perception slightly higher than learning motivation.

However, significant variation in responses was found among students, as indicated by the large standard deviation values. This indicates that while the overall results were positive, some groups of students still had relatively lower perceptions and motivation to learn than others.

Based on the results of the Kolmogorov-Smirnov normality test, the significance value or p-value was less than 0.05. This indicates that the data is not normally distributed. Therefore, the analysis method used next is a non-parametric test.

Since the significance value (0.000) < 0.05, it can be concluded that there is a statistically significant relationship between students' perceptions of the Physical Education subject and their motivation to learn Physical Education. The results of the correlation analysis show a coefficient value of 0.889. This value indicates a positive relationship with a very strong relationship strength between students' perceptions and learning motivation. This means that an increase in students' positive perceptions of Physical Education will be followed by an increase in their learning motivation, and vice versa.

The results of the study showed a very strong positive relationship between students' perceptions of the Physical Education (PE) subject and their learning motivation. This shows that when students see physical education learning in a more positive light, their drive to join in actively goes up quite a bit. That lines up with what Self-Determination Theory says, as put forward by (Ryan & Deci, 2020), The idea there is that kids get really into it on their own when they sense they have some control, they can handle it, and they connect well with others during the process. For physical education specifically, if students think the class matters, helps them out, and feels fun, they end up pushing themselves to take part more from the inside.

These outcomes back up earlier work by (Andriani & Rasto, 2019) They pointed out how motivation in learning directly affects how well students do and how involved they get. Kids who view physical education favorably tend to show

more excitement, stick to it better, and jump right into the activities. On the flip side, those with bad views often just sit back and barely join in. So perceptions like that really set the stage for how students act and feel about the whole subject.

What we found here fits with some older studies, like the one from (Hagger et al., 2003), They saw a clear link between good views of the class and students feeling more driven from within. Then there's (Ntoumanis, 2001) which linked poor perceptions to students not engaging much at all in physical stuff. Still, not every study agrees on how strong that link is. It probably changes based on the school setting, the culture there, and what the students themselves bring to it. At Junior High School Kartika XIX-2 in Bandung, that super tight connection between how they see it and their motivation might come from teachers working hard to make classes enjoyable and worthwhile for everyone.

We noticed differences in how students perceived things and how motivated they felt, which points to uneven involvement in physical education overall. Things outside the classroom could play into that, like not enough equipment or spaces, boring ways of teaching, or just not enough different activities to try, as (Santoso et al., 2022; Suhariyanti, 2023). Teachers ought to mix things up more, maybe by adding games into lessons, focusing on what students want, or getting them to work together in groups. Those kinds of changes could lead to better feelings about physical education and health, and keep motivation building over time.

Students' mental side matters a lot in how they view and get driven for learning too. Good experiences, fun talks with peers, and teachers who really get them can build up confidence and spark interest in staying active, according to (Alizamar & Couto, 2016; Mu'arifin, 2021). Strategies that match what students need and let them express themselves might help form stronger positive takes on physical education.

In Indonesia's schools right now, with the Independent Curriculum in place, these findings carry some real-world weight. That setup pushes for learning centered on students and building skills in social and personal areas. So physical education teachers should plan classes that go beyond just physical moves, to include why health counts, how to act with others, and values everyone shares. That matches up with the big goals in Law Number 20 of 2003, aiming to develop kids who believe, know a lot, and act with good morals through learning that's full and makes sense.

Looking at it through educational psychology, what we saw suggests perceptions of the class can really steer long-term drive for learning. If students see physical education tying into their everyday lives, their motivation doesn't just spike for a bit, it can lead to habits of being healthy and on the move for good (Setiawan, 2024) stressing how physical education helps form character, discipline, and ways of living well down the line.

Even though we have a solid link here, keep in mind this kind of study just shows connections, not which way they cause each other. More work with experiments or tracking over time would help sort out the real flow between perceptions and motivation in physical education. Plus, talking deeply with students or watching classes up close could dig into their stories better, giving a fuller picture of what shapes their views and drive, as(Fraenkel & Wallen, 2022; Pallant, 2007).

All in all, positive takes on physical education stand out as crucial for boosting motivation to learn. Teachers in that field should tackle the emotional and group parts by making experiences fun, tough in a good way, and full of purpose. That should help students grasp why staying healthy matters, along with fair play in sports and caring about others in daily life.

CONCLUSION

This work wraps up by saying there's a really strong positive tie between how students at Junior High School Kartika XIX-2 Bandung view physical education and their motivation to learn it. Better perceptions mean they get more into joining physical activities on their own. It highlights how teachers matter in shaping those views with lessons that pull students in, let them take part, and feel real, all fitting the Independent Curriculum's ideas. Focusing on feelings and social sides in physical education not only ramps up motivation, it also builds awareness of healthy living, good sports attitudes, and responsibility toward others.

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