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The Relationship Between Meaningful Physical Education and Students' Self-Efficacy

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Abstract

Physical Education, Sports, and Health (PE) learning is not only oriented towards achieving physical abilities, but also towards forming meaningful learning experiences for students. One important psychological aspect that is influenced by these experiences is self-efficacy. This study aims to analyze the relationship between meaningful physical education and students' self-efficacy. The study uses a quantitative approach with a correlational design. The research sample consisted of 219 students from State Junior High School 2 Semarang, State Senior High School 12 Semarang, and State Vocational School 10 Semarang, selected using purposive sampling. The research instruments were a questionnaire on the meaning of physical education, which included the dimensions of enjoyment, challenge, competence, autonomy, and social interaction, and a questionnaire on student self-efficacy, both of which were presented on a Likert scale. Data analysis was performed using Spearman's correlation test because the data were not normally distributed. The results showed a positive and significant relationship between the meaning of physical education and student self-efficacy ($r = 0.251$; $p < 0.05$). This finding indicates that the more meaningful the PE learning is perceived by students, the higher their level of self-efficacy in participating in physical education activities. Thus, the application of meaningful physical education and self-efficacy principles is an important strategy in improving the quality of PE learning, which not only has an impact on physical aspects but also strengthens students' psychological aspects.

How to Cite

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INTRODUCTION

Physical education uses physical activity as the main tool to achieve educational goals (Mustafa, 2022). Pedagogically, the goal of physical education is to improve students' motor skills, cognitive understanding, affective attitudes, and social skills (Soenyoto et al., 2025). Students not only learn techniques and motor skills through planned physical activities, but they also learn how to use their bodies, manage their emotions, and develop positive values such as discipline, sportsmanship, and cooperation (S, Soenyoto, Aliriad, et al., 2025). Thus, physical education plays a strategic role in shaping learning experiences that have a long-term impact on student growth. Physical education functions as a comprehensive educational method that considers students' physical and psychosocial aspects as its components (Scott, 2025).

As the learning paradigm evolves, physical education is no longer viewed solely as physical activity, but rather as a learning experience that must be designed to be meaningful (Suherman, 2018). The concept of Meaningful Physical Education (MPE) emerged as a response to learning practices that were too focused on physical performance and did not pay enough attention to the subjective experiences of students (Wijayanto, 2023). MPE emphasizes that physical education learning will be effective if students feel involved, enjoy themselves, face appropriate challenges, and feel that the learning is relevant to their lives (Pd et al., 2024). Therefore, the meaning that students perceive in learning becomes an important indicator of the success of Physical Education. Meaningful Physical Education places students' subjective experiences at the core of Physical Education learning (Karo et al., 2024)

Theoretically, Meaningful Physical Education is based on The constructivist approach views students as active subjects in the learning process (Rofi'ah et al., 2025). In this approach, knowledge and meaning are constructed through interactions between movement experiences, the learning environment, and student reflection. Meaningful learning experiences occur when students can relate physical activities to personal goals, social values, and self-understanding. Therefore, meaningful physical education encourages students to not only perform movements, but also understand the reasons and benefits of these activities (Hendryanto et al., n.d.)Meaningful Physical Education is based on a constructivist approach that emphasizes the formation of meaning through learning experiences (Harahap et al., 2025).

There are many important aspects that influence students' perceptions of physical education (Zabidi et al., 2023).These include satisfaction (satisfaction), appropriate challenges (challenges), competence (competence), autonomy in learning (autonomy), and social interaction (social interaction) (S, Soenyoto, Yuwono, et al., 2025). In shaping a consistent learning experience, these dimensions are interrelated. Students are more open to trying and learning when they feel happy and positively challenged. A sense of competence and autonomy increases self-confidence, and social interaction provides emotional support in learning. Students' views and beliefs are influenced by the MPE dimensions in learning experiences (Firmansyah et al., 2024).

cognitive theory is the source of a psychological idea called the self-effect. It explains how a person's beliefs about their abilities influence their behavior and achievements (Hafidz et al., 2025). Self-efficacy is specific to certain situations and tasks. Therefore, in physical education, self-efficacy is related to students' belief that they can perform physical activities and master motor skills (Yulianto et al., 2025a). Students with high levels of self-efficacy tend to be more courageous in trying, persevere when facing difficulties, and be more involved in learning. Self-efficacy is a psychological belief that influences students' persistence and participation in sports (Ariffani, 2025).

Four main sources influence the formation of self-efficacy: success experience, vicarious experience, verbal persuasion, and physiological and emotional conditions (Situngkir, 2025). In physical education, students can experience success when they are able to complete movement tasks according to their abilities (Firmansyah et al., 2024). The vicarious experience occurs when students see their peers succeed, teachers help them speak, and a safe and fun learning environment creates a positive mood. Principles of physical education mean that a learning experience that is aligned with improving students' self-efficiency (Ilyas & Anwar, 2025).

Conceptually, physical education means providing a learning environment that supports the formation of students' self-efficacy (Pebriyandi et al., 2024a). Meaningful learning allows students to succeed gradually, gain social support, and feel emotionally comfortable (Husnaini et al., 2024). When students interpret physical education as a positive and valuable experience, confidence in one's own abilities will increase (Yulianto et al., 2025b). On the other hand, less

meaningful learning has the potential to weaken students' self-efficacy. Meaningful physical education has a strong theoretical relationship with the formation of students' self-efficacy (Jalaluddin & Kusnanik, 2024).

According to theoretical research and preliminary data from State Junior High School 2 Semarang, State Senior High School 12 Semarang, and State Vocational School 10 Semarang, physical education learning shows that it is not only the physical activities carried out by students, but also how they interpret the lessons. Students' perceptions of physical education vary, as indicated by their levels of engagement, enjoyment, confidence, and involvement (Susani et al., 2023). In addition, the study shows that students who view physical education more positively tend to have greater confidence in their ability to exercise. This shows that there is a relationship between physical education and student achievement levels, especially when PE is taught in junior high schools and vocational schools. Therefore, further research should be conducted on the relationship between the meaning of physical education (Meaningful Physical Education) and students' self-efficacy conceptually and practically. Thus, this study aims to examine the relationship between the meaning of physical education and students' self-efficacy as an effort to provide a scientific basis for the development of PE learning that is not only oriented towards physical achievement but also towards strengthening psychological aspects and meaningful learning experiences for students.

METHODS

This study uses a quantitative approach with a correlational design. A correlational design was chosen because this study aims to determine the relationship between two variables without giving special treatment to the research subjects. The variables examined in this study are the meaning of physical education (Meaningful Physical Education) as the independent variable and student self-efficacy as the dependent variable. This study was designed to identify the relationship between variables objectively through a quantitative correlational approach.

The population in this study consisted of all active students at State Junior High School 2 Semarang, State Senior High School 12 Semarang, and State Vocational School 10 Semarang who participated in PE learning. The research sample consisted of 219 students selected using purposive sampling, with the criteria being that they were active students participating in PE learning and willing to be research respondents. Purposive sampling was used to ensure that the research subjects had characteristics that were in line with the research objectives. The sample was selected purposively so that the data obtained was relevant to the focus of the study.

The instruments used in this study were the Meaningful Physical Education questionnaire and the student self-efficacy questionnaire (Mulya et al., 2025).The Meaningful Physical Education questionnaire was compiled based on the dimensions of enjoyment, challenge, competence, autonomy, and social interaction, while self-efficacy was compiled based on indicators of students' confidence in their ability to perform physical activities and face learning challenges (SITI, 2025). The instruments were presented in the form of a Likert scale with five answer choices. The research instruments were designed to systematically measure students' perceptions of the meaning of physical education and self-efficacy (Gamilina & Noor, 2025)

The data obtained was first tested for normality. It turned out that the data distribution was not normal, so the researcher used Spearman's nonparametric correlation test to determine the relationship between the meaning of physical education (Meaningful Physical Education) and student self-efficacy, so that the analysis of the relationship between variables was carried out using Spearman's nonparametric correlation test. The Spearman test was used to determine the strength and direction of the relationship between the meaning of physical education and students' self-efficacy with a significance level (Saputro & Sistiasih, 2025). The Spearman correlation test was used because the data was ordinal and not normally distributed (Subhaktiyasa et al., 2025).

RESULTS AND DISCUSSION

T**abel 1.** Descriptive Statistics

	N	Min	Max	Mean	Hours of deviation
Meaningfull Physical	219	1	5	4.19	.717
Self-Efficacy	219	1	5	3.86	.769

According to descriptive data analysis from students at State Junior High School 2 Semarang, State Senior High School 12 Semarang, and State Vocational School 10 Semarang, students' perceptions of the meaning of physical education are in the moderate to high category. This shows

that most students have been able to consider PE learning as something beneficial in terms of satisfaction, involvement, and benefits for themselves. The variation in scores shows that each student's learning experience is different, influenced by their own characteristics and the learning process they have undergone. Students generally consider physical education to be a fairly useful experience.

Table 2. Normality Test

	Statistic	df	Say.	Criteria
Meaningfull Physical	.158	219	.000	abnormal
Self-Efficacy	.128	219	.000	abnormal

Based on the results of **Table 2** normality tests on the variables of meaningful physical education and student self-efficacy, a significance value of < 0.05 was obtained. This indicates that the data for both variables are not normally distributed. Therefore, the analysis of the relationship between variables in this study does not meet the assumptions of parametric tests. The research data are not normally distributed, so the analysis was continued using Spearman's non-parametric test.

Tabel 3. Spearman Non-Parametric Correlation Test

			Meaningfull Physical	Self-Efficacy	Criteria
Spearman's rho	Meaningfull_ Physical	Correlation Coefficient	1,000	.251**	
		Physical		0,000	sig
		N	219	219	
	Self-Efficacy	Correlation Coefficient	.251**	1,000	
		Self-Efficacy	0,000		sig
		N	219	219	

Based on **Table 3**, it is known that the Sig. (2-tailed) value is 0.000. Because the Sig. (2-tailed) value is less than 0.005, it means that there is a significant relationship between meaningful physical education and students' self-efficacy. Table 3 also shows a correlation coefficient of 0.251**, which means that the strength of the correlation or relationship is very strong. There is a significant and positive relationship between the meaning of physical education and students' self-efficacy.

This discussion focuses on the relationship between meaningful physical education and students' self-efficacy based on data analysis from State Junior High School 2 Semarang, State Senior High School 12 Semarang, and State Vocational School 10 Semarang,10 Semarang. The results of the Spearman correlation test show a significant and positive relationship between the two variables, indicating that the more meaningful the physical education learning is perceived by students, the higher their self-efficacy in participating in PE activities. Descriptive analysis results show that students' perceptions of the meaning of physical education are in the moderate to high category. These findings indicate that, in general, students have found PE learning to be a meaningful experience in terms of enjoyment, involvement, and personal benefits (Muhtar et al., n.d.). This condition reflects that PE learning in the three schools has led to an approach that is not only oriented towards physical activity but also towards the students' learning experience.

The meaning of physical education as perceived by students is inseparable from the application of the dimensions of Meaningful Physical Education, such as enjoyment, challenge, competence, autonomy, and social interaction. Students who feel happy and positively challenged tend to show higher engagement in learning. This reinforces the assumption that positive affective experiences are an important foundation in constructing the meaning of learning in physical education (Apriyanto et al., 2025). From a constructivist perspective, the meaning of learning is formed through active interaction between students and their learning experiences (Nerita et al., 2023). When students are given the opportunity to be actively involved, choose movement strategies, and reflect on their experiences, learning becomes more meaningful. The findings of this study indicate that this approach contributes to an increase in students' belief in their own abilities (Hanaris, 2023).

The Spearman correlation test resulted in a coefficient value of 0.251 with a significance of 0.000, indicating a positive and significant relationship between the meaning of physical education and students' self-efficacy. Although the correlation strength is in the low to moderate category, these findings are still statistically and pedagogically meaningful (Novianti & Sutarni, 2025). This shows that the meaning of learning is one of the important factors that contribute to the formation of students' self-efficacy (Calicchio, 2023).

Self-efficacy in the context of physical education relates to students' belief that they are capable of performing physical activities, mastering motor skills, and facing learning challenges (Itin, 2024). Students who perceive PE as a posi-

tive experience tend to be more confident, daring to try, and not easily giving up when encountering difficulties (Pebriyandi et al., 2024b). These findings are in line with social cognitive theory, which places learning experiences as the main source of self-efficacy formation (Rasmi et al., 2025). The competence dimension in MPE plays an important role in increasing students' self-efficacy. When students feel capable of completing movement tasks according to their ability level, they gain a mastery experience that strengthens their self-confidence (Zulfikar et al., 2025). Research data shows that students who assess PE as learning that gives them a sense of capability tend to have higher levels of self-efficacy (Saputra, 2017). In addition, the social interaction dimension also contributes to students' self-efficacy. A supportive learning environment, positive interactions with peers, and support from PE teachers create an emotionally safe learning atmosphere (Leko, 2023). These conditions allow students to feel comfortable trying and learning, thereby strengthening their belief in their abilities (Jelita & Sholehuddin, 2024).

The dimension of autonomy in Meaningful Physical Education plays a role in building self-efficacy (Zulfikar et al., 2024). When students are given the space to make decisions, choose activities, or adjust the level of difficulty, they feel they have control over the learning process (Utama et al., 2025). This sense of autonomy encourages personal responsibility and increases students' confidence in participating in PE learning. The results of this study also show that PE learning that is not meaningful has the potential to weaken students' self-efficacy (Mawaddah,2021).Students who do not feel enjoyment, relevance, or social support tend to have lower self-confidence (Parman, n.d.).These findings emphasize the importance of the teacher's role in designing PE learning that is oriented towards meaningful learning experiences, not merely physical achievements (Alimuddin et al., 2024). Although the relationship found is not particularly strong, the results of this study still have significant practical implications. The meaning of physical education is not the only factor that influences students' self-efficacy, but it is an important variable that can be developed through appropriate learning design. Other factors such as individual characteristics, previous experiences, and the school environment also contribute to the formation of self-efficacy.

Overall, the results of this study reinforce the theoretical basis that Meaningful Physical Education plays a strategic role in the development of students' psychological aspects, particularly self-efficacy. Meaningful PE learning not only has an impact on motor skills, but also on students' self-confidence, motivation, and readiness to face future learning challenges. Therefore, integrating MPE principles into PE learning is an important step in improving the quality of physical education holistically.

CONCLUSION

This study concluded that there is a meaningful and positive relationship between Meaningful Physical Education and students' self-efficacy. The results of the Spearman correlation test show that students who perceive PE learning as a meaningful, enjoyable, challenging experience, supported by a sense of competence, autonomy, and social interaction, tend to have higher levels of self-efficacy in participating in physical education activities. These findings confirm that the meaningfulness of the learning experience is an important factor in strengthening students' psychological aspects, particularly their belief in their own abilities.

Based on these results, further research is recommended to use experimental or longitudinal designs to examine the causal effect of Meaningful Physical Education on students' self-efficacy. In addition, further research can expand the variables by including factors such as learning motivation, student involvement, or the physical education classroom climate, as well as involving more diverse education levels and school contexts to strengthen the generalization of findings and the development of a physical education learning model oriented towards meaningful learning experiences.

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