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## THE IMPACT OF THE SCHOOL ENVIRONMENT ON MOTIVATION FOR PHYSICAL EDUCATION LEARNING IN JUNIOR HIGH SCHOOLS

Muhammad Ilyas Nurfadhilah<sup>1</sup>, Sumbara Hambali<sup>2</sup>, Veny Juniarni Hardi<sup>3</sup>.

*Physical Education Health and Recreation, STKIP Pasundan, West Java, Indonesia.*

### ABSTRACT

This study addresses the issue of the impact of the school environment on students' learning motivation in physical education at the junior high school level. The aim of this research is to determine the effect of the school environment on learning motivation in physical education among junior high school students. This research employed an ex post facto method with data collected through a questionnaire conducted at SMP Negeri 3 Padalarang. The population consisted of all students at SMP Negeri 3 Padalarang, and the sample was one class of 45 students selected using a cluster random sampling technique. The research instrument was a questionnaire consisting of 27 statement items that had been tested for validity and reliability. The results showed that most students responded with "strongly agree" (51%) and "agree" (47%) to the statement that the school environment has a positive impact on their learning motivation in physical education.

**Keywords:** Learning motivation, Physical education, School environmental impac

### INTRODUCTION

Physical Education, Sports, and Health is a subject that equips students with knowledge about physical movement in sports and the health factors that influence it, skills in performing physical movement in sports and maintaining their health, as well as behavioral attitudes required in sports and maintaining health as a whole, so that students are formed who are aware of physical fitness, aware of sports and aware of health. Thus, the subject of Physical Education is one of the compulsory subjects taught to students in schools, which aims to help students to strengthen physical fitness and health through the introduction and instilling of positive attitudes, as well as basic movement skills in various physical activities (Hendri & Aziz, 2020).

According to Muhammad Saroni (2006, pp. 82-84), "The learning environment is the place where the learning process takes place, encompassing all aspects." Experts often refer to the learning environment as an educational environment. Referring to the views of Tirtarahardja and La Sulo (2005, p. 163) and the opinion of Ki Hajar Dewantara in Munib (2004, p. 76), it can be emphasized that the educational environment, as the setting where the educational process takes place, can originate from the family environment, the school environment, the peer environment, and the community in general.

"The school environment is a formal educational institution where teaching and learning activities take place, and knowledge is taught and developed for students" (Tulus Tu'u, 2004, p. 1). In line with this opinion, according to Muhammad Saroni (2006, pp. 82-84), the school environment is: "Everything related to the place where the learning process takes place." The school environment encompasses all formal educational settings that can influence the formation of a person's attitudes and develop a student's potential (Dewi & Yuniarsih, 2020).

Methods for Increasing Student Learning Motivation. Motivation is a crucial psychological factor in the learning process. Learning motivation plays a crucial role in learning success because without it, it will be difficult to implement any actions towards improvement. According to Clayton Alderfer (Nashar, 2004), "learning motivation is a student's tendency to engage in learning activities driven by the desire to achieve the best possible achievement or learning outcomes." According to Usman (2010), intrinsic motivation arises from within the individual due to an invitation, command, or coercion from others, ultimately leading to a willingness to do something or learn (Harahap et al., 2021).

## ***METHOD***

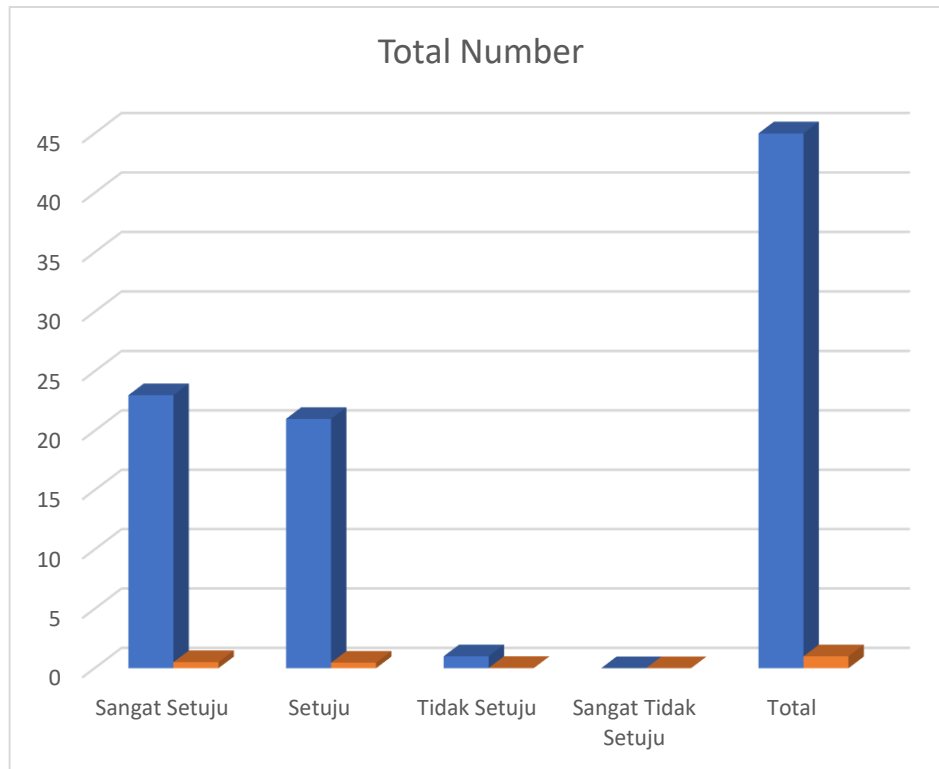
This study employed a quantitative approach with an ex post facto method, as the independent variable—the school environment—was not directly manipulated by the researcher but rather occurred naturally. The purpose of this method was to determine the relationship between school environmental conditions and student learning motivation in physical education lessons. The study was conducted at SMP Negeri 3 Padalarang, with a population of all ninth-grade students. The sample was drawn using a cluster random sampling technique, with one class (grade IX-C) consisting of 45 students serving as respondents.

The instrument used was a closed-ended questionnaire with 27 items structured based on learning motivation indicators and school environmental factors. Each item was measured on a 4-point Likert scale ranging from strongly disagree to strongly agree. Prior to use, the instrument underwent validity and reliability testing. Validity testing was performed using product-moment correlation, and 19 of the 27 items were declared valid. Reliability testing using the Cronbach's Alpha formula yielded an  $\alpha$  value of 1.023, indicating high reliability. Data collection was conducted by distributing the questionnaire directly to students. The data obtained were then analyzed descriptively quantitatively

using percentage techniques and Respondent Achievement Level (TCR) calculations to classify student motivation levels based on responses to the school environment.

## **RESULTS AND DISCUSSION**

### **Results**



**Diagram 1**

Based on the picture above, the impact of the school environment on the motivation of learning physical education is included in the strongly agree category of 51%, the agree category is 47%, the fairly good category is 2%, and the bad category is 0%. These results can be interpreted as the Impact of the School Environment on the Motivation of Learning Physical Education in Junior High Schools is Good. In this study, it is suggested that the influencing factors are Interest in Lessons, Curiosity, Satisfaction in Learning, Learning Independence, Facilities and Infrastructure, Praise or Awards, Social Support, Hope/Achievement, Environmental Facilities.

### **Discussion**

This study aims to determine the impact of the school environment on motivation to learn physical education in junior high schools, based on factors such as interest in the subject, curiosity, satisfaction in learning, learning independence, facilities and infrastructure, praise or rewards, social support, expectations/achievements, and

environmental facilities. This study was conducted at SMP Negeri 3 Padalarang with 45 9C grade students to determine the impact of the school environment on student motivation in physical education lessons. The results showed that 51% of respondents strongly agreed that the school environment influences their enthusiasm for physical education lessons. This indicates that a supportive physical, social, and academic environment can enhance students' enthusiasm for learning.

The school environment referred to in this study encompasses various aspects, such as sports facilities (fields, sports equipment), school cleanliness and comfort, the social atmosphere between students and teachers, and support from the school administration. More detailed research results indicate that aspects such as interest in the subject, curiosity, and satisfaction in learning significantly influence student motivation. Sixty-seven percent of students expressed a strong interest in physical education lessons because they felt comfortable with the school environment. Meanwhile, 62% of students stated that their curiosity increased in supportive learning environments. Furthermore, 84% of students were satisfied with the learning process, indicating that the learning process was enjoyable and not boring.

Learning motivation is also influenced by students' level of independence. In this study, 56% of students felt capable of learning independently or completing assignments without coercion, indicating that the school environment provides positive encouragement for the development of an independent character. School facilities also play a significant role in learning motivation. 82% of students felt that the school's facilities and infrastructure were very helpful in their Physical Education (PJOK) learning process. This suggests that schools with comprehensive facilities can increase students' interest and enthusiasm for learning and exercising.

The importance of recognition and praise from teachers is also evident in the study results. 73% of students felt more motivated when they received praise or recognition from their teachers, indicating that this form of positive reinforcement can boost students' self-confidence. Social support was also highly influential, with 71% of students stating that their enthusiasm was boosted by support from friends and teachers. Equally important, the desire to achieve was a key driver for 73% of students in learning PJOK. They felt that a supportive school environment could help them achieve success in both academic and non-academic activities.

Overall, this discussion demonstrates that the school environment has a significant influence on students' motivation to learn PJOK. When the physical, social, and emotional environment at school is well-managed, students will feel comfortable, valued, and

motivated to study harder. Therefore, the role of schools and teachers is crucial in creating a supportive atmosphere, providing adequate facilities, and providing rewards that encourage student development.

Research shows that the school environment significantly impacts students' learning motivation in Physical Education (PJOK). Most students stated that they feel more enthusiastic about learning when the school provides complete facilities, a clean environment, and good social support. This aligns with the opinion of Dewi & Yuniarsih (2020), who stated that a conducive physical and social school environment can increase students' enthusiasm and concentration in learning. Furthermore, research by Azmi, Fatmasari, & Jacobs (2024) confirms that a supportive environment increases students' interest and engagement in physical activity. Praise and appreciation from teachers also influence student motivation, as explained by Andriani & Rasto (2019), who found that positive responses from the environment can strengthen learning motivation.

Peer and teacher support has also been shown to boost students' self-confidence, as explained by Shabrina et al. (2024), who found that interpersonal communication and social support can create a comfortable and stimulating learning environment. Therefore, it can be concluded that a positive school environment, both physically and socially, plays a significant role in building student motivation in physical education.

### **CONCLUSION**

Based on the research results obtained through data processing and analysis from the study entitled the impact of the school environment on the motivation for learning physical education in junior high schools, the following conclusions can be drawn: there is a significant influence between the school environment on learning motivation in students of SMP Negeri 3 Padalarang. This is reinforced by the results of the data analysis that has been carried out. So it can be concluded that the school environment influences learning motivation in students of SMP Negeri 3 Padalarang.

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