



Student Motivation in Physical Education and Health Learning at Dharmabakti Nusantara Vocational School, Padang

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Abstract

The problem in this study is the lack of effective implementation of physical education and health learning. Students also appear to lack enthusiasm in participating in learning, as if physical education learning is merely entertainment and a supplement to school subjects. This study aims to determine student motivation in physical education learning at Dharmabakti Nusantara Vocational School, Padang. This research is a descriptive study. The method used was a survey with a questionnaire as the data collection technique. The population in this study was 219 students. The sample in this study was drawn using a 20% random sampling technique, amounting to 44 students. The data analysis technique used descriptive analysis expressed as a percentage. The results showed that student motivation in physical education learning at SMK Dharmabakti Nusantara Padang, based on intrinsic motivation (58.33%), fell into the sufficient category, based on extrinsic motivation (61.88%), fell into the good category, and overall, both intrinsic and extrinsic motivation (59.89%) fell into the sufficient category. Therefore, student motivation in physical education learning at SMK Dharmabakti Nusantara Padang is in the sufficient category.

Keywords: *Motivation, Intrinsic, Extrinsic, Physical Education Learning*

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INTRODUCTION

Physical Education, Sports, and Health developed in schools is closely linked to achieving the outlined national education goals. Through movement, a person's full potential can be developed, both physically and psychologically, to become an intelligent and faithful individual (Belanche et al., 2021).

To achieve desired learning outcomes, students with strong learning motivation tend to engage effectively in the classroom teaching and learning process. Conversely, students with poor learning motivation tend to achieve poor learning outcomes (Vasconcellos et al., 2020).

Education is a lifelong process of human development. Physical Education, Sports, and Health taught in schools plays a crucial role, providing opportunities for students to directly

engage in various learning experiences through selected, systematic, and well-designed physical, sports, and health activities (Garcia, 2025).

According to Ateng in (Kalajas-Tilga et al., 2020), physical education is an integral part of overall education through various physical activities aimed at developing individuals organically, neuromuscularly, intellectually, and emotionally. (Swandana, 2025) argues that "Physical education, sports, and health is an educational process through physical activities, games, or sports." Therefore, the medium used here is a series of physical activities, games, or perhaps even sports.

Therefore, it can be concluded that physical education is a systematically planned, beneficial physical education process aimed at developing and improving individuals organically. Physical education, sports, and health are integral parts of overall education, aiming to develop aspects of physical fitness, motor skills, critical thinking skills, social skills, reasoning, stability, moral action, aspects of a healthy lifestyle, and an introduction to a clean environment through selected and systematically planned physical activities, sports, and health to achieve national education goals (Candra, 2023).

Based on the description above, it can be concluded that the goal of physical education is to help students move toward maturity, both physiologically, intellectually, and emotionally, and to teach children healthy lifestyles. However, when viewed from a long-term perspective, physical education goals align with national education goals. Medium-term goals include developing physical fitness, improving skills, developing reasoning, and developing a better personality. Short-term goals are immediate because physical changes are ongoing.

Physical education and health are a medium for encouraging physical growth, psychological development, motor skills, knowledge and reasoning, establishing values (attitude, mental, emotional, sportsmanship, spiritual, and social), and fostering healthy lifestyle habits, all of which ultimately stimulate balanced physical and psychological growth and development (Ariestika & Aofal, 2024). Furthermore, the Ministry of National Education (2003:1) states: "Physical education is an educational process that utilizes systematically planned physical activities aimed at developing and enhancing individuals organically, neuromuscularly, perceptually, cognitively, and emotionally, within the framework of the national education system."

Motivation is a basic drive that drives a person to behave (Sevilla-Sanche et al., 2023). From the drive that exists within a person, that person will move himself to do something. Intrinsic motivation is a motive that becomes active or functional without needing external

stimulation, because the individual already has a drive to do something (Angelia et al., 2025). Intrinsic motivation arises without external stimulation because it already exists within the individual, aligning with their needs, as this motivation is very important within a person.

The stronger a person's intrinsic motivation, the greater the likelihood of exhibiting strong behavior to achieve goals. Intrinsic motivation is a drive that arises without external stimulation because it already exists within the individual, aligning with their needs. Intrinsic motivation is motivation that is embedded within the learning situation and fulfills the student's needs and goals (Sepriadi, 2017).

Therefore, intrinsic motivation does not need external stimulation because the individual already has a drive to do something. For example, a student who studies because he wants to achieve his goals of being smart and achieving. This driving drive stems from a need. Motivation arises from self-awareness of the goals you want to achieve.

Extrinsic motivation is motives that are activated and function due to external stimuli (Okilanda et al., 2020). Extrinsic motivation arises from stimuli from outside the individual and has positive benefits for that individual. Extrinsic motivation is active and functions due to external stimuli. Extrinsic motivation can be defined as a form of motivation in which learning activities are initiated and continued based on external stimuli that are not strictly related to the learning activity. For example, students become more diligent in completing assignments because they expect to receive a reward from their teacher or receive a higher grade.

Having goals can motivate behavior and can also determine how actively a person engages in activities. This is because, in addition to being determined by basic motives, goals are also determined. Therefore, students will be more active in learning when there are external stimuli and when they achieve their desired goals.

Motivation and learning are interconnected. Learning is a relatively permanent change in behavior that potentially occurs as a result of practice or reinforced practice, driven by the goal of achieving a specific objective (Asnaldi et al., 2018). Indicators of learning motivation can be grouped as follows: (1) a desire and longing for success; (2) a drive and need for learning; (3) hopes and aspirations for the future; (4) appreciation for learning; (5) engaging learning activities; and (6) a conducive learning environment, enabling students to learn effectively.

Learning motivation is a psychological factor within an individual. Its distinctive role is in the passion or enthusiasm for learning. Motivated students will have the will to engage in learning activities. Learning motivation is the total driving force within a student that generates

learning activities, ensures the continuity of learning activities, and provides direction for those learning activities, thus achieving the desired goals (Ikhsan, 2017).

METHOD

This descriptive study aims to describe student motivation towards physical education and health learning at SMK Dharmabakti Nusantara Padang. This research will be conducted after the proposal is approved. The research location is SMK Dharmabakti Nusantara Padang.

Based on the research problem, the study population is 219 students at SMK Dharmabakti Nusantara Padang, consisting of grades 10, 11, and 12. A random sampling technique was used to sample the population from grades 10 and 11. The principal of grade 99, however, objected to being selected as a sample, as they were preparing for the final exam. Furthermore, random sampling was used in this study, with 20% of the population being selected, resulting in 44 students. To obtain data for this study, the researcher used a non-test research instrument in the form of a questionnaire.

In this study, the questionnaire used was a closed-ended questionnaire, for which the researcher provided answers, allowing respondents to simply choose their answer. The scale used was a Likert scale with five response alternatives: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD).

RESULTS AND DISCUSSION

Result

Based on the table above, for the intrinsic motivation variable of students at SMK Dharmabakti Nusantara Padang, the total number of answers obtained was 836.

Table 1. Frequency Distribution of Intrinsic Variables at SMK Dharmabakti Nusantara Padang

Indicator	Total Answers	Percentage (%) Frequency	Intrinsic Motivation Achievement Level
Strongly agree	595	23,20	58,33%
Agree	860	33,20	
Doubtful	672	26,20	
Don't agree	320	12,48	
Strongly Disagree	118	4,60	
Total	2565	100	

Based on the table above, the total number of responses for the intrinsic motivation variable of students at SMK Dharmabakti Nusantara Padang was 2.565. Based on the table

above, the total number of responses for the extrinsic motivation variable of students at SMK Dharmabakti Nusantara Padang was 660.

Table 2. Frequency Distribution of Extrinsic Variables at SMK Dharmabakti Nusantara Padang

Alternative Answers	Total Answers	Percentage (%) Frequency	Extrinsic Motivation Achievement
Agree	924	42,98	61,88%
Doubtful	591	27,49	
Don't agree	190	8,84	
Strongly Disagree	60	2,29	
Total	2150	100	

Based on the previous table, for the extrinsic motivation variable of students in physical education and health learning at SMK Dharmabakti Nusantara Padang, the total answer obtained was 2.150.

Table 3. Total Frequency Distribution of motivation at SMK Dharmabakti Nusantara Padang

Intrinsic Motivation Achievement Level	Extrinsic Motivation Achievement Level	Motivation Achievement Level
58,33%	61,88%	59,89%
sufficient category	good category	sufficient category

Discussion

The research results indicate that student motivation in physical education learning at SMK Dharmabakti Nusantara Padang, both intrinsic and extrinsic, demonstrates sufficient motivation. The analysis above concludes that students at SMK Dharmabakti Nusantara Padang are still lacking in motivation. Therefore, teachers must strive to stimulate student motivation in Physical education, fostering enthusiasm for learning, fostering student engagement, and fostering enjoyable learning through the use of various methods, strategies, techniques, and approaches, supported by adequate facilities and infrastructure.

Teachers, as learning facilitators, must be able to accomplish this. Furthermore, teachers are required to play multiple roles in the teaching and learning process, enabling them to create effective learning environments. To improve teaching quality, teachers must be able to plan teaching programs and implement them through interactive teaching and learning activities. A teacher must improve his/her professional quality in order to create an ideal teacher

who will become a member of the learning passion for students to improve learning achievement and will improve the quality of education in the future (Alfiansyah et al., 2020).

Students' physical education learning outcomes will certainly improve if they address factors that can influence their learning outcomes, particularly student motivation (Firdaus, 2016). This means that one of the key factors for achieving good learning outcomes is improving and maintaining motivation. To obtain more comprehensive insight into adolescents' motivational processes in relation to psychological experiences of adolescents in different social environments, the impact of adaptive and maladaptive behaviors of PE teachers and adolescents' experiences of both need satisfaction and need frustration should be explored (Kalajas-Tilga et al., 2020).

Students with high motivation tend to have: 1) Better practical grades (e.g., motor skills, teamwork), 2) Discipline in participating in sports activities, 3) Enthusiasm during physical education lessons. Students with low motivation are more likely to: 1) Absent from physical education lessons, 2) Inactive or passive during learning, 3) Low learning outcomes, both cognitively and affectively.

In the context of physical education, motivation can stem from the need for recognition (sports achievements) or the desire to become healthier and fitter. Intrinsic motivation (originating from within, such as enjoyment or challenge) has been shown to be more effective in increasing participation in sports. Students who feel independent, competent, and socially connected tend to be more motivated and achieve better learning outcomes in Physical education

In-depth Interpretation: 1) Motivation as the Primary Driver; Motivation is the driving force behind learning activities in Physical Education (PJOK). Students who feel motivated will be more physically and mentally prepared to engage in learning activities that require cooperation, discipline, and a competitive spirit. 2) Direct and Indirect Influences; Motivation not only directly influences learning outcomes (e.g., skill scores), but also indirectly through: a) Attendance and active participation, b) Attitudes toward sports and healthy living, c) Self-confidence in demonstrating motor skills. 3) Contextual Factors; The school environment, the teaching style of the PJOK teacher, and peer support can also strengthen or weaken the influence of motivation on learning outcomes. Teachers who provide positive feedback can strengthen students' intrinsic motivation.

CONCLUSION

Based on the results of data analysis, it can be concluded that student motivation in learning physical education and health at SMK Dharmabakti Nusantara Padang based on intrinsic factors is in the Sufficient category of 58.33%, based on extrinsic factors is in the Good category of 61.88%, and student motivation in learning physical education and health at SMK Dharmabakti Nusantara Padang as a whole includes intrinsic and extrinsic motivation is in the Sufficient category of 59.89%. So, student motivation in learning physical education and health at SMK Dharmabakti Nusantara Padang is included in the Sufficient category.

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