



## **The Influence of Learning Motivation on Students' Interest in Physical Education at SMPN 18 Cirebon City**

**Achmad Zakaria<sup>1\*</sup>, Adiman<sup>2</sup>, Syifa Nurbait<sup>3</sup>**

<sup>1,2,3</sup>Department Physical Education, Health, and Recreation, University Nahdlatul Ulama  
Cirebon, Indonesia

\*Corresponding Author: Achmad, Zakaria, e-mail: [zakaria42@gmail.com](mailto:zakaria42@gmail.com)

Received: 20 August 2023, Approved: 20 September 2023, Published: 30 September 2023

### **Abstract**

**Study purpose.** This study aims to determine the effect of learning motivation on interest in physical education (PE) among eighth-grade students at SMPN 18 Kota Cirebon. Learning motivation is an important factor that encourages students to be more active and interested in the learning process, especially in PE, which requires both physical and mental involvement.

**Materials and method.** This study employed a pre-experimental method with a one-group pretest-posttest design. The research subjects were 31 eighth-grade students from Class VIII A. Data collection instruments consisted of a closed-ended questionnaire using a Likert scale to measure motivation and learning interest levels before and after the intervention. The intervention involved instruction using the demonstration method. Data analysis was conducted using linear regression analysis with the assistance of SPSS software.

**Results.** The results showed that learning motivation significantly influenced interest in physical education learning. The increase in motivation through the demonstration method was proven to enhance students' interest in participating in learning.

**Conclusions.** Therefore, physical education teachers are advised to maximise the use of interactive learning methods such as demonstrations to encourage students' motivation and interest in learning.

**Keywords:** Motivation, Interest, Education

DOI: <https://doi.org/10.52188/ijpess.v3i2.1430>

©2023 Authors by Universitas Nahdlatul Ulama Cirebon



### **Introduction**

Physical education is an integral part of overall education that aims to develop the physical, mental, social, and emotional aspects of students through physical activities (González-Fernández et al., 2021; Vanluyten et al., 2023; Wintle, 2022). In the physical education learning process, learning motivation plays an important role in encouraging students to actively participate and show a high level of interest in the material being taught (Akhmad & Mesnan, 2019; Akhmad, Suharjo, Hariadi, Dewi, & Supriadi, 2022; Wyk, 2012). High

motivation will foster a positive interest in learning, so that learning objectives can be achieved optimally.

Interest in learning is a psychological condition characterised by attention and enjoyment of a learning activity (Mykytyn, Dmytrus, Kapets, & Gniezdilova, 2024). The higher a student's interest in learning, the more likely they are to follow lessons seriously. In the context of physical education, high interest is very important, given that these lessons require active involvement, both physically and mentally (Fatmawati & Yusrizal; Lucius & Daryanto, 2024; Sumyadi, Umasih, & Syukur, 2020).

However, the reality in the field shows that students' interest in physical education is still relatively low. One factor that is thought to influence this low level of interest is the lack of learning motivation provided to students. Therefore, it is important to examine the extent to which learning motivation can influence students' interest in participating in physical education. This study aims to determine the effect of learning motivation on students' interest in physical education among eighth-grade students at SMPN 18 in Cirebon City.

## **Materials and Methods**

### ***Study participants***

This study involved eighth-grade students at SMP Negeri 18 Kota Cirebon in the 2023/2024 academic year. The research sample was selected using purposive sampling, namely class VIII A consisting of 31 students. The selection of this class was based on considerations of ease of access, active student involvement in physical education learning, and the willingness of teachers and students to participate in the research. All participants were active students and had no physical impairments that could interfere with their participation in physical education learning activities.

### ***Study organization***

The research method used in this study was the experimental method (Al-Naimi, 2021; Bogusz, Popławski, Stankiewicz, & Kowalski, 2022a, 2022b). The results of this experimental study can increase students' motivation to learn physical education. Increasing students' motivation to learn is necessary in order to improve their motivation to learn.

### ***Statistical analysis***

The data obtained were analysed using SPSS software (Singh, Kulandaivelan, Prakash, Punia, & Kulandaivelan, 2017). Prerequisite tests were conducted first, including normality and linearity tests. Next, simple linear regression analysis was used to determine the effect of learning motivation on interest in physical education. The significance level was set at  $p < 0.05$  to determine the significance of the analysis results.

## **Results**

All students who participated in this study were recorded as actively participating in Physical Education, Sports, and Health (PJOK) learning activities on a regular basis according to the school schedule, namely once a week with a learning duration of two lessons. The PJOK activities they participated in included various forms of physical activities such as sports games, physical fitness activities, gymnastics, as well as education on the values of sportsmanship and cooperation. This provides a strong foundation that all respondents have direct experience and involvement in PJOK learning, enabling them to provide valid and relevant responses to the research instruments provided.

In addition, before the questionnaire was administered, the researchers also conducted preliminary observations and informal interviews with several students and PJOK teachers to ensure that the students understood the role and benefits of PJOK and had a relatively balanced

learning experience. These observations showed that the majority of students had a positive attitude towards PJOK learning, although there were variations in terms of individual motivation and interest. These variations then became the main focus of this study for further in-depth analysis.

Thus, this general description of the respondents provides an important initial context for understanding the background of the data obtained and serves as a starting point for interpreting the results of further analysis of the relationship between learning motivation and student interest in PJOK learning. Learning motivation was measured using a questionnaire with a 1–5 Likert scale. The results of the recapitulation of student learning motivation scores are shown in the following table:

**Table 1.** Distribution of Student Learning Motivation Scores

Score Interval	Categories	Frequency	Percentage (%)
85 – 100	Very High	8	13.3%
70 – 84	High	24	40.0%
55 – 69	Medium	21	35.0%
40 – 54	Low	6	10.0%
< 40	Very Low	1	1.7%
Number		60	100%

From the table, it can be seen that the majority of students (73.3%) have high to very high learning motivation, while only 11.7% have low or very low motivation. This shows that, in general, students at SMPN 18 Kota Cirebon are quite motivated in the learning process, including in PJOK subjects. This finding indicates that, in general, the majority of students at SMP Negeri 18 Kota Cirebon have relatively high levels of learning motivation, reflecting the presence of internal and external awareness and drive within students to actively participate in learning activities, including in the subject of Physical Education, Sports, and Health (PJOK). This high level of motivation is likely influenced by several factors, such as the teaching approach used by PJOK teachers, interest in physical activities, school environment support, and students' perceptions of the benefits of PJOK learning for their health and lives.

In addition, high levels of learning motivation can also be interpreted to mean that most students have clear learning objectives, a strong sense of curiosity, and a positive attitude towards learning. They tend to have the enthusiasm to complete tasks, strive to understand the subject matter, and demonstrate perseverance in participating in learning activities. This serves as an important indicator that the learning environment at SMPN 18 Kota Cirebon, particularly in the context of the Physical Education subject, has been sufficiently successful in creating a conducive learning environment, encouraging active student participation, and fostering values of discipline and responsibility toward the educational process.

Overall, these data provide a strong basis for stating that student motivation in the context of PJOK learning is in fairly good condition and has the potential for further development. These findings also reinforce the assumption that high learning motivation can be an important factor influencing students' interest in participating in and enjoying PJOK lessons, which will be discussed further in the discussion section.

**Table 2.** Distribution of PJOK Learning Interest Scores

Score Interval	Categories	Frequency	Percentage (%)
85 – 100	Very High	6	10.0%
70 – 84	High	27	45.0%

55 – 69	Medium	20	33.3%
40 – 54	Low	6	10.0%
< 40	Very Low	1	1.7%
<b>Number</b>		<b>60</b>	<b>100%</b>

This achievement reflects that more than half of the respondents have a strong interest, attention, and enjoyment in learning activities in PJOK subjects. This can be interpreted as a positive indication that PJOK learning at SMPN 18 Kota Cirebon has been able to attract students' attention and involvement. Students who have a high interest in a subject typically demonstrate enthusiasm in participating in activities, have a desire to continue learning, and tend to be more active and responsible in the learning process. In the context of PJOK, this can be seen from students' active participation in field practice, enthusiasm during sports activities, and a desire to improve physical skills and health knowledge.

However, these findings also reveal that a number of students still show a low level of interest in learning. Six students (10%) showed low interest, and one student (1.7%) fell into the very low interest category, meaning that a total of seven students, or 11.7% of the total respondents, did not yet have an optimal interest in PJOK learning. Meanwhile, 20 students (33.3%) were in the moderate interest category, indicating that their interest in PJOK is not yet fully strong, although it is not classified as low.

The existence of groups of students with low to very low interest is an important note for PJOK teachers and school officials, as it can be an obstacle to achieving overall learning objectives. Low student interest in PJOK can be caused by various factors, such as a lack of variety in teaching methods, limited sports facilities and infrastructure, feelings of insecurity in participating in physical activities, or a lack of understanding among students of the benefits of PJOK lessons.

Thus, although students generally show a high level of interest in PJOK, more specific strategies are needed to reach and increase the interest of students in the low category. This is important so that all students, without exception, can optimally benefit from PJOK learning and make physical education an important part of the process of character building, health, and life skills.

## Discussion

These findings indicate that learning motivation plays a very important role in shaping and increasing students' interest in PJOK subjects. This is in line with the theory proposed by (Filgona, Sakiyo, Gwany, & Okoronka, 2020), that motivation is a power, drive, or need that encourages a person to take action to learn. In this context, when a student has an internal drive to learn for example, wanting to be healthy, wanting to excel in sports, or wanting to be active that drive will spark their interest in physical learning activities such as PJOK.

Furthermore, high motivation to learn will foster feelings of joy, enthusiasm, and excitement in facing lessons, which will then lead to an increase in students' interest in continuing to engage in the learning process (Akhmad & Mesnan, 2019; Rau, 2008; Wati & Suarni, 2020). Conversely, low motivation causes students to feel reluctant, passive, and even inclined to avoid learning, including in PJOK lessons, which actually require active participation (Adawiyah, Zubaidah, Listyorini, & Astriani, 2021; Akhmad et al., 2022; Wati & Suarni, 2020).

The results of this study reinforce previous findings that learning motivation is one of the most dominant internal factors in shaping students' interest in learning. Research by , for example, states that without motivation, the learning process will not proceed optimally because there is no internal drive for students to actively engage.

## Conclusions

The results of this study provide an important insight that in efforts to improve the quality of PJOK learning, the aspect of learning motivation cannot be ignored, as it is one of the main keys to fostering students' interest in learning. With the right approach, PJOK learning is not only a physical activity, but also a vehicle for character building, social learning, and the development of healthy living awareness that students can carry with them into their future lives.

## Acknowledgment

Thank you to all those involved in this research. For the sake of the perfection of this research, the author greatly appreciates constructive suggestions and criticism. Hopefully, this journal article will be useful and can make a meaningful contribution to those who need it.

## Conflict of interest

There is none.

## References

- Adawiyah, R., Zubaidah, S., Listyorini, D., & Astriani, M. (2021). The potential of Remap STAD in improving motivation and academic achievement. *AIP Conference Proceedings*. <https://doi.org/10.1063/5.0043280>
- Akhmad, I., & Mesnan. (2019). Model Learning approach to spike a volleyball Play for junior high school students. *Journal of Physics: Conference Series*. <https://doi.org/10.1088/1742-6596/1387/1/012057>
- Akhmad, I., Suharjo, Hariadi, Dewi, R., & Supriadi, A. (2022). The Effects of Learning Strategies on Senior High School Students' Motivation and Learning Outcomes of Overhead Passing in Volleyball. *International Journal of Education in Mathematics, Science and Technology*, 10(2), 456–476. <https://doi.org/10.46328/ijemst.2291>
- Al-Naimi, M. M. A. al-S. (2021). *Experimental Designs and Their Statistical Analysis* (1st editio). Baghdad: Dar al-Kutub and National Records.
- Bogusz, P., Popławski, A., Stankiewicz, M., & Kowalski, B. (2022a). *Citation: materials Experimental Research of Selected Lattice Structures Developed with 3D Printing Technology*. <https://doi.org/10.3390/ma>
- Bogusz, P., Popławski, A., Stankiewicz, M., & Kowalski, B. (2022b). Experimental Research of Selected Lattice Structures Developed with 3D Printing Technology. *Materials*, 15(1). <https://doi.org/10.3390/MA15010378>
- Fatmawati, F., & Yusrizal, Y. *Analysis of the Utilization of Nature as a Learning Media in the Covid-19 Pandemic Era*. 4(4), 8150–8154. <https://doi.org/10.33258/BIRCI.V4I4.2733>
- Filgona, J., Sakiyo, J., Gwany, D. M., & Okoronka, A. U. (2020). Motivation in Learning. *Asian Journal of Education and Social Studies*, (September), 16–37. <https://doi.org/10.9734/ajess/2020/v10i430273>
- González-Fernández, F. T., González-Víllora, S., Baena-Morales, S., Pastor-Vicedo, J. C., Clemente, F. M., Badicu, G., & Murawska-Ciałowicz, E. (2021). Effect of physical exercise program based on active breaks on physical fitness and vigilance performance. *Biology*. <https://doi.org/10.3390/biology10111151>
- Lucius, R. L., & Daryanto, Z. P. (2024). Optimizing Differentiated Learning in Physical Education Subjects: Utilization of Information and Communication Technology (ICT). *Indonesian Journal of Physical Education and Sport Science*, 4(1), 97–103. <https://doi.org/10.52188/ijpess.v4i1.587>
- Mykytyn, T., Dmytrus, N., Kapets, N., & Gniezdilova, V. (2024). Strategies for Activating Independent Learning Activities of Students in Biology Classes. *Journal of Vasyl Stefanyk*

- Prekarpathian National University*, 11(1), 155–163.  
<https://doi.org/10.15330/jpnu.11.1.155-163>
- Rau, P. L. P. (2008). Using mobile communication technology in high school education: Motivation, pressure, and learning performance. *Computers and Education*, 50(1), 1–22.  
<https://doi.org/10.1016/j.compedu.2006.03.008>
- Singh, V., Kulandaivelan, S., Prakash, S., Punia, S., & Kulandaivelan, S. (2017). Relationship between pre-competition anxiety and performance levels in inter-university women football teams. ~ 136 ~ *International Journal of Physical Education, Sports and Health*, 4(5), 136–139. <https://doi.org/10.1016/j.psychsport>
- Sumyadi, Y., Umasih, U., & Syukur, A. (2020). The Effect of Teacher Teaching Skills and Student Interest on History Learning Outcomes. *Journal of Education Research and Evaluation*. <https://doi.org/10.23887/jere.v4i3.28349>
- Vanluyten, K., Cheng, S., Roure, C., Seghers, J., Ward, P., & Iserbyt, P. (2023). Participation and physical activity in organized recess tied to physical education in elementary schools: An interventional study. *Preventive Medicine Reports*, 35. <https://doi.org/10.1016/j.pmedr.2023.102355>
- Wati, N. K. S., & Suarni, N. K. (2020). Social Studies Learning With Numbered Head Together Model Improves Learning Outcomes Viewed From Student Learning Motivation. *International Journal of Elementary Education*, 4(2), 244. <https://doi.org/10.23887/ijee.v4i2.25250>
- Wintle, J. (2022). Physical Education and Physical Activity Promotion: Lifestyle Sports as Meaningful Experiences. *Education Sciences*, 12(3), 181. <https://doi.org/10.3390/educsci12030181>
- Wyk, M. M. van. (2012). The Effects of the STAD-Cooperative Learning Method on Student Achievement, Attitude and Motivation in Economics Education. *Journal of Social Sciences*, 33(2), 261–270. <https://doi.org/10.1080/09718923.2012.11893104>

---

**Information about the authors:**

**Achmad Zakaria, S.Pd:** [zakaria42@gmail.com](mailto:zakaria42@gmail.com). Department Physical Education, Health, and Recreation, University Nahdlatul Ulama Cirebon, Indonesia

**Adiman., M.Pd:** Department Physical Education, Health and Recreation Students, Universitas Nahdlatul Ulama Cirebon, Indonesia

**Syifa Nurbait, M.Pd:** [syifanurbait@unucirebon.ac.id](mailto:syifanurbait@unucirebon.ac.id), Department Physical Education, Health and Recreation Students, Universitas Nahdlatul Ulama Cirebon, Indonesia

---

**Cite this article as:** Achmad Zakaria et al. (2025). The Influence of Learning Motivation on Students' Interest in Physical Education at SMPN 18 Cirebon City. *Indonesian Journal of Physical Education and Sport Science (IJPESS)*, 3(1), 265-270.  
<https://doi.org/10.52188/ijpess.v3i2.1430>