

## Impact of Psychological Factors on Physical Education Learning Outcomes



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**ABSTRACT:** This research aims to analyze the impact of students' perceptions and learning motivation as the main factors that influence physical education learning outcomes. Affective learning is reported to be one of the key factors in achieving physical education learning outcomes. A correlation design using the associative causal method has been used to collect information from a sample of 63 public elementary school students. Data collection was carried out through questionnaires and focus group discussions. Next, to examine the impact of this study, we utilized IBM SPSS software. The results show that there is a different correlation between physical education learning outcomes and predictors of student perception and learning motivation. The strength of the direct influence identifies that there is a significant positive influence on students' perceptions and learning motivation on physical education learning outcomes. Therefore, the components of student perception and learning motivation are the main factors in physical education learning outcomes.

**KEYWORDS:** Learning Environment, Self-Perception and Learning Motivation

### I. INTRODUCTION

Education lasts throughout life in every unit of life and is given in various paths, types, levels and educational units that are oriented towards changes in mental attitudes based on personality. Education provided in various fields, both formal and non-formal, is an effort made to strive for equal distribution of education in various circles in society. Higher Education (quoted by Natawidjaya et. al., 2007: 3). Education is developed and managed in an academic pedagogical atmosphere by healthy, autonomous, and accountable institutional organizations. by utilizing self-evaluation as a management tool based on National and International quality standards as a reference for internal and external quality guarantors.

To underlie that, it is hoped that Penjasorkes, can be used as a means of shaping human life, because through Penjasorkes in schools can develop students' potential. The development of students' potential can be achieved through various kinds of sports and games activities which contain several elements, namely cognitive, affective and psychomotor. Sports and game activities are given according to the level of growth and development of students at school, physical activities carried out must be planned in a sequential (systematic) and continuous manner, which can develop in totality the functions of the human body itself. Thus, the learning outcomes of student health workers will be better.

Good learning outcomes in learning Education in particular are expected to be able to play a role in producing quality students, namely as humans who are able to think critically, creatively, logically and take initiative in dealing with the symptoms of life both socially and technologically that develop in the midst of society in the current era of globalization. To express the above description, Penjasorkes aims to develop knowledge, skills, confidence, and personality values related to physical activities, such as aesthetic development, and social development.

In fact, initial observations at State Elementary School 10 Kunangan Parit Rantang, Kamang Baru District, Sijunjung Regency, March 2021 about the midterm learning outcomes of Penjasorkes. The author found that the completeness of students' learning has not met expectations. This means that the results of the Penjasorkes midterm exam have not partially reached the maximum completeness criteria (KKM). The KKM for Penjasorkes learning for the 2021 school year is 75, still using the KKM form of the 2004 Education Unit Level curriculum. Of the 23 students consisting of 17 male and female students with scores below KKM, the average score is 56 (incomplete, and as many as 6 students whose scores pass KKM are with an average of 83 (Complete). So it can be interpreted that the learning outcomes of Penjasorkes owned by class IV are still relatively low with an average score below KKM.

## Impact of Psychological Factors on Physical Education Learning Outcomes

From the data in it is clear that, the problem in this study is the low learning outcomes of Penjasorkes, with an average below KKM.

Based on the above facts, it is clear that the learning outcomes of Penjasorkes students of State Elementary School 10 Kunangan Parit Rantang, Kamang Baru District, Sijunjung Regency, have not been as expected. This means that there are still many students who have learning outcomes that are below KKM. This is due to many factors that affect the learning outcomes of students such as; the learning environment, not only provides facilities to go to school, but closeness to children can help him learn and solve problems together. The learning environment can improve problem-solving skills in learning and can be negotiated in an academic environment (Lage, M. J., Platt, G. J., & Treglia, M. 2000; Marwan, D. 2013).

Learning facilities are external factors that can affect student learning outcomes. Learning facilities include facilities and infrastructure. Learning facilities are one of the important factors to help the process of teaching and learning activities. When learning facilities are complete and good and utilized optimally by students, it has a high level of student learning outcomes.

In addition, parental support also contributes to influencing student learning outcomes. Nopiyanto, Y. E., & Raibowo, S. (2020) stated that parental support is one of the effective roles given by parents to children. Parents believe that raising children excessively will certainly produce spoiled children, and if given firmness and punishment will produce independent children. Therefore, in a good parental environment such as the closeness of children in the family should provide motivation and useful information, pay attention to learning, and positive reinforcement.

Reinforcement in terms of learning is also inseparable from students' perceptions of the learners themselves. Student perception can affect student learning outcomes in learning. One type of perception is learned perception, learned perception is a perception formed because individuals learn something from the surrounding environment. Perceptions learned are in the form of thoughts, ideas or ideas and beliefs learned from others. So each individual's reaction is based on perceptions that have been learned, such as children following their parents' behavior and personality. Perception of something will affect the actions that will be taken on it, including students' perception of physical education learning itself which will affect the learning outcomes of their Health Educators (Yazid, T. P., & Ridwan, R. 2018).

Active learning activities will have a positive influence on students. Student learning activities that are driven by learning motivation are a sign that students already have the awareness in themselves to study seriously. One of the real things that can be seen is that children who have high learning motivation and learning activities will get good results as well (Nurmala, D. A., Tripalupi, L. E., & Suharsono, N. 2014; Warti, E. 2016; Saputra, H. D., Ismet, F., & Andrizal, A. 2018). Moving on from these factors, we want to conduct a study related to the influence of self-perception and learning motivation on the learning outcomes of State Elementary School Student Assessment 10 Kunangan Parit Rantang, Kamang Baru District, Sijunjung Regency.

## II. METHODOLOGY

### *Sample and data collection*

The population of this study was 285 people from Sekolah Dasar Negeri 10 Kunangan Parit Rantang, Kamang Baru District, Sijunjung Regency. As a method of data collection in this study, using the sampling probabliti technique, which is based on consideration of the goals set by the researcher, so that the data to be taken is only 63 students.

### *Research instruments*

To verify the proposed hypothesis, it is necessary to make measurements related to self-perception, motivation, and learning outcomes (Bui et al., 2019; Fiske, Cuddy, & Glick, 2007). The instrument used in this study was using survey questionnaires with open and closed questions providing perceptions or views and experiences held by students. The instruments used are 1) perception with indicators (1) learning achievement, (2) changing learning experiences, (3) verbal persuasion (feedback), (4) emotional stimuli (Sağırılı, M., & Okur, B. 2017). 2) learning motivation with indicators (1) The existence of desire and desire to succeed, (2) Emotional stimulation, (3) The existence of desire and desire to succeed, (4) The existence of encouragement and need in learning, (5) The existence of hopes and aspirations for the future, (6) The existence of rewards in learning (Hamzah, 2016:31).

### *Data analysis*

First, descriptive statistics are examined to describe general abilities of self-perception, learning motivation, and physical education learning outcomes. To assess the conceptual relationship between the proposed variables, use IBM SPSS software. Significance is determined at the level of  $p < 0,05$ .

## Impact of Psychological Factors on Physical Education Learning Outcomes

### III. RESULTS

To test the hypothesis that there is an influence between self-perception and learning motivation to contribute to physical education learning, a simple linear regression analysis uses the SPSS 25 for windows program as proposed in the following table:

**Table 1. Analysis of Variance (ANOVA)**

		Coefficients <sup>a</sup>				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	86,917	7,884		11,024	,000
	X1	-,089	,094	-,120	-,941	,350

a. Dependent Variable: Y

**Table 2. R Square**

Model Summary					
Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	,320 <sup>a</sup>	,120	,002		3,604

a. Predictors: (Constant), X1

Tabel di atas menjelaskan besarnya persentase pengaruh variabel bebas terhadap variabel terikat yang disebut koefisien determinasi yang merupakan hasil penguadratan R. Dari output diatas diperoleh R Square 0,120 yang mengandung pengertian bahwa pengaruh variabel bebas (persepsi diri) terhadap variabel terikat (hasil belajar) adalah sebesar 12%.

**Table 3. Analysis of Variance (ANOVA)**

		Coefficients <sup>a</sup>				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	137,329	19,699		6,971	,000
	Y	-,774	,248	-,372	-3,129	,003

a. Dependent Variable: X2

**Table 4. R Square**

Model Summary					
Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	,372 <sup>a</sup>	,138	,124		7,017

a. Predictors: (Constant), Y

The table above explains the percentage of influence of the independent variable on the dependent variable called the coefficient of determination which is the result of the squaring R. From the output above obtained R Square 0.138 which contains the understanding that the influence of the independent variable (self-perception) on the dependent variable (learning outcomes) is as large as 13,8%.

### IV. DISCUSSION

Based on the results of the study, it was found that self-perception and learning motivation affect physical education learning outcomes. The relationship between movement skills (i.e., locomotor skills and object control), physical activity in the form of physical self-perception in learning (i.e., health, coordination, sports ability, strength, fitness, and self-esteem) without having impaired coordination development in children aged 7-10 years, and observed that coordination was the only significant predictor of physical self-concept for object control skills. No variables selected from self-concept versus physique were found to be

## Impact of Psychological Factors on Physical Education Learning Outcomes

significant predictors for locomotor skill. This means that the development of children's coordination is very important to improve self-concept related to physical activity so that when self-perception is good in physical activity in Penjasorkes learning, it will directly affect the learning results of students (Yu J, Sit CHP, Capio CM, et al, 2016).

Self-perception of learning outcomes is an important correlation of their participation in learning with regard to physical activity (Crocker, Eklund, & Kowalski, 2000). The results of this study also reported that, children with a more positive physical self-perception tend to be motivated to participate in a physically active lifestyle, so that in their study they will tend to get good results (Raudsepp, Liblik, & Hannus, 2002). In addition, one's self-perception in the physical domain is a key component of intrinsic motivation (Duda, Chi, Newton, Walling, & Catley, 1995).

In addition, another factor that affects learning outcomes, namely learning motivation. Learning motivation includes internal factors. Motivation is the driving force that arises from within students to carry out an activity and achieve predetermined goals. High learning motivation will increase enthusiasm to carry out the learning process and also improve student learning outcomes. For the smooth learning process, roles from various parties are needed so that the motivation in students can grow (Jamil, H., & Azra, F. I. 2014).

Student learning motivation in the learning process plays an important role in achieving learning outcomes. Because Motivation is a stimulus that arouses one's behavior, provides direction for behavior and maintains strong behavior. In terms of learning, students will succeed if in themselves there is a will, desire, and drive to learn, because with learning motivation, students will be moved, directed attitudes and behaviors in learning. In relation to Mulyasa's motivation, (2010:174) said "motivation is one of the factors that can improve the quality of learning, because students will learn seriously if they have high motivation". With motivation will grow the urge to do something in relation to the achievement of the goals of the learning. In line with Ting, L & Min, J (2013, p.157), increasing student learning motivation is important for the teaching and learning process of new knowledge or skills because motivation will affect how teachers and students interact with learning material so as to achieve good learning outcomes.

According to this theory, competence motivation increases when a person manages to fully master the task. This suggests that individuals who consider themselves physically competent, tend to exert greater effort in motor skills and mastery efforts, than those with poor self-perception physical competence, thereby indirectly affecting student learning outcomes (Yu J, Sit CHP, Capio CM, et al, 2016).

Based on the results of the study, it turns out that learning motivation has an influence. In this case, learning motivation is identical to how a student can focus and encourage in learning PJOK, in terms of getting good learning results. The low ability of student learning motivation as impris will have a negative impact on the learning outcomes of the students themselves. Therefore, it is necessary for a physical education teacher to create a conducive and interesting learning atmosphere so that it can cause student motivation in learning.

This study supports the process model of Ryan, R. M., & Deci, E. L. (2000) wherein, participation and performance in physical education. As hypothesized, the influence of autonomy support to needs satisfaction and from needs satisfaction to learning motivation and perceived competence is significant. The influence of learning motivation and perceived competence with learning strategies, and of learning strategies with performance and participation in physical education is significant. All indirect links in the structural model are also significant. Learning motivation support is defined as behavior to nurture and develop the source of a student's desire to learn (Reeve, J. 2009). The satisfaction of these three needs is a central resource and, as hypothesized, motivational learning support influences student learning outcomes.

The findings suggest that satisfaction needs are important for understanding learning motivation in exploring learning outcomes. In line with previous research (Ntoumanis, N. 2005) learning motivation as one of the variables in the analysis to simplify these findings. Where motivation is closely related to learning outcomes. This means that increasing student motivation in learning will have an impact on the learning outcomes of the students themselves (Bagøien, Halvari, & Nesheim, 2010).

So it can be concluded that learning motivation is one of the predictors in educational literacy to achieve good learning outcomes. Openness of the desire to follow an action in learning, encourages students to increase their understanding of learning itself. Directly increasing learning motivation itself has a positive impact on improving PJOK learning outcomes owned by students at State Elementary School 10 Kunangan Parit Rantang, Kamang Baru District, Sijunjung Regency.

## V. CONCLUSIONS

The research aimed to analyze the influence of students' perceptions and learning motivation on physical education learning outcomes, with affective learning being highlighted as a key factor. Employing a correlation design using the associative causal method, data was collected from a sample of 63 public elementary school students through questionnaires and focus group discussions. The impact of the study was examined using IBM SPSS software. The results revealed varying correlations between

## Impact of Psychological Factors on Physical Education Learning Outcomes

physical education learning outcomes and predictors such as student perception and learning motivation. Importantly, the direct influence analysis indicated a significant positive impact of students' perceptions and learning motivation on physical education learning outcomes. Consequently, it was concluded that components of student perception and learning motivation are pivotal in determining the success of physical education learning outcomes. The findings underscored the critical role of affective learning in achieving desired outcomes in physical education.

This conclusion emphasizes the importance of understanding and addressing students' perceptions and motivations in physical education contexts. By recognizing and nurturing these aspects, educators can better facilitate meaningful learning experiences and enhance overall outcomes in physical education. Additionally, the use of correlation designs and statistical analysis tools like IBM SPSS proved effective in exploring these relationships and deriving meaningful insights. Overall, the research contributes valuable insights into the factors influencing physical education learning outcomes, emphasizing the significance of affective learning, student perception, and learning motivation. These findings provide a foundation for further research and offer practical implications for educators aiming to optimize teaching strategies and enhance student achievement in physical education.

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## Impact of Psychological Factors on Physical Education Learning Outcomes

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