



School Environment and Teacher Support as Predictors of Motivation in Physical Education

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Abstract
<p>This study aims to describe the influence of the school environment and the role of teachers on student learning motivation in Physical Education, Sports, and Health (PJOK) at SD Inpres 1 Talise. A supportive school environment and active teacher roles are expected to increase student enthusiasm and participation in PJOK learning.</p> <p>This study used a quantitative descriptive method with a survey approach. The subjects were all 29 fourth-grade students. The instruments used included questionnaires, observations, and interviews. Data were analyzed using descriptive statistics in the form of percentages and data categorization .</p> <p>The results showed that 72.4% of students assessed the school environment as supportive of physical education (PJOK) learning, while 86.2% of students assessed the teacher's role as very good to good in motivating them. Overall, the level of student learning motivation was in the high category, with 86.2 % of students feeling motivated to participate in PJOK lessons.</p> <p>In conclusion, there is a positive relationship between the school environment and the role of teachers on student learning motivation. Therefore, improving school facilities and optimizing the role of teachers in the learning process are strategic steps in supporting student motivation in physical education.</p>
Keywords : School environment, teacher role, learning motivation, physical education, elementary school

Introduction

Physical Education, Sports, and Health is an integral part of the curriculum, aiming to develop physical fitness, motor skills, and a positive attitude toward physical activity. Motivation to learn in this subject is influenced by various factors, including the school environment and the teacher's role in the learning process. A supportive school environment, such as adequate sports facilities and a positive school culture, can increase student interest in learning. Furthermore, the teacher's role as a facilitator and motivator also plays a significant role in fostering students' enthusiasm for learning. A conducive school environment and the effective role of teachers are the main factors that influence students' learning motivation. The school environment encompasses various aspects such as learning facilities, classroom atmosphere, cleanliness, and social support provided by teachers and peers. A comfortable learning environment can increase students' enthusiasm for the learning process.

SD Inpres 1 Talise is an elementary school that pays attention to learning. However, there are still several obstacles that can affect students' learning motivation, such as limited sports facilities, teaching methods used by teachers, and a school environment that is not yet fully supportive. Therefore, this study aims to survey the condition of the school environment and analyze the role of teachers in student learning motivation in this subject at SD Inpres 1 Talise. The results of this study are expected to provide insight and recommendations for schools in improving the quality of the learning environment and the role of teachers in supporting student motivation.

Materials and Methods

Study Participants.

This study uses a quantitative descriptive approach, which aims to provide an overview of the school environment, the role of teachers, and student learning motivation in PJOK. This research is a quantitative descriptive study. According to Sugiyono (2012), descriptive research is used to describe or explain collected data in a way that reflects reality or the actual situation. The methods used in this research are direct observation and interaction through interviews . The data collection techniques used in this study were observation, interviews and questionnaires which aimed to determine the motivation of students at SD Inpres 1 Talise in participating in physical education, sports and health learning.

Study This is study quantitative descriptive aim For know how the school environment, the role of teachers and motivation student Elementary School Presidential Instruction 1 Talise in follow physical education learning. The methods used are observation, questionnaires and interviews. technique taking data use observation environment school And questions or *interview* directly. In addition, this study uses a longitudinal survey design , which is a research method carried out by observing and measuring the variables studied so that the research results are more accurate in describing certain trends or patterns. According to Handayani (2020), population refers to the totality of all elements that will be the subject of research that have similar characteristics, the entities included in it can be individuals in a group, events, or objects that will be the focus of the research. Based on this opinion, the population in this study to be used as research data and the population in this study is all fourth grade students of SD Inpres 1 Talise Negeri in the 2024/2025 academic year. The population of this study is all regular fourth grade students registered at SD Inpres 1 Talise, namely, class IV totaling 29 students consisting of 15 boys and 14 girls, as follows:

In all research, data collection is necessary to test the hypotheses formulated in the

study. Researchers typically use tools or instruments to collect research data. According to Sappaile (2007), an instrument is a tool that meets academic requirements so it can be used to measure a specific object or collect data on a variable. These instruments can be tests or non-tests, but tests are more common for measuring cognitive behavior.

Instrument study Which used in study This using instruments interview , observation and questionnaire . Interview is form conversation between individuals or groups consisting of one-on-one interviews (person-to- person) and group interviews. These conversations involve second split party, that is researchers as interviewer And subject study as an informant, as explained by Ulfatin (2014:189).

Statistical analysis.

Data were analyzed using descriptive statistics, such as frequency distribution, percentages, and averages, to describe the school environment, the role of teachers, and the level of student learning motivation. The formula used in the descriptive analysis is:

Percentage (%):

$$P = \frac{F}{N} \times 100\%$$

Information :

P = Percentage

F = Frequency of respondents

N = Total number of respondents

(Anas Sudijono, 2009:43)

Percentages are used to determine the extent of a variable in a study, such as the number of students who feel motivated in physical education learning based on the school environment and the teacher's role. Percentage analysis makes research results easier to understand and compare .

Furthermore, to provide meaning, categories are created using the following normative limits as a reference (Syarifudin, 2009:113).

Interval	Criteria
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$X \leq M - 1.5 \text{ SD}$	Very Ineffective
$M - 1.5 \text{ SD} \leq X < M - 0.5 \text{ SD}$	Ineffective
$M + 1.5 \text{ SD} \leq X < M + 1.5 \text{ SD}$	Effective
$X \geq M + 1.5 \text{ SD}$	Very Effective

Table 1. Research Criteria Intervals

Information:

X = Score respondents (mark Which produced student)

M = Mean

Elementary School = Standard Deviation

Results

This research was conducted at SD Inpres 1 Talise on fourth-grade students with a total of 29 respondents. The instruments used were questionnaires, observations, and interviews. The results are presented below based on three main aspects: the school environment, teacher role, and motivation to learn physical education (PJOK).

1. School Environment

The results of the questionnaire showed that the majority of students felt that the school environment was quite supportive of the PJOK learning process.

School Environment Category	Frequency	Percentage
Very Supportive	8	27.6%
Support	13	44.8%
Less Supportive	6	20.7%
Does not support	2	6.9%
Total	29	100%

Table 2. Results of School Environment Categories

Interpretation: As many as **72.4%** of students felt that the school environment supported

PJOK learning, although there were still 27.6% of students who felt less supported, especially in terms of limited sports facilities.

2. The Role of Teachers

From the results of the questionnaire and interviews, students assessed the role of the PJOK teacher as a motivator as quite good.

Teacher Role Category	Frequency	Percentage
Very good	10	34.5%
Good	15	51.7%
Enough	4	13.8%
Not enough	0	0%
Total	29	100%

Table 3. Results of Teacher Role Categories

3. Motivation to Learn Physical Education

Students' learning motivation also shows a good level.

Learning Motivation Category	Frequency	Percentage
Highly Motivated	11	37.9%
Motivated	14	48.3%
Lack of Motivation	4	13.8%
Not Motivated	0	0%
Total	29	100%

Table 4. Results of Learning Motivation Categories

Interpretation: Approximately 86.2% of students felt motivated to participate in physical education (PJOK) learning. This correlates with the active role of teachers and the school environment, which, despite its limitations, still strives to support learning activities.

Discussion

Based on the research results, it can be concluded that the school environment and the role of teachers have a positive influence on the motivation to learn PJOK of fourth grade students at SD Inpres 1 Talise.

1. School Environment:

Sports facilities, such as available fields, although limited, and a conducive classroom atmosphere are sufficient to help students become enthusiastic about participating in Physical Education (PJOK). This aligns with Suparlan's (2018) opinion that a conducive school environment can enhance student learning.

2. Role of Teacher:

Physical Education (PJOK) teachers play an active role as facilitators and motivators. They not only deliver material but also guide, provide encouragement, and create a positive learning environment. This reinforces Rahman and Putri's (2021) theory, which emphasizes the importance of teachers in fostering learning motivation.

3. Learning Motivation:

Students show a high level of motivation in participating in PJOK learning. The combination of positive teacher roles and environmental support, although not yet optimal, can have a significant impact on students' enthusiasm for learning.

Conclusions

Based on the results of the study on *"School Environment Survey and the Role of Teachers in Motivation for Physical Education Learning"* at SD Inpres 1 Talise, the following conclusions can be drawn :

1. The school environment positively contributes to student learning motivation. Despite limited facilities, the majority of students (72.4 %) believe the school environment supports the physical education (PJOK) learning process, particularly in terms of cleanliness, classroom atmosphere, and social support.
2. The role of physical education teachers is highly influential in increasing student motivation. 86.2 % of students stated that teachers played a good to excellent role in providing encouragement, engaging learning methods, and a positive approach during physical education activities.
3. Student motivation in physical education (PJOK) is relatively high. This indicates that the combination of a conducive school environment and effective teacher involvement can stimulate student enthusiasm and participation in PJOK learning.

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Tab le 1. Musamus University Merauke Student Data

No	Name	ID	Class



Figure 1. MJPES cover

