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A Survey of Students' Learning Motivation During the Afternoon School Shift at UPTD State Junior High School 20, Kupang City

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Abstract

Objectives: This study aimed to determine the level of students' learning motivation during the afternoon school shift at UPTD SMP Negeri 20, Kupang City.

Materials and Methods: This study employed a quantitative descriptive design. Data were collected using a questionnaire distributed to seventh-grade students. The population comprised all seventh-grade students, while the sample consisted of 32 students from Class VII B. The study was carried out from December 2, 2025, to January 9, 2026. The data were analyzed descriptively using percentage-based interpretation to identify the level of students' learning motivation during the afternoon school shift.

Results: The findings revealed that students' learning motivation during the afternoon school shift reached 81%, indicating that their motivation remained at a relatively good level despite the less favorable study hours. The comfort indicator reached 83%, the learning motivation indicator also reached 83%, and the perceived obstacles indicator reached 69%. These results suggest that although students encountered certain challenges during afternoon learning, they still demonstrated a positive willingness to engage in the learning process.

Conclusions: Students at UPTD SMP Negeri 20, Kupang City maintained a good level of learning motivation during the afternoon school shift. Although several obstacles were identified, the overall findings indicate that afternoon learning did not substantially reduce students' motivation to participate in classroom activities. This study highlights the importance of maintaining supportive learning conditions to sustain student motivation under non-ideal scheduling arrangements.

Keywords: Earning Motivation; Afternoon School Shift; Junior High School Students; Survey Research; School Learning Environment

Introduction

Physical Education, Sports, and Health (PJOK) is an integral part of the school curriculum that plays an important role in supporting students' holistic development(Abduh et al., 2024; Ahmed & Al Salim, 2024). Through PJOK, students are not only introduced to various forms of physical activity and sport, but are also encouraged to develop cognitive, affective, and psychomotor competencies in a balanced manner. In addition, PJOK contributes to the formation of healthy lifestyles, physical fitness, social skills, emotional control, and positive attitudes toward active living (Kuswoyo & Shareef, 2025). For this

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reason, PJOK is regarded as one of the educational subjects that has a strategic role in promoting both educational achievement and students' long-term well-being(Akmal, 2024; Hidayat & Sujarwo, 2022).

In the learning process, motivation is one of the key factors that determines students' active participation and learning outcomes(Hidayat & Sujarwo, 2022). Learning motivation reflects the internal drive that encourages students to engage in academic activities, maintain attention, and complete learning tasks with commitment. Students with good motivation tend to show greater enthusiasm, stronger persistence, and better involvement in the learning process (Ciloglu & Ustun, 2023; Ferriz et al., 2025; Ningsi & Hartono, 2025). In contrast, low motivation may reduce participation, concentration, and overall learning effectiveness. In the context of PJOK, motivation becomes even more important because this subject requires not only mental readiness but also active physical involvement during class activities.

The implementation of PJOK learning in schools may vary depending on the lesson schedule (Destriana et al., 2023; Swadesi & Kanca, 2018). In some schools, PJOK is conducted in the morning, while in others it is scheduled during the day or even in the afternoon. These differences are often influenced by school policy, student distribution, and the availability of facilities and infrastructure. However, the timing of instruction may affect students' physical and psychological readiness to learn(Kyambade et al., 2024; Miller et al., 2011). Morning lessons are generally associated with better freshness and concentration, whereas afternoon classes may coincide with fatigue, reduced physical comfort, and less favorable weather conditions, especially in areas with high daytime temperatures.

Effective learning is closely related to students' comfort and active involvement during classroom activities. In PJOK, where movement and physical participation are central, environmental conditions such as heat, fatigue, and scheduling may influence students' willingness to take part in lessons (*Paradigma Baru Pendidikan Jasmani, Olahraga, dan Kesehatan (PJOK)*, n.d.; Swadesi & Kanca, 2018). If the learning conditions are less supportive, students may become less enthusiastic, less comfortable, and less motivated to participate fully in the activities provided by the teacher. Therefore, examining learning motivation in PJOK during afternoon school hours is important for understanding how scheduling conditions may affect students' engagement.

At UPTD SMP Negeri 20, Kupang City, PJOK learning is also implemented in the afternoon school shift. Based on preliminary field observations, several students appeared less motivated to participate in PJOK lessons during these hours. The hot weather during the day and afternoon seemed to affect students' comfort and readiness, which in turn influenced

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their level of participation in class activities. This condition indicates the need to examine more closely how students' learning motivation is maintained under afternoon learning conditions.

Based on this background, this study aimed to determine the level of students' learning motivation during the afternoon school shift in PJOK learning at UPTD SMP Negeri 20, Kupang City. The findings of this study are expected to provide useful information for schools and teachers in designing more supportive learning conditions and strategies to maintain students' motivation, particularly in PJOK classes conducted during less ideal learning hours.

Materials and Methods

Study Participants

(Sugiyono, 2012)This study employed a quantitative approach with a descriptive design. The participants were seventh-grade students of UPTD SMP Negeri 20, Kupang City. The population consisted of all seventh-grade students, while the sample was 32 students from Class VII B. The selection of this class was based on its relevance to the focus of the study, namely students who participated in the afternoon school shift. These participants were considered appropriate for providing data on learning motivation in the context of afternoon learning activities.

Study Organization

This study was conducted from December 2, 2025, to January 9, 2026, at UPTD SMP Negeri 20, Kupang City. The research was designed to determine the level of students' learning motivation during the afternoon school shift. Data were collected using a questionnaire as the main research instrument, supported by documentation to strengthen the description of the research setting and participants. The questionnaire was administered to measure several indicators related to students' learning motivation during the afternoon school shift, including comfort, motivation to learn, and perceived obstacles in the learning process.

Statistical Analysis

The collected data were analyzed using descriptive quantitative techniques. The questionnaire results were processed in the form of percentages to describe the level of students' learning motivation during the afternoon school shift. The percentage scores were then interpreted to provide an overview of the students' motivational condition based on each measured indicator. Through this analysis, the study was able to identify the general level of

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learning motivation among students who attended the afternoon school shift at UPTD SMP Negeri 20, Kupang City.

Results

The results of this study were intended to describe students' learning motivation during the afternoon school shift at UPTD SMP Negeri 20, Kupang City. The data were obtained through a 25-item questionnaire administered to 32 students of Class VII B. The findings are presented based on three main indicators, namely level of comfort, learning motivation, and perceived obstacles.

Level of Comfort

Based on the questionnaire results, the level of comfort indicator reached an average percentage of 83%, which was categorized as **very good**. This finding indicates that students generally felt comfortable participating in learning activities during the afternoon school shift. Although afternoon learning is often associated with less favorable conditions, the results suggest that students were still able to adapt well to the learning environment.

Table 1. Results of the Level of Comfort Analysis

Item Number	Total Number of Items	Score	f	Weighted Score	%
1, 2, 3, 15	4	SS (5)	65	325	61%
		S (4)	33	132	25%
		N (3)	19	57	11%
		TS (2)	6	12	2%
		STS (1)	5	5	1%
Total			**128**	**531**	**100%**

Maximumscore:640

Averagepercentage:83%

Criteria: Very good

Learning Motivation

The results of the learning motivation indicator showed an average percentage of 81%, which also fell into the **very good** category. This indicates that students maintained a strong level of motivation during the afternoon school shift. In other words, learning activities conducted in the afternoon did not substantially reduce students' willingness to participate in the learning process.

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Table 2. Results of the Learning Motivation Analysis

Item Number	Total Number of Items	Score	f	Weighted Score	%
5, 6, 7, 10, 12, 13, 14, 18, 19, 20	10	SS (5)	150	750	58%
		S (4)	8	328	25%
		N (3)		165	13%
		TS (2)	20	40	3%
		STS (1)	8	8	1%
Total			**315**	**1291**	**100%**

Maximumscore:1600

Averagepercentage:81%

Criteria: Very good

Perceived Obstacles

For the perceived obstacles indicator, the average percentage was 69%, which was categorized as **strong**. This result indicates that students experienced several obstacles during the afternoon school shift. These barriers may be related to physical fatigue, hot weather conditions, or reduced concentration during afternoon learning hours. However, despite these challenges, the earlier findings showed that students' comfort and learning motivation remained at a very good level overall.

Table 3. Results of the Perceived Obstacles Analysis

Item Number	Total Number of Items	Score	f	Weighted Score	%
4, 8, 9, 11, 16, 17, 21, 22, 23, 24, 25	11	SS (5)	120	600	50%
		S (4)	76	304	25%
		N (3)	63	189	16%
		TS (2)	39	78	6%
		STS (1)	37	37	3%
Total			**335**	**1208**	**100%**

Maximumscore:1760

Averagepercentage:69%

Criteria: Strong

Overall Findings

Overall, the results indicate that students at UPTD SMP Negeri 20, Kupang City demonstrated a relatively high level of learning motivation during the afternoon school shift. The level of comfort and learning motivation were both categorized as very good, with percentages of 83% and 81%, respectively. Although the perceived obstacles indicator showed that students still encountered several challenges during afternoon learning, these

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barriers did not appear to substantially weaken their overall motivation to participate in classroom activities.

Discussion

The findings of this study indicate that students' learning motivation during the afternoon school shift at UPTD SMP Negeri 20, Kupang City remained at a relatively high level. This can be seen from the overall percentage of learning motivation, which reached 81% and was categorized as very good. In addition, the level of comfort also showed a very good result, with an average percentage of 83%. These findings suggest that, despite the less ideal timing of instruction, students were still able to maintain a positive attitude toward learning and remained actively engaged in the educational process.

One important point emerging from this study is that the afternoon school shift did not automatically reduce students' willingness to learn (Abid et al., 2024; Chinhara & Kuyayama, 2024; Ferriz et al., 2025). In many educational contexts, afternoon learning is often associated with physical fatigue, declining concentration, and lower enthusiasm due to hotter weather and the accumulation of activities throughout the day. However, the present findings show that such conditions did not necessarily lead to low learning motivation among the students in this study. This indicates that students may adapt to the afternoon learning schedule when the classroom environment, learning routines, and school conditions remain sufficiently supportive.

The high percentage found in the comfort indicator is also noteworthy. Comfort is closely related to students' readiness to participate in learning activities, particularly in the school setting. When students feel physically and psychologically comfortable, they are more likely to pay attention, respond positively to instruction, and remain involved in classroom tasks (Abid et al., 2024; Kuswoyo et al., 2020; Zhou et al., 2021). In this study, the strong comfort score suggests that the students were able to adjust relatively well to the afternoon learning situation. This is important because comfort often becomes a basic condition for sustaining motivation, especially when students are required to learn during hours that may be considered less favorable.

At the same time, the findings also revealed that perceived obstacles reached 69%, which was categorized as strong. This result confirms that students did experience certain challenges during the afternoon school shift. These obstacles may include physical tiredness, reduced concentration, environmental heat, or lower enthusiasm caused by the timing of the lessons. Nevertheless, the fact that the comfort and learning motivation indicators remained in the very good category suggests that these barriers were present but not strong enough to

substantially weaken students' overall motivation. In other words, the students were still motivated to learn even though they encountered several difficulties during the afternoon shift.

These findings may be interpreted as evidence that learning motivation is not determined solely by the timing of instruction (Ciloglu & Ustun, 2023; Quitério, 2018). Although lesson schedules can affect students' physical and mental condition, motivation is also shaped by other supporting factors, such as teacher guidance, classroom atmosphere, peer interaction, school discipline, and students' own sense of responsibility toward learning. Therefore, the afternoon schedule should not be viewed only as a limitation, but also as a context in which schools need to strengthen instructional support so that students can remain engaged and motivated.

From an educational perspective, this study implies that schools implementing afternoon shifts should pay close attention to the quality of the learning environment. Teachers may need to apply more engaging and adaptive teaching strategies, maintain students' focus through varied classroom activities, and create a more comfortable atmosphere that helps students cope with fatigue and environmental distractions. In addition, schools should consider supportive arrangements related to classroom ventilation, scheduling, and student readiness, because these factors may help reduce the barriers commonly experienced during afternoon learning hours.

Overall, the results of this study show that students at UPTD SMP Negeri 20, Kupang City were able to maintain good learning motivation during the afternoon school shift. Although obstacles were clearly present, these did not appear to significantly diminish students' motivation to participate in classroom learning. This finding reinforces the view that afternoon instruction does not inevitably produce low motivation, provided that students are supported by a learning environment that remains conducive, responsive, and well managed (Quitério, 2018; Wallhead & Ntoumanis, 2004; Yang et al., 2024).

Conclusions

This study concludes that students at UPTD SMP Negeri 20, Kupang City maintained a good level of learning motivation during the afternoon school shift. The findings showed that both the comfort indicator and the learning motivation indicator were in the very good category, while the perceived obstacles indicator showed that students still encountered several challenges during afternoon learning. Nevertheless, these obstacles did not appear to substantially reduce students' overall willingness to participate in classroom activities.

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These results suggest that the afternoon school shift does not necessarily lead to low learning motivation. Although afternoon learning may be associated with physical fatigue, hot weather, and reduced concentration, students can still remain motivated when supported by a conducive learning environment. Therefore, the effectiveness of afternoon learning depends not only on scheduling, but also on how schools and teachers manage classroom conditions and maintain student engagement.

In practical terms, this study highlights the importance of creating supportive instructional strategies and comfortable learning conditions for students who study in the afternoon shift. Teachers are encouraged to use more engaging learning approaches, while schools should pay attention to environmental and organizational factors that may influence students' comfort and participation. Future studies may expand this topic by involving larger samples, different grade levels, or additional variables related to students' academic performance and classroom engagement.

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Conflict of interest

The authors declare that there is no conflict of interest regarding the publication of this article.

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