



The level of motivation and barrier to physical education learning: the perspective of boarding school students

Rama Kurniawan¹, Wiji Bagus Sasmito Khamid², Surya Adi Putra³

^{1,2,3} Faculty of Sport Science, Universitas Negeri Malang,

Jl. Semarang No 5, Malang City, East Java Province, Indonesia

E-mail: rama.kurniawan.fik@um.ac.id

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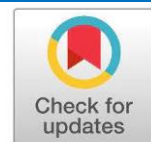
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Abstract: Motivation in physical education learning is essential for achieving educational goals. In achieving this, there is also a barrier that can hinder achieving an educational goal. There have been many studies about this in public schools. However, boarding schools still need to be done considering the different characteristics of students between public school students and boarding schools. The purpose of this study was to determine the description of the motivation and barriers of high school students in physical education learning from the perspective of boarding school students at Modern High School Al-Rifa'ie Gondanglegi. The technique used is a survey with quantitative descriptive methods. The number of samples is 215 students divided into classes X, XI, and XII, the distribution of samples using simple random sampling. The test instrument used a questionnaire. The results of data analysis of student motivation and barriers show the level of student motivation with the highest percentage of intrinsic motivation at 25% and the lowest percentage of motivation at 14%. As for student barriers, the highest percentage result is external barriers at 56%, and the lowest percentage is internal barriers at 44%. In conclusion, of the five motivation categories that have been researched, intrinsic motivation obtained the most dominant results compared to other motivation categories. As for student barriers, it can be concluded that of the two factors that have been studied, external barriers obtain more dominant results than internal barriers.

Keywords: motivation, barrier, boarding school, physical education.

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INTRODUCTION

Motivation is vital for an individual in pursuing a dream; with a drive or motivation, someone will have a sense of enthusiasm to achieve this (Sutirna, 2013). Motivation is the drive that leads individuals to take specific actions and persist in them to achieve a goal (Rojo-Ramos et al., 2022). Motivation is related to the emergence of abilities and desires, and motivation can push toward a goal (Kurniawan, et al., 2021). In physical education, motivation can help students develop their skills. Physical education is a vast field of study. The point of attention lies in the progress of the level of human movement (Saputra, 2017). In the process of achieving a physical education learning goal, several things can hinder the achievement of learning goals. Thus, resulting in the learning process could be more optimal.

In the learning process of physical education or physical activity, there is a barrier. A barrier is something that can hinder a person's achievement or progress in carrying out activities. Barriers are better known as barriers (Suyedi & Idrus, 2019). In this case, barriers are divided into two factors, namely internal and external factors. Internal factors themselves are factors contained within the person, while external



factors are factors that refer to the environment (Koh et al., 2022). Thus, in the process of learning physical education, motivation or encouragement by the teacher is needed so that students can understand learning well and understand what has been learned. It also requires a supportive facility and environment to create good learning and reduce the barriers that occur in the learning process. In theory, physical education is considered a mandatory part of children's education, and there is a significant tradition of promoting intrinsic values in children's education in most democratic countries (Whitehead et al., 2013).

Education in Indonesia itself is growing from year to year. Indonesia is a country where most of the population is Muslim. This condition is supported by the number of Islamic educational institutions spread throughout the archipelago. In Indonesia, there are several education models, namely boarding school, and school education (Nurochim, 2016). Education in boarding school is education that focuses on Islamic religious education (Ulum, 2018). While school education focuses on understanding academic intelligence (Suhardi, 2013). Education in Islamic schools not only provides science and technology learning knowledge to students but also faith and piety (Herawati et al., 2020). Unlike ordinary formal schools, the characteristics of Islamic-based schools or boarding schools' study strong Islamic guidance by familiarizing religious activities in daily life. Boarding school-based schools have dormitories for students to live in. In terms of character, students at Islamic schools or boarding schools have several differences; students who live in boarding schools have better morals toward God, morals toward others, morals toward themselves, and morals toward the environment (Izza, 2022).

Learning motivation, the role of family, and the role of teachers have a significant effect on student learning consistency (Setyawati & Subowo, 2018). The results of research conducted by Kapti & Winarno (2022) showed that physical fitness and motivation are related to student learning outcomes in physical education learning seen from different perspectives. Research Mayanto et al. (2020) found that learning methods greatly influence the enthusiasm for student learning. The results of the research Saleh & Malinta (2020) found that student motivation can be influenced by the factor of limited facilities and infrastructure. Student interest holds a significant influence on motivation (Chen & Wang, 2017).

Student motivation is a crucial factor in learning at school (Kurniawan et al., 2022). In motivation, there is a desire to do something and determine the ability to act to meet one's needs (Hadjarati & Haryanto, 2020). High motivation can affect the success of students in the success of their learning outcomes, especially in physical education learning. So far, many motivation studies have been conducted only in public schools (Effendi et al., 2021; Fadila et al., 2022; Kurniawan, et al., 2021; Kurniawan et al., 2022; Kurniawan & Hariyoko, 2020). There is a lack of research that provide information of the student motivation in high school in boarding school persepective. Previous studies that discuss motivation in boarding schools is only carried out in junior high school/middle school level schools (Badriah & Arnando, 2023). This studies also still uses only two categories, namely intrinsic and extrinsic motivation. Therefore, it is necessary to conduct research that examines the motivation of students at the high school level in boarding school-based schools

using five categories of motivation: Intrinsic Motivation, Identified Regulation, Introjected Regulation, External Regulation, and Amotivation. In international studies, there have also been many studies that examine barriers to physical activity (Frederick et al., 2020; Firdaus et al., 2018; Saadan et al., 2015). In Indonesia itself, there are still rare studies that examine barriers to physical activity in high school students. Previous research that tried to describe a barrier to physical activity was still using elderly Indonesians with diabetes as subject research (Rachmah et al., 2019). So, it is necessary to conduct research that examines barriers to physical activity in high school students. Thus, researchers conducted this study because there is no research data on surveying the level of motivation and barriers of high school students in physical education learning from the perspective of boarding school students regarding motivation indicators consisting of Intrinsic Motivation, Identified Regulation, Introjected Regulation, External Regulation, and Amotivation, as well as indicators of barriers, namely internal and external. So, it is essential to conduct this research to find out the motivation and barriers of students in boarding school-based high schools in participating in physical education learning.

METHOD

Design

The design used in this research is descriptive quantitative. In this study, researchers tried to provide information about a situation through the research process and then described it systematically.

Participants

The study population amounted to 466 students at Modern High School Al-Rifa'ie Gondanglegi. For the sample in this study, 215 students were calculated by the Slovin formula, using a simple random sampling technique.

Research Instruments

The research implementation time is from May to June 2023. The research place was held at Al-Rifa'ie Modern High School Gondanglegi Malang Regency. The instrument used is a non-test questionnaire about student motivation and barriers in physical education learning.

Data analysis

Data collection is in the form of a questionnaire of student motivation and barriers by providing questions or written statements in the form of paper sheets—data analysis using descriptive percentage analysis method.

RESULTS AND DISCUSSION

Based on the research conducted, data on the characteristics of students in boarding schools were obtained. In addition, the results and discussions regarding student motivation and barriers are presented in the following tables and figures.

1. Characteristics of Research Samples

Obtaining data on the characteristics of students at Al-Rifa'ie Modern High School through distributing questionnaires obtained the results as in the [Table 1](#).

Table 1. Data on student characteristics at Al-Rifa'ie Modern High School

Subject Characteristics	Gender				Total	
	Male (N=66)		Female (N=149)		N (215)	
	F	%	F	%	F	%
Age (Years)						
15	7	11%	26	17%	33	15%
16	20	43%	29	19%	49	23%
17	26	39%	55	37%	81	38%
18	13	20%	39	26%	52	24%
Class						
Science	38	58%	90	60%	128	60%
Social	28	42%	42	28%	70	33%
Language	0	0%	17	11%	17	8%
Parents Occupation						
Civil Servant	11	17%	16	11%	27	13%
Private Employee	16	24%	43	29%	59	27%
Driver	1	2%	2	1%	3	1%
Entrepreneur	17	26%	35	23%	52	24%
Others	21	32%	53	36%	74	34%
Routine Exercise (a week)						
0-2 days	33	51%	96	64%	129	60%
3-4 days	25	38%	42	28%	67	31%
5-7 days	7	11%	12	8%	19	9%

Based on [Table 1](#), in the age category, the average age of students at the school is 17 years old, with 38% of students. Furthermore, in the class category, the largest sampling is in the science class, which is 60% of students, while the least is the language class with 8% of students. This shows that in this school, science classes are the most popular. Then, in the category of parents' occupations, in several choices, the most significant number was in the "other" option, with as many as 34% of students. This shows that in terms of employment, the average student's parents have various jobs and are found in the lower to upper classes. Finally, in the category of routine Exercise (in a week), most of the students of Al-Rifa'ie Modern High School chose option 0-2 times exercising in a week, namely 60% of students. This shows that the characteristics of students in the school in terms of interest in exercising still tend to be lacking.

2. Percentage Results of Student Motivation and Barriers

The acquisition of research results through distributing questionnaires about the motivation and barriers of high school students in physical education learning from the perspective of boarding school students at Modern Al-Rifa'ie Gondanglegi High School obtained results, as shown in [Figure 1](#) and [Figure 2](#) below.

Percentage of Student Motivation

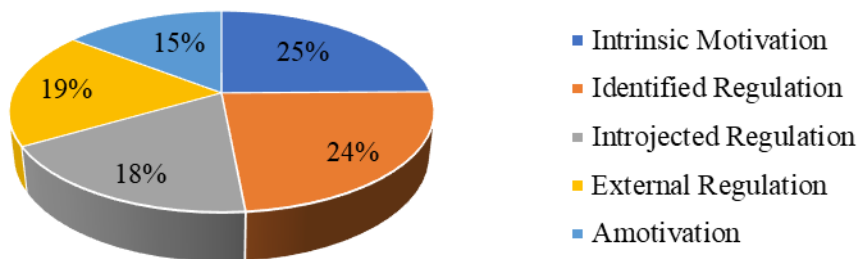


Figure 1. Percentage of Student Motivation at Al-Rifa'ie Modern High School

Based on Figure 1, the percentage of motivation of Senior High School Modern Al-Rifa'ie students obtained the highest results in the Intrinsic Motivation category, namely 25%, and the motivation category with the lowest results was the Amotivation category, namely 14%.

Percentage of Student Barriers

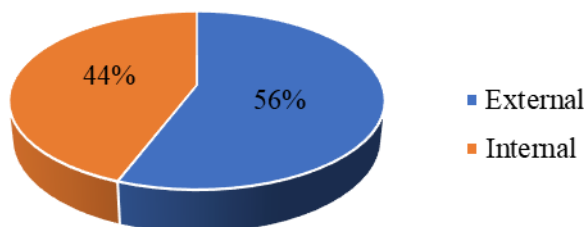


Figure 2. Percentage of Barriers for Students

Based on Figure 2, the percentage of barriers of Senior High School Modern Al-Rifa'ie students obtained the highest results in the category of external barriers, namely 56%, while internal barriers obtained as much as 44%.

3. Distribution of Student Motivation Data

To explain the distribution of data in each motivation category, each statement item was analyzed and depicted in the table and figure below.

Table 2. Data on students' intrinsic motivation in learning physical education

No	Intrinsic Motivation Indicators	SCORE							Total
		TA	SA	A	N	DL	D	SD	
1	Fun	287	186	270	304	33	2	1	1083
2	New Things	238	108	350	280	63	4	0	1043
3	Recognize	294	246	280	244	27	8	2	1101
4	Satisfactory	252	246	215	288	51	12	0	1064
Total									4291

Based on the presentation of the descriptive analysis results in Table 2, the highest result is in the "recognize" indicator, with a score of 1101 out of a total score of 4291. The acquisition of the least results is in the "new thing" indicator, with a score of 1043 out of a total score of 4291.

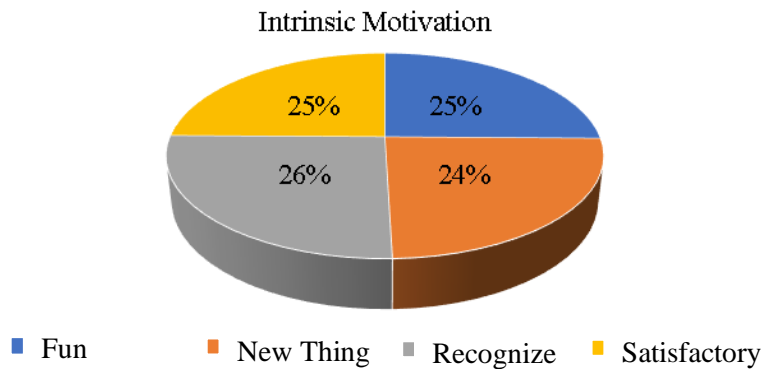


Figure 3. Percentage of intrinsic motivation categories

Based on Figure 3, most students chose the answer choice on the "Recognize" indicator. As many as 26% of students participated in physical education learning at Modern Al-Rifa'ie Gondanglegi High School.

Table 3. Data on identified regulation of students in physical education learning

No	Identified Regulation Indicators	SCORE							Total
		TA	SA	A	N	DL	D	SD	
1	New skills	231	174	265	292	66	10	0	1038
2	Achievements	217	138	260	316	69	12	1	1013
3	Self-improvement	161	150	325	292	63	10	3	1004
4	Helpful	147	228	315	312	30	10	0	1042
Total									4097

Based on the presentation of the descriptive analysis results in Table 3, the highest result is in the "helpful" indicator, with a score of 1042 out of a total score of 4097. In contrast, the acquisition of the most minor results is in the "self-improvement" indicator, namely with a score of 1004 out of 4097.



Figure 4. Percentage of identified regulation category

Based on [Figure 4](#), the four choices of indicators obtained the same percentage in choosing each indicator, namely 25% of students. However, it is more dominant in the indicator "Helpful" as the reason for participating in physical education learning at Modern Al-Rifa'ie Gondanglegi High School.

Table 4. Data on students' introjected regulation in physical education learning

No	Introjected Regulation Indicators	SCORE							Total
		TA	SA	A	N	DL	D	SD	
1	Want to be Recognized	168	108	155	292	51	42	31	847
2	Feeling Bad	161	132	180	260	96	42	16	887
3	Want to be noticed	42	48	100	264	93	72	48	667
4	Distracted	63	66	105	280	129	56	33	732
Total									3133

Based on the presentation of the descriptive analysis results in [Table 4](#), the highest result is in the "feeling bad" indicator, with a score of 887 out of a total score of 3133. The acquisition of the most negligible results is in the indicator "want to be noticed," namely, with a score of 667 out of a total score of 3133.



Figure 5. Percentage of introjected regulation category

Based on [Figure 5](#), most students tend to choose the answer options on the indicator "Feeling bad" if they do not follow physical education learning, namely as many as 28% of students reasons to follow physical education learning at Modern Al-Rifa'ie Gondanglegi High School.

Table 5. Data on students' external regulation in physical education

NO	External Regulation Indicators	SCORE							Total
		TA	SA	A	N	DL	D	SD	
1	Difficulty	49	90	115	256	111	60	39	720
2	Routine	196	120	220	316	66	28	8	954
3	Anxiety	49	60	120	168	87	62	72	618
4	Rules	196	174	215	280	63	26	11	965
Total									3257

Based on the presentation of the descriptive analysis results in [Table 5](#), the highest result is in the "rules" indicator, with a score of 956 out of a total score of 3257. At the same time, acquiring the least results is in the "anxiety" indicator, with a score of 618 from a total score of 3257.

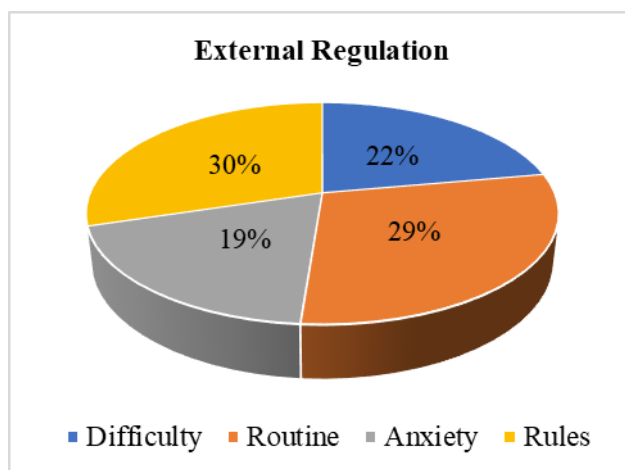


Figure 6. Percentage of external regulation category

Based on Figure 6, students mostly choose answer choices on the "Rules" indicator. As many as 30% of students decided to participate in physical education learning at Modern Al-Rifa'ie Gondanglegi High School.

Table 6. Data on student Amotivation in physical education learning

No	Amotivation Indicators	SCORE							Total
		TA	SA	A	N	DL	D	SD	
1	No earnestness	140	48	150	332	87	40	25	822
2	Discouraged	49	48	85	304	93	82	35	696
3	Bored	21	12	20	104	99	80	107	443
4	Lazy	42	6	70	204	87	66	81	556
Total									2517

Based on the presentation of the descriptive analysis results in Table 6, the highest result is in the "no earnestness" indicator, with a score of 882 out of a total score of 2517. No seriousness here can be caused by a lack of intrinsic motivation of students, poor facilities, and a less supportive environment. The acquisition of the least results is in the "bored" indicator, namely with a score of 443 out of a total score of 2517.

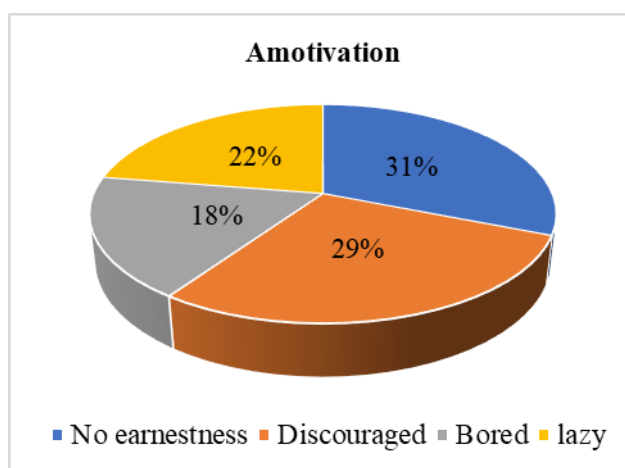


Figure 7. Percentage of amotivation category

Based on [Figure 7](#), most students tend to have "No Seriousness" in participating in physical education learning as many as 33% of students reasoned in participating in physical education learning at Modern Al-Rifa'ie Gondanglegi High School.

4. Distribution of Student Barriers Data

To explain the distribution of data in each factor of student barriers, analysis was carried out on each statement item and depicted in the following tables and figures.

Table 7. Data on students' internal barriers to physical education learning

No	Internal Indicators	SCORE				TOTAL
		SA	A	D	SD	
1	Time Expenditure	52	123	394	394	963
2	Physical Exertion	196	258	402	309	1165
Total						2128

Based on the presentation of the descriptive analysis results in [Table 7](#), the highest result is in the "Physical Exertion" indicator, with a score of 1165 out of a total score of 2128. In contrast, the acquisition of the least results is in the indicator "time expenditure," namely with a score of 963 out of a total score of 2128.

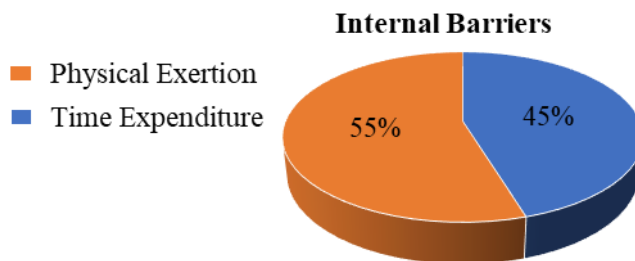


Figure 8. Percentage of internal barriers

Based on [Figure 8](#), most students choose the answer to the "Physical Exertion" indicator, which makes students not want to exercise, as much as 55%, this can occur because the student is lazy for sports activities or is too tired when doing sports. This is the most dominant thing that causes Modern Al-Rifa'ie Gondanglegi High School students not to want to exercise.

Table 8. Data on students' external barriers to physical education learning

No.	External Indicators	SCORE				TOTAL
		SA	A	D	SD	
1	Environment	664	699	870	456	2689
2	Family	124	309	334	129	896
TOTAL SCORE						3585

Based on the presentation of the descriptive analysis results in [Table 8](#), the highest result is in the "environment" indicator, with a score of 2689 out of a total score of 3585. The acquisition of the least results is in the "family" indicator, namely with a score of 896 out of a total score of 3585.

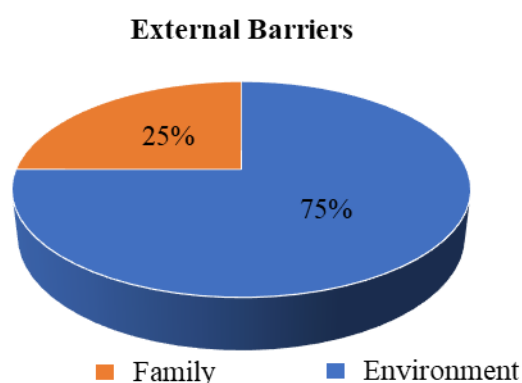


Figure 9. Percentage of external barriers

Based on [Figure 9](#), students mostly choose the answer based on the "Environment" indicator, which makes students not want to exercise, namely 75% of students' reasons for participating in physical education learning at Modern Al-Rifa'ie Gondanglegi High School.

The purpose of this research is to examine the description of motivational conditions and barrier factors in the physical activity of high school students in boarding school-based schools, namely Al Rifa'ie Modern High School. In this case, which categories of motivation and barriers are the most dominant in physical education learning? The study's results showed that the most dominant motivation category was intrinsic motivation. For the category of barriers obtaining, the most dominant results are external barriers.

Intrinsic motivation is one of the factors that has proven to be very important in contributing to success. In this case, intrinsic motivation is a natural process that arises from within students, psychological needs, allowing students to form their intentions ([Deci & Ryan, 1985](#)). Such self-direction is done for inherent satisfaction and not to obtain feedback from the external environment ([Aubret et al., 2023](#)). In this case, if students are intrinsically motivated, they are more likely to acquire new knowledge than students who are externally motivated ([González-Cutre et al., 2016](#)). In this study, intrinsic motivation is the most dominant category. The results of this study are in line with research by that the intrinsic motivation category is more dominant than other motivation categories. Previous research indicates that the basis for children's physical activity is two factors, namely internal and external ([Kurniawan, 2022](#)).

Identified regulation is a rewarding behavior from others to individuals by providing a little pressure, but the individual will get important benefits ([Ntoumanis, 2001](#)). In this study, the results obtained were 24% of the total number of students, namely 466. This indicates that the identified regulation category is a reasonably high category because this type of motivation encourages students to feel enthusiastic about learning new skills increasing their knowledge, so this will play a role in increasing student success and making them feel that participation in learning is beneficial to them.

Introjected regulation is a feeling that drives a person towards something with external pressure to avoid guilt ([Ntoumanis, 2001](#)). In this study, the results obtained were 18% of the total 466 students. In this case,

motivated students in this category only want to get attention from others, such as teachers and peers. Feelings of fear and discomfort for not doing so often arise.

External regulation can occur due to encouragement from outside the individual or other parties who play a role in the individual's psychology ([Kurniawan, et al., 2021](#)). In this study, the results obtained were 19% of the total 466 students. This shows that the number of students who fall into this category is still high. In this category, it is controlled by feelings of inner compulsion and conflict with externally regulated students ([Mitchell et al., 2020](#)).

Amotivation is characterized as something that is completely devoid of self-determination, as individuals do not feel any intrinsic or extrinsic reasons for participation, as participation does not bring about the desired outcome ([Deci & Ryan, 2002](#)). In this study, the motivation category obtained a result of 14% of 466 students. This category is in the lowest category. This is in line with research [Fadila et al. \(2022\)](#) that the motivation category obtained the lowest value of the four other categories.

The results of the study in boarding school-based schools in the motivation category showed that intrinsic motivation was the most dominant. These results indicate that in boarding school-based schools and in public schools, the level of motivation of students tends to be the same, namely intrinsically motivated. Research conducted [Kurniawan \(2022\)](#) found that intrinsic motivation is the most dominant category, but there are still many students who are not motivated at all. Thus, teachers need to innovate so that students are increasingly motivated to participate in physical education learning. Support from friends and the environment is also very influential in increasing student learning motivation ([White et al., 2021](#)). Learning motivation, the role of family, and the role of the teacher greatly affect the consistency of student learning ([Setyawati & Subowo, 2018](#)). The results of research conducted [Kapti & Winarno \(2022\)](#) that physical fitness and motivation are related to student performance in physical education learning from various perspectives. From some of these studies, it states the importance of motivation to improve student learning outcomes. Several learning models can be used by teachers to increase student motivation, for example, the sport education model and cooperative learning ([Montoya et al., 2020](#); [Tendinha et al., 2021](#)). Both models are very effective in increasing learning motivation in physical education learning. There are also many other learning models that can be used by teachers to increase student motivation. These efforts will ultimately provide better improvements for the success of physical education learning.

Based on the results of research on barriers in doing physical activity or physical education learning in general, external factors are the most dominant factors. External barriers here refer to infrastructure in the environment and society ([Herazo-Beltrán et al., 2017](#)). In this study, external factors obtained higher results than the internal barrier category, which amounted to 56% of the total 466 students. In this case, in physical activity or physical education learning, there are still many student barriers that come from outside or the environment and infrastructure that are still not good. These results are in line with the results of research [Kubayi & Surujlal \(2014\)](#) that external barriers show more dominant results than internal barriers. This

occurs due to the lack of sports equipment and facilities that support the physical activity process (Marsh, 2015). So, this is what causes a physical activity or learning process to be hampered. Research by Alif et al. (2020) and Eriksson et al. (2012) states that facilities and the environment greatly influence physical activity. This shows that complete facilities and a good environment can make it easier for individuals to do physical activity and learn. Thus, the barriers that occur in doing a physical activity can be overcome.

Although the results in this study only amounted to 44% of the total 466 students, these internal factors can still affect learning or a student's physical activity. Internal barriers hinder the achievement of something from within the individual (Koh et al., 2022). In this case, a barrier that comes from within the individual can appear suddenly, which results in the individual being too lazy to do physical activity or participate in physical education learning. This high internal factor indicates that there are still many students who feel internally inhibited or barriers that arise from within the individual himself. Thus, the role of the closest person or family is needed in encouraging individuals to do physical activity. The results of research by Martins et al. (2014) concluded that the role of family or other close people has a strong influence on individual physical activity.

CONCLUSION

Based on the results and discussion presented, among the five types of motivation that have been studied, intrinsic motivation is more dominant. This shows that students tend to be motivated to participate in physical education learning from within each student without feeling forced. Even so, the other four categories can also increase if teachers cannot provide good learning for students. Especially in the motivation category not a few students are in this category. In this case, the role of the teacher is needed for the growth of student motivation that arises from the students themselves without any compulsion from other things, the teacher can also provide an understanding of the importance of physical education learning and the various benefits obtained in it. The role of parents and peers is also needed to support the desire of the student to participate in physical education learning without coercion.

Furthermore, for the category of barriers, it can be concluded that each barrier factor, namely internal and external, shows that the results are higher in internal barriers. This indicates that most students who do not want to exercise are due to barriers caused by external factors (environment, family). Barriers can occur if the student has no desire to do something or activity. It can be due to laziness, expensive costs, lack of facilities, family encouragement, and teachers who need to provide more understanding about the importance of physical activity. Thus, a step is needed to overcome the occurrence of a barrier in physical activity or physical education learning; for example, a good facility is needed at school and reduces rental costs if the facility is outside the school environment for the next step, the role of parents and teachers is needed by providing a direction or understanding of the importance of doing physical activity and its benefits. This is done in order to reduce the barriers that arise, especially internal barriers from within the student or individual.

The research has been conducted, and the results can conclude all categories of motivation and barriers in students. The limitation of this research is that it only conducts quantitative research. Therefore, further research is needed to conduct research on this but qualitatively regarding both variables, namely student motivation and barriers. The results of the research will help many teachers and other parties to find a promising approach for students based on the various categories of motivation and barriers.

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