INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH AND ANALYSIS

ISSN(print): 2643-9840, ISSN(online): 2643-9875

Volume 07 Issue 09 September 2024

DOI: 10.47191/ijmra/v7-i09-27, Impact Factor: 8.22

Page No. 4354-4358

The Relationship between Teacher Competences, Quality of Infrastructure, Student Participation, and School Policy with Students' Learning Motivation in PJOK Subject at MA Ma'arif Dassholihin

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ABSTRACT: This study aims to determine the relationship between teacher competence, quality of facilities and infrastructure, student participation and school policies in increasing student learning motivation in PJOK subjects at MA Ma'arif Darussholihin. The subjects of this study were students in grades X - XII, totaling 350 students. The sample in this study amounted to 160 students. This study uses a correlation method with a quantitative approach that aims to determine the presence and absence of a relationship between or two variables by collecting numerical data that can be measured related to teacher competence, quality of facilities and infrastructure, student participation, school policy and learning motivation. The data collection technique uses a questionnaire. Data validation uses the product moment formula with r count < r table (0.154). Reliability using Crombach Alpha, namely reliability (0.945) The analysis technique uses linear regression analysis, which will involve various descriptive statistical tests, classical assumption tests, and hypothesis testing. The results of the study showed a significant relationship between teacher competence and learning motivation. There is a significant relationship between infrastructure and learning motivation. There is a significant relationship between student participation and learning motivation. There is a significant relationship between school policies and learning motivation. There is a significant relationship between teacher competence, quality of facilities and infrastructure, student participation, school policies together with students' learning motivation.

KEYWORDS: Teacher competence, facilities and infrastructure, student participation, school policy and learning motivation.

I. INTRODUCTION

Students' learning motivation can be influenced by the ability of Physical Education sport and health teachers to design effective learning programs, provide technical guidance, and motivate students to actively participate in learning. Competent teachers may have a positive relationship on learning motivation. When the researcher made observations at MA Darussolihin regarding the abilities of Physical Education teachers, and found that the abilities of these teachers were adequate, this was a positive indication of the school's commitment to quality sports education. It also suggests that the school has quality human resources to support students' physical, mental, and social development through sport, providing good guidance and satisfying learning experiences.

The quality of sports and health physical education facilities and infrastructure, such as fields, sports equipment, and related facilities, can affect students' ability to practice and compete well. The researcher's initial observation regarding the inadequate quality of facilities and infrastructure at MA Darussolihin is an important finding in the context of the development of physical education sport and health. The quality of facilities and infrastructure has a major impact on the experience and motivation of learning physical education in schools. When facilities and infrastructure are inadequate, this can hinder various aspects of learning and overall student development.

One of the most direct impacts is the restriction in the implementation of learning and training. Inadequate facilities and infrastructure, such as damaged fields, unmaintained facilities, or limited sports equipment, can reduce opportunities for students to learn and play well.

The level of student participation in PJOK learning activities at school can have a direct impact on the student's learning motivation. Students who actively participate in learning and practice tend to have more sports abilities to achieve higher learning motivation in this area. The researcher's initial observation at MA Darussolihin which revealed that although students were active

in participating in learning PJOK, student participation was still limited due to the limited facilities and infrastructure available, was a finding that highlighted a real challenge in the development of physical education sport and health programs at the school. This reflects students' commitment to actively participate in learning activities despite facing constraints related to inadequate sports facilities.

School policies related to physical education can also affect motivation to learn physical education. Supportive policies, such as structured physical education sport and health programs or easily accessible facilities, can encourage student participation and increase student learning motivation. The researcher's initial observation noted that school policies at MA Darussolihin are considered quite good. School policies play an important role in creating a framework that supports the development of students' learning motivation as well as ensuring equality of access for all students.

II. METHODS

Researchers use correlational research. Correlational research from the basic word correlation, according to Sudijono (1997: 167), in statistical science the term correlation is given the meaning as the relationship and level of relationship between two or more variables. The existence of the relationship and level of this variable is important because by knowing the level of relationship that exists, the researcher will develop it according to the research objectives. According to Arikunto (2010: 247-248), correlational studies are research intended to determine whether there is a relationship between two or more variables. The method used is a survey method with data collection techniques using questionnaires, measurements. This study aims to determine whether there is a relationship between teacher competence, quality of infrastructure, student participation, and school policies on learning motivation. The population in this study were all students in grades 10-12 at MA Ma'arif Darussholihin, totaling 350 students. The research sample used was 160 students. This research instrument uses a questionnaire, data analysis in this study will be carried out with the support of Windows-based SPSS (Statistical Package for Social Sciences) software. This research will apply the linear regression analysis method, which will involve various descriptive statistical tests, classical assumption tests, and hypothesis testing.

III. RESEARCH RESULTS AND DISCUSSION

This study was used to determine the relationship between teacher competence, quality of infrastructure, student participation, and school policies with student learning motivation in PJOK subjects at MA Ma'arif Darussholihin. this research was started from September 2023 to January 2024 and obtained respondents as many as 160 students who were at MA Ma'arif Darussholihin. Based on the results of data collection that has been done, the following results can be obtained:

1. Relationship between Teacher Competence and Learning Motivation

In the teacher competency variable, the t value is 21.644, which is greater than the t table (1.975 < 21.644) and the sig value of 0.000 is less than 0.05 (0.000 < 0.05). Then the teacher's competence has a positive relationship to learning motivation, H1 Accepted. Teacher competence on learning motivation has a significant impact in shaping positive learning experiences and stimulating students' interest in learning (Raibowo, S., & Nopiyanto, Y., 2020). Mastery of the material by the teacher is the main foundation, where a deep understanding of the subject matter allows the teacher to provide explanations that are not only clear, but also relevant to students' daily lives. Thus, students can feel the connection between the material and the context that students experience, motivating them to understand and master the lesson [1].

Teacher communication skills are also an important key in inspiring learning motivation. Teachers who are able to convey information in an interesting, fun and easy-to-understand way can create a pleasant learning environment [2]. This positive interaction can stimulate student interest and arouse student enthusiasm for further learning. This is also supported by [3] and [4] The research findings confirm that teacher competence has a significant relationship to student learning motivation. The results show that teachers who have a deep mastery of the material can create a more positive learning experience, where material explanations are delivered in a clear and relevant way. Students tend to be more motivated to learn when they perceive the teacher's expertise in conveying information well.

In addition, teachers' communication skills are also identified as a key factor in generating learning motivation. Teachers who are able to deliver material in an interesting manner, use diverse methods and respond actively to students' questions can create a more dynamic learning atmosphere. These positive interactions not only improve students' understanding, but also stimulate students' interest in continuing to learn. Research also highlights the importance of teacher engagement in supporting students' individual needs. Teachers who can provide challenges that match students' ability levels, provide constructive feedback and

understand students' different learning styles can shape a responsive learning environment. By understanding and responding to students' individual needs, teachers can create strong intrinsic motivation.

Teachers' active involvement in the learning process also plays a vital role. Providing challenges that match students' ability levels, providing constructive feedback and responding to students' individual needs can increase learning motivation [3]. Teachers' awareness of individual differences in learning styles and student preferences also helps to create a more personalized and relevant approach.

The use of innovative learning methods and supporting student participation, such as group discussions, collaborative projects, or the utilization of technology in the classroom, can enrich the learning experience and increase students' learning motivation levels (Rozi, 2023). By building positive and supportive relationships between teachers and students, teachers can create an environment that spurs students' enthusiasm and interest in learning, bringing a positive impact on achieving more optimal learning outcomes.

2. Relationship between the Quality of Facilities and Infrastructure and Learning Motivation

In the variable quality of facilities and infrastructure, the t value is 21.644, which is greater than the t table (1.975 < 44.761) and the sig value of 0.000 is smaller than 0.05 (0.000 < 0.05). So the quality of facilities and infrastructure has a positive relationship to learning motivation. H2 Accepted. The quality of facilities and infrastructure in the educational environment can have a significant impact on student learning motivation. Well-designed sports facilities, including well-maintained fields and adequate sports equipment, can create a fun and engaging sports experience for students [5]. The diversity of sporting activities offered by such facilities can also be a motivational trigger, helping students discover student interests and talents that match individual preferences and abilities (Setiaji, 2022).

Adequate facilities not only include good infrastructure, but also include the safety and health of the environment. The existence of a safe and well-maintained PJOK learning area can increase students' sense of comfort, which in turn can increase student participation in sports activities. Health aspects are also important, as facilities and infrastructure that support students' physical well-being can create better conditions for learning (Santosa, 2021).

In addition, facilities and infrastructure that offer a wide selection of activities can provide students with opportunities to develop new skills, broaden their horizons and stimulate curiosity. Thus, varied learning activities can maintain students' enthusiasm for learning, prevent students from boredom, and help create a more holistic educational experience. This is also supported by research by [6] and [7] the results of the research from both studies say that the quality of facilities and infrastructure is a factor that affects learning motivation. Investment in the quality of facilities and infrastructure not only provides physical and health benefits, but also has a positive impact on student motivation. Through a supportive and motivating PJOK learning environment, educational institutions can help create students who are more energized, active, and ready to learn, which in turn can contribute to improved student learning achievement.

3. The Relationship between Student Participation and Learning Motivation

In the Student Participation variable, the t value is 21.644, which is greater than the t table (1.975 < 86.583) and the sig value of 0.000 is smaller than 0.05 (0.000 < 0.05). So Student Participation has a positive relationship with learning motivation. H3 Accepted. Active student participation has a crucial role in shaping and maintaining learning motivation. When students are actively involved in the learning process, it not only creates a more meaningful learning experience, but can also have a positive impact on students' passion for developing knowledge and skills [8].

It is important to create a classroom environment that supports student participation, where students feel valued and have a stake in the learning process. Class discussions that encourage the exchange of ideas, questions and collaboration can give students a sense of ownership of their learning, which in turn increases motivation to be more actively involved.

In addition, the diversity of participation methods, such as group projects, presentations, or simulations, can help students find the learning style that best suits them. When students feel they have control over engagement in the subject matter, their motivation to learn tends to increase (Raibowo, S., & Nopiyanto, Y., 2020). In this context, teachers play an important role in creating learning structures that support student participation, while providing appropriate challenge and support.

Student participation also creates a more enjoyable and relevant learning experience. By feeling directly involved in the subject matter, students can see the connection between the concepts learned and everyday life (Suhartati, 2019). This can open up space for continued curiosity, creativity and intrinsic motivation. This is also supported by the research of [4] and [5] both studies say that student participation has a positive and significant relationship to learning motivation.

Therefore, to increase student learning motivation, it is important for educators to design learning strategies that encourage and facilitate active participation. When students feel they have a role in the learning process, students tend to be more motivated to pursue further knowledge and achieve higher learning achievement.

4. The Relationship between School Policies and Learning Motivation

In the School Policy variable, the t value is 21.644, which is greater than the t table (1.975 < 54.249) and the sig value of 0.000 is smaller than 0.05 (0.000 < 0.05). Then School Policy has a positive relationship with learning motivation. H4 Accepted. School policy has a central role in shaping student learning motivation through several critical aspects, and one of them is curriculum management. A well-constructed curriculum by school policy can be a catalyst in mobilizing students' enthusiasm for learning. A curriculum that is relevant to daily life, provides challenges, and creates connections between areas of knowledge can stimulate student curiosity [2].

Curriculum development that encourages critical and creative thinking also plays an important role. Policies that support more interactive and practical learning approaches can increase students' attraction to the subject matter [4]. When students feel the relevance between what they learn in class and the context of their lives, intrinsic motivation to learn tends to increase.

In addition, school assessment policies can also influence students' learning motivation. Assessment approaches that are fair, formative and provide constructive feedback can help students see learning as a challenge that can be overcome. Policies that reduce assessment pressure and emphasize skill development, rather than simply achieving results, can create an environment that supports continuous learning development [3].

Another aspect of school policy that can play a role in student motivation to learn is social support and empowerment. Policies that encourage collaboration between students, teachers and parents, and provide supportive resources, can create a positive learning climate. Students who feel supported and valued tend to be more motivated to actively participate in the learning process. This is also supported by research by [9] and [7] who said that school policies have an influence on student learning motivation.

Overall, school policies aimed at creating an engaging curriculum, supportive assessments and social support can shape an educational environment that spurs students' learning motivation. Thus, the implementation of these policies can help create students who are more energized, active and focused on achieving higher learning achievements.

5. The Relationship of Learning Motivation to Teacher Competence, Infrastructure Facilities, Student Participation, and School Policies

In the learning motivation variable, the value of f count is greater than f table (2.43 < 2560.354) and the sig value is smaller than 0.05 (0.000 < 0.05). So it can be said that the value of the independent variable has a simultaneous relationship to the dependent variable. Then H5 is accepted because the independent variable has an influence on the dependent variable.

IV. CONCLUSIONS

Based on the results of the research and the results of data analysis that has been carried out, the conclusions are as follows. In the teacher competency variable, the t value is 21.644, which is greater than the t table (1.975 < 21.644) and the sig value of 0.000 is smaller than 0.05 (0.000 < 0.05). So the teacher's competence has a positive relationship to learning motivation. In the variable quality of facilities and infrastructure, the t value is 21.644, which is greater than the t table (1.975 < 44.761) and the sig value is 0.000 less than 0.05 (0.000 < 0.05). So the quality of sports facilities has a positive relationship to learning motivation. In the Student Participation variable, the t value is 21.644, which is greater than the t table (1.975 < 86.583) and the sig value is 0.000 less than 0.05 (0.000 < 0.05). So Student Participation has a positive relationship with learning motivation. In the School Policy variable, the t value is 21.644, which is greater than the t table (1.975 < 54.249) and the sig value is 0.000 less than 0.05 (0.000 < 0.05). So School Policy has a positive relationship with learning motivation. In the learning motivation variable, the value of f count is greater than f table (2.43 < 2560.354) and the sig value is smaller than 0.05 (0.000 < 0.05). So it can be said that the value of the independent variable has a simultaneous relationship to the dependent variable. So H5 is accepted because the independent variable has a relationship with the dependent variable. In the learning motivation variable, the value of f count is greater than f table (2.43 < 2560.354) and the sig value is smaller than 0.05 (0.000 < 0.05). So it can be said that the value of the independent variable has a simultaneous relationship to the dependent variable. Then H5 is accepted because the independent variable has a relationship with the dependent variable.

ACKNOWLEDGMENT

There is no best offering that the author can give other than gratitude to those who have been willing to help in completing this research. This research would not have been possible without the guidance, support and contributions of many individuals and entities.

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