



Active role of teachers in increasing student learning motivation in physical education learning

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Article Info	Abstract
<p>Filed in: 2026-03-31 Accepted: 2026-05-28 Published: 2026-05-31</p> <p>Keywords: Active role, Increasing, Motivation</p>	<p>This research is motivated by the importance of the active role of teachers in increasing students' learning motivation in PJOK learning. The purpose of this study is to find out the extent of the active role of teachers in increasing student learning motivation at MTs Al-Musadaddiyah Garut. The method used was a quantitative descriptive approach involving 33 students as respondents, using data collection techniques in the form of questionnaires and interviews. The results showed that the active role of teachers was in the good category with a percentage of 76%, while students' learning motivation reached 78.4% with a good category. These findings show that the more active teachers are in managing learning, the higher the students' motivation to learn. Thus, the purpose of the activity was achieved, namely the positive relationship between the active role of teachers and students' learning motivation in PJOK learning.</p>

1. INTRODUCTION

Education is an important process in developing the potential of students as a whole, both from cognitive, affective, and psychomotor aspects (Lubis et al., 2026) In the context of education in Indonesia, Physical Education, Sports, and Health (PJOK) learning has a strategic role in shaping the physical fitness, movement skills, and

character of students. However, in practice, PJOK learning often faces various obstacles, one of which is low student learning motivation (Purnomo et al., 2021). Factors that support student motivation include internal factors such as physicality, interests, talents, and motives, as well as external factors such as the environment, family, and infrastructure in the school environment (Candra Gumilar et al., 2024). This can be seen from the lack of active participation of students, the tendency to feel bored, and low involvement in learning activities.

These problems show the urgency to improve the quality of PJOK learning, especially through optimizing the role of teachers (D. T. Putri & Setiawan, 2023). Teachers not only function as material presenters, but also as motivators, facilitators, and learning managers who are able to create an interesting and meaningful learning atmosphere (Basyori, 2025). The researcher intends to improve and find solutions to how students always learn with high enthusiasm (Hidayat et al., 2025). The active role of teachers is an important factor in fostering student learning motivation, because motivation is the main driver in achieving learning success (Kurniawati, 2023).

Several previous studies have shown that the role of teachers has a significant influence on students' learning motivation. Change can be attributed to the skills learned. Previous research has revealed that engaging learning strategies, good relationships between teachers and students, and providing constructive feedback can increase learning motivation (Hanaris, 2023). In addition, the factors of the learning environment, learning methods, and approaches used by teachers also contribute to the level of student motivation in participating in PJOK learning (Aprelyani, S. 2025). Other research also confirms that PJOK teachers play an important role in creating a pleasant learning atmosphere and actively increasing student engagement.

However, research that specifically examines the active role of teachers in increasing students' learning motivation in PJOK learning at the tsanawiyah madrasah level, especially at MTs Al-Musadaddiyah Garut, is still limited. Therefore, this research has novelty in the context of the research location, the approach used, and the focus on

the relationship between the active role of teachers and students' learning motivation in PJOK learning in a more contextual and in-depth manner.

2. METHOD

This study uses a qualitative approach (Abdussamad et al., 2021). with the aim of understanding in depth the phenomenon of the active role of teachers in increasing student learning motivation in PJOK learning (C. Putri et al., 2025). The qualitative approach was chosen because this research focuses on understanding the meaning, process, and perspective of individuals or groups in a natural context. The research design used is a symmetrical relationship design, which is a design that describes the relationship between two variables without showing a causal or reciprocal relationship, where the variables studied include the active role of teachers as independent variables and student learning motivation as bound variables (Priatna. T et al., 2025).

This research was carried out at MTs Al-Musadaddiyah Garut. The time for the research was carried out on November 25, 2025, while the instrument trial was carried out on November 19, 2025, at Al-Medina Junior High School. The population in this study is all students of MTs Al-Musadaddiyah Garut, with the research sample focused on grade VIII students totaling 33 people. The sampling technique used is saturated sampling, where all members of the population are used as research samples.

The data collection technique was carried out using a closed questionnaire which was compiled based on indicators of the active role of teachers and student learning motivation (Suhudi et al., 2024). The research instrument was prepared using a Likert scale with five alternative answers, namely strongly agree, agree, hesitate, disagree, and strongly disagree (Apriyanto et al., 2025). Scoring is done based on the type of statement, both positive and negative. Before being used in research, the instrument has gone through validity and reliability tests. The test results showed that all statement items were declared valid with a calculated r-value greater than the r of

the table and were reliable with a Cronbach's Alpha value of 0.969 for the teacher's active role variable and 0.900 for the student's learning motivation variable.

The data analysis technique was carried out in a quantitative descriptive manner through percentage calculation to describe the level of teachers' active role and student learning motivation. The data obtained from the questionnaire was first checked for completeness, then scored according to the assessment criteria. Next, the data is grouped, summed, and the percentage is calculated using the following formula:

$$P = \frac{f}{N} \times 100\% \quad (1)$$

Description:

P = Percentage

f = Frequency of respondents' answers

N = Maximum total score

The percentage results were then interpreted based on the assessment criteria, namely very good (81%–100%), good (61%–80%), fair (41%–60%), poor (21%–40%), and very poor (0%–20%). Thus, this data analysis is used to provide an overview of the active role of teachers in increasing student learning motivation in PJOK learning at MTs Al-Musadaddiyah Garut.

3. RESULTS AND DISCUSSION

Based on the results of the study, data processing of 33 respondents, it was obtained that the average student response score was 127.8 with a percentage of 76% in the "good" category, showing that the active role of teachers in PJOK learning is relatively good in motivating students. The questionnaire data showed the dominance of yes and strongly agree answers on several indicators, such as the provision of direct feedback by teachers with a percentage of 81% and the use of varied learning methods by 76%, which indicated a positive response of students to teacher involvement. In addition, the results of the recapitulation of student learning motivation reached a score

of 2,588 or 78.4% which is included in the good category, so it can be interpreted that the level of student learning motivation is relatively high and in line with the high active role of teachers in the learning process. Overall, these findings show that observation and questionnaire data point to a tendency that the more active the role of teachers, the better the students' motivation to learn in PJOK learning.

In this study, there were 36 initial questions that were prepared to measure the active role of teachers in increasing student motivation. The instrument was tested for validity to 33 respondents. and based on the results of the calculation that has been carried out on the validity of the teacher's active role instrument using SPSS version 26, it can be displayed as in the following table:

Table 1. Data Analysis of the Validity Test Results of Teachers' Active Role Instruments

Instrument Item No.	r Count	r Table	Remarks
P1	0,841	0,344	<i>Valid</i>
P2	0,908	0,344	<i>Valid</i>
P3	0,898	0,344	<i>Valid</i>
P4	0,903	0,344	<i>Valid</i>
P5	0,740	0,344	<i>Valid</i>
P6	0,856	0,344	<i>Valid</i>
P7	0,826	0,344	<i>Valid</i>
P8	0,616	0,344	<i>Valid</i>
P9	0,712	0,344	<i>Valid</i>
P10	0,788	0,344	<i>Valid</i>
P11	0,895	0,344	<i>Valid</i>
P12	0,758	0,344	<i>Valid</i>
P13	0,905	0,344	<i>Valid</i>
P14	0,898	0,344	<i>Valid</i>
P15	0,903	0,344	<i>Valid</i>
P16	0,740	0,344	<i>Valid</i>

Based on the table above, it shows that all statement items have a correlation coefficient value greater than the value of the r-criteria table 0.344, thus all items of the

statement of the teacher's active role instrument are declared valid and suitable for use as further research material.

Table 2. Data Analysis of the Validity Test Results of Student Learning Motivation Instruments

Instrument Item No.	r Count	r Table	Remarks
P1	0,580	0,344	<i>Valid</i>
P2	0,539	0,344	<i>Valid</i>
P3	0,679	0,344	<i>Valid</i>
P4	0,537	0,344	<i>Valid</i>
P5	0,520	0,344	<i>Valid</i>
P6	0,441	0,344	<i>Valid</i>
P7	0,601	0,344	<i>Valid</i>
P8	0,481	0,344	<i>Valid</i>
P9	0,628	0,344	<i>Valid</i>
P10	0,515	0,344	<i>Valid</i>
P11	0,481	0,344	<i>Valid</i>
P12	0,829	0,344	<i>Valid</i>
P13	0,709	0,344	<i>Valid</i>
P14	0,845	0,344	<i>Valid</i>
P15	0,579	0,344	<i>Valid</i>
P16	0,804	0,344	<i>Valid</i>
P17	0,829	0,344	<i>Valid</i>
P18	0,579	0,344	<i>Valid</i>
P19	0,804	0,344	<i>Valid</i>
P20	0,829	0,344	<i>Valid</i>

Based on the table above, it shows that all statement items have a correlation coefficient value greater than the value of the r-criteria of the table 0.344, thus all items of the student learning motivation instrument statement are declared valid and suitable for use as further research material. Reliability test is the extent to which measurement results using the same object will produce the same data. Based on the results of the validity of the teacher's active role instrument, all 16 instruments have met the validity

requirements, the test is continued to the reliability test stage which in this case is processed using SPSS version 26 with the results as follows:

Table 3. Results of the reliability test of the teacher's active role instrument

Case Processing Summary			
		N	%
Cases	Valid	33	100.0
	Excluded ^a	0	00.0
	Total	33	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
0.969	16

Based on the output of SPSS 26 above, it is known that the internal reliability value of all instruments of the teacher's active role is obtained at 0.969. Based on the rules of Cronbach's alpha table, which is ≥ 0.600 is considered reliable. Thus, all instruments prepared meet the requirements for validity and reliability, so the active role of teachers can be used for measurement in the context of data collection.

Table 4. Results of the reliability test of student motivation instruments

Case Processing Summary			
		N	%
Cases	Valid	33	100.0
	Excluded ^a	0	00.0
	Total	33	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
0.900	20

Based on *the output of SPSS 26* above, it is known that the internal reliability value of all student learning motivation instruments is obtained at 0.900. Based on the rules of *Cronbach's alpha table*, which is ≥ 0.600 is considered *reliable*. Thus, all instruments prepared meet the requirements for validity and reliability, so the student learning motivation instrument can be used for measurement in the context of data collection.

4. CONCLUSION

Based on the results of the research conducted on 33 respondents at MTs Al-Musadaddiyah Garut through the distribution of questionnaires and interviews, it can be concluded that the active role of teachers in PJOK learning has gone well and has been able to increase students' motivation to learn. This is shown by the dominance of positive student responses to various indicators of the teacher's role and the results of data recapitulation that are in the good category, so that the purpose of the research to find out the picture of the active role of teachers in increasing student learning motivation can be achieved. Thus, the goal of this research activity was met, namely the clear relationship between teachers' activeness in managing learning and increasing students' learning motivation in participating in PJOK learning.

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