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The Influence of The Classroom Environment on Student Motivation in The Penjas Learning Process

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ABSTRACT

This study aims to analyze the influence of the classroom environment on students' learning motivation in the Physical Education learning process. A comfortable and conducive classroom environment is believed to be able to increase students' enthusiasm for learning, especially in the Penjas subject which involves physical activity. This study uses a quantitative method with a survey approach. Based on the results of quantitative research, data processing and analysis show that the classroom environment and the role of the teacher as a whole are in the sufficient category; the classroom environment and the role of the teacher as a whole are in the neutral category; the school and the role of the teacher as a whole have a positive effect on students' learning motivation; the classroom environment and the role of the teacher as a whole have a positive effect on students' learning motivation; and the role of the teacher as a whole can increase students' learning motivation.

1. Introduction

Education is the process of changing the attitudes and behaviors of a person or a group of people as an effort to mature humans through learning and practice. The body is interpreted not only as the body and the physical, but as a whole, both the physical as a physical element and the spiritual as a psychological element. Students are educated about how to exercise, the rules of the game, and the importance of living a healthy lifestyle during physical Education is the process of changing the attitudes and behaviors of a person or a group of people as an effort to mature humans through learning and practice. The body is interpreted not only as the body and the physical, but as a whole, both the physical as a physical element and the

spiritual as a psychological element. Students are educated about how to exercise, the rules of the game, and the importance of living a healthy lifestyle during Physical Education. In addition, this lesson aims to build discipline, character, and a sense of confidence in students so that they can apply these principles in their daily lives. Thus, physical education is not only about physical activity, but is a view that pays attention to the balance between the physical, mental, and social development of students (Bangun, 2012).

Dewi Saryati Luba Loru Gaung (2021) stated that the inhibiting factors faced by education teachers in the learning process. One component that can be expected to be the main factor in creating a quality learning process is the teacher. Teachers must play an active role professionally or expertly in developing teaching as an effort to develop learning activities for the community. The process in schools is currently less effective, this is due to various factors such as facilities and infrastructure, learning methods, and teacher educators, who are less capable in their fields. Teachers' teaching skills must be supported by adequate facilities and infrastructure so that in the implementation of their duties they can run effectively.

One of the important components that can affect how students learn in school, including in the field of physical education, is the classroom environment. An unsupportive environment can lower students' interest and motivation, while a conducive environment can increase their motivation. The school environment is one of the factors that affect students' motivation to learn. In the school environment, of course, there are teachers, administrative staff, and classmates who can influence students' motivation to learn (Santoso & Adha, 2019). School environment in physical condition schools, facilities and infrastructure in the classroom, the state of school buildings and so on. In the school environment, of course, students learn to interact with new environments outside the family environment. In this school environment, students will interact with fellow teachers and fellow students (Na'im & Fakhru Ahsani, 2021).

Motivation is a psychological phenomenon that causes the emergence of impulses in individuals that are carried out consciously to achieve a desired goal and motivation can be applied in certain efforts to make the desire to do something to achieve the dream goal and get a sense of satisfaction (Sousia & Huliselan, 2020). Learning motivation greatly determines the success rate of the students themselves because learning motivation is the main factor that affects student learning outcomes (Darmayanti et al., 2021). In the world of education, the problem of learning motivation, building learning motivation, and the attitude of instilling learning motivation is new.

Learning motivation is also often a topic of discussion. providing better and quality education, forming individuals of faith and morals, creating a strong and competitive generation, and creating a collaborative educational environment. Students should be guided to implement school routines starting with discipline, free time, and prayer. There are many factors that affect students' learning motivation, one of the field realities that often occurs shows that there is still low or lack of motivation of students in carrying out learning activities, for example,

students carry out learning activities for various reasons, such as laziness and skipping school, laziness in doing assignments, lack of concentration, learning only by filling out attendance or attendance lists, going in and out of class for unclear reasons, lack of enthusiasm for participating in learning because they do not like the subject, think certain subjects are not important, or school because of family coercion not because of one's own desire.

This study aims to test the extent to which the classroom environment influences students' learning motivation in the physical education learning process. The results of this research are expected to provide valuable insights for educators and the manager of MA PPKP Ribahthul khail timbau tenggarong to create a better environment in the learning process in order to increase the motivation of students and the student's achievements.

2. Methodology

This research is a type of quantitative descriptive research that provides an overview of the object being studied (Sugiyono, 2012). This research was conducted with the aim of obtaining an overview and impact of the classroom environment on students' learning motivation in the physical education learning process. This research is a quantitative research using an explanatory survey. For data collection, a Likert-scale questionnaire was used. All students in the MA PPKP Ribahthul Khail Timbau Tenggara class were included as respondents in this study. The classroom environment questionnaire instrument was constructed with 18 statement items and the learning motivation questionnaire 15 statement items. The statistical analysis techniques used were descriptive statistics and inferential statistics.

Descriptive statistics are used to provide an overview of the conduciveness of the classroom environment, the effectiveness of the teacher's role, and student learning motivation which are described in the form of an average score. Inferential statistics are used using multiple regression analysis. The measurement data for the classroom environment variables and learning motivation are on an ordinal scale, therefore the data is converted into interval-scale data. Furthermore, the analysis is continued with a correlation test and calculating the power of determination. Data processing is carried out using the SPSS application. As follows, the interpretation of the average scores is clear in the table 1.

Table 1. Interpretation of the Average Scores

Level	Category	Interpretation	
		Class Environment	Learning Motivation
1	1.00-1.79	Strongly Disagree	Strongly Disagree
2	1.80-2.59	Disagree	Disagree
3	2.60-3.39	Neutral	Neutral
4	3.40-4.19	Agree	Agree
5	4.20-5.00	Strongly agree	Strongly agree

3. Result and Discussion

Classroom Environment

A questionnaire with 18 statements based on the four indicators is shown in Table 2. This statement format is suitable for use with a Likert scale of 1–5 (Strongly Disagree to Strongly Agree):

Table 2. Class Environment Questionnaire Statements

No.	Statement	STS	TS	N	S	SS
Class Facilities						
1	My classroom has sufficient lighting.					
2	Ventilation and air circulation in the classroom is very good.					
3	Comfortable chairs and tables are available for studying.					
4	Supporting facilities such as whiteboards, projectors, and learning aids are well available..					
5	Classroom cleanliness is always maintained every day					
Class Atmosphere						
6	The classroom atmosphere supports me to focus on learning.					
7	The teacher creates a pleasant learning environment.					
8	I feel safe and comfortable in the classroom.					
9	The classroom atmosphere is not too noisy and supports concentration in learning					
10	Learning activities in the classroom take place in an orderly and organized manner					
Social Interaction in the Classroom						
11	I feel accepted and appreciated by my classmates.					
12	I can easily discuss or collaborate with my classmates.					
13	The teacher gives students the opportunity to ask questions and discuss					
14	I feel that my relationship with the teacher is quite close and positive					
15	There is good cooperation between students in group activities					
Disturbing Factors						
16	Classroom learning activities are often disturbed by noise from outside the classroom.					
17	There are students who disrupt the learning process in the classroom.					
18	Disturbances from outside (such as traffic, school speaker sounds) do not interfere with the learning process in the classroom..					

The classroom environment is measured using indicators. Table 3 shows a recapitulation of the Respondents' Responses which provides an overview of the level of conduciveness of the classroom environment.

Table 3. Recapitulation of Respondents' Responses to Class Environment Variables

Indicators	Average	Interpretation
Classroom facilities	2,10	Disagree
Classroom atmosphere	3,44	Agree
Social infiltration in the classroom	2.53	Disagree
Disruptive factors	3,40	Agree
Variable Average	3,82	Agree

Table 3 shows the average score results of each indicator on the classroom environment variable. The highest average score was at 3.44, which was in the Class Atmosphere indicator which when connected with the interpretation scale was in the range of 3.40-4.19, which was in the agree category, while the average The lowest score is at 2.10, which is in the indicator of class facilities which when connected with the interpretation scale is in the range of 1.80-2.59 or is in the category of disagree. Thus, overall the class environment variable has an average score of 3.82 which means that it is in the agree category.

This can be interpreted as the optimal classroom environmental conditions. Indicators in the class environment variable are still in the position of the fourth level out of the five levels that are standard. For this reason, there needs to be an effort from the teacher to create a conducive classroom environment.

Student Motivation

Table 4 is a questionnaire with 15 statements designed to measure student motivation variables, adjusted to the indicators: intrinsic motivation, extrinsic motivation, learning factors, and barriers to learning. This questionnaire uses a Likert scale of 1–5 (Strongly Disagree to Strongly Agree):

Table 4. Student Motivation Questionnaire Statements

No.	Statement	STS TS N S SS
Intrinsic Motivation		
1	I felt happy when I learned Penjas without being told.	
2	I study Physical Education because I want to improve my abilities.	
3	I feel satisfied if I successfully complete the Physical Education assignment well.	
4	I am challenged to be better in Physical Education lessons.	
Extrinsic Motivation		
5	I study Physical Education to get good grades.	
6	I want to get an award from a teacher or school in the field of Physical Education.	
7	I feel motivated because I get support from my parents.	

No.	Statement	STS	TS	N	S	SS
Learning Factors (Role of Teachers and Facilitators)						
8	The Physical Education teacher explained the material in an interesting and easy to understand way.					
9	The teacher gave me motivation that made me enthusiastic about studying Physical Education.					
10	Adequate physical education learning facilities help me to be more active					
11	I feel comfortable studying Physical Education in a conducive class.					
Barriers to Learning						
12	I often feel lazy to follow physical education lessons					
13	I am not interested in taking physical education lessons.					
14	I feel disturbed by the classroom atmosphere during physical education lessons..					
15	I often feel insecure when taking part in Physical Education lessons.					

Student motivation is measured through indicators. The following table 5 is an overview of the variables of student motivation based on respondents' responses.

Table 5. Recapitulation of respondents' responses to class motivation variables

Indicators	Average	Interpretation
Intrinsic Motivation	3,22	Neutral
Extrinsic Motivation	3,33	Neutral
Learning Factors	4,20	Strongly agree
Barriers to Learning	3.10	Neutral
Variable Average	2,77	Neutral

Table 5 shows the average score results of each indicator on the student motivation variable. The highest average score results are found in the facilitator indicator, learning factor with an average score of 4.20 when connected with the interpretation scale is in the range of 4.20-5.00 which means it is in the category of strongly agree, while the lowest average score was in the intrinsic motivation indicator with an average score of 3.22 which when linked to the interpretation scale was in the range of 2.60 -3.39 or in the neutral category. Thus, overall the variable of the teacher's role has an average score of 2.77 which means that it is in the neutral category.

4. Conclusion

Adequate facilities, such as bright classrooms, good ventilation, and complete sports equipment, are factors that support student comfort in participating in learning. A classroom atmosphere that supports positive social interactions between students and teachers, as well as between students and each other, also contributes greatly to increasing student motivation. When students feel appreciated, accepted,

and given the opportunity to contribute, they will be more motivated to learn and develop. Adequate facilities, such as bright classrooms, good ventilation, and complete sports equipment, are factors that support student comfort in participating in learning. A classroom atmosphere that supports positive social interactions between students and teachers, as well as between students and each other, also contributes greatly to increasing student motivation. When students feel appreciated, accepted, and given the opportunity to contribute, they will be more motivated to learn and develop. Data processing and analysis based on quantitative research in general, the classroom environment is categorized as agreeable, student motivation in the analysis is categorized as neutral. Schools and the role of teachers have a significant positive effect on student motivation, in terms of the classroom environment and the role of teachers have a positive effect on student motivation by having, learning motivation can be increased through improving the student environment that is appropriate for the place of learning, and the role of teachers as professional teachers.

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