



Student Participation in Physical Education Learning: A Study at SMA Negeri 2 Sinjai

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ABSTRACT

This study aims to analyze the level of student participation in physical education learning at SMA Negeri 2 Sinjai. Student participation is an important indicator in determining the success of the learning process, especially in educational subjects that emphasize aspects of physical, cognitive, and affective involvement. This study uses a quantitative descriptive approach with a survey method. The research sample consisted of 120 students randomly selected from grades X and XI. The instrument used was a student participation questionnaire that had been tested for validity and reliability. Data were analyzed using descriptive statistics in the form of percentages. The results showed that student participation in physical education learning was highest in the affective (72%) and psychomotor (68%) aspects, which reflected active involvement and positive attitudes of students towards learning activities. However, participation in the cognitive aspect is still relatively low (60%), so a strategy is needed to improve students' understanding and involvement intellectually. Student participation is influenced by interest, motivation, learning methods, availability of facilities, social support, and self-confidence. These findings indicate the need for more varied and participatory learning strategies to increase student involvement in physical education.

1. Introduction

Physical education plays a significant role in the education system due to its focus on holistic development, encompassing the physical, mental, social, and emotional aspects of students. Physical education not only serves as an introduction to sports but also contributes to the formation of character and important values such as fitness, sportsmanship, cooperation, and a healthy lifestyle from an early age (Rosmi, 2016). This is supported by (Sari et al., 2024), who emphasize that physical education contributes to the development of healthy lifestyle habits, which in turn supports students' balanced development. Other research also emphasizes the importance of active student involvement in physical education activities to achieve established learning objectives, emphasizing the importance of active participation in physical education as a supporter of holistic development (Mustafa & Winarno, 2020).

Despite the numerous benefits of physical education, challenges remain in its implementation. One major challenge is the variation in student interest in physical activity. Students' perceptions of teachers and the condition of infrastructure, including sports facilities, significantly influence student interest and participation in physical education (Subekti et al., 2024). Inadequate sports facilities can negatively impact student motivation and participation in physical education activities, demonstrating the close relationship between physical education infrastructure and student learning experiences.

This highlights the importance of investing in physical education infrastructure to enhance positive experiences for students (Dikrudin et al., 2021).

Furthermore, effective communication between teachers and students is a key element in creating a positive learning environment. Good communication can improve students' attitudes toward learning and their engagement in these activities. Recommendations for modifying teaching strategies by integrating mini-games as part of the warm-up can be an innovative step to increase student interest (Prastyana et al., 2023). This approach, as explained by Riyanto, can make physical education activities more engaging and beneficial for students. Efforts to innovate in physical education are crucial to remain relevant and effective in supporting students' needs (Riyanto, 2020). Although the challenges in implementing physical education are significant, the importance of communication and the use of innovative teaching methods are key to maximizing the contribution of physical education. Physical education, as an integral part of the education system, must continue to adapt and evolve to comprehensively and qualitatively support students' needs.

Physical education in senior high schools (SMA) plays a crucial role in supporting student character development and health. Research shows that physical education activities contribute significantly to students' physical, social, and emotional well-being by encouraging their active participation in physical activities (Setyawan & Gani, 2023; Wahyunal & Gazali, 2022). However, despite the availability of basic facilities, SMA Negeri 2 Sinjai still faces challenges in optimizing student participation in physical education learning. An in-depth analysis of student participation levels and more engaging learning strategies are needed to address this gap (Wahyunal & Gazali, 2022). The utilization of resources in physical education is not optimal, which directly impacts low student participation in physical education activities.

Existing facilities must be supported by effective time management in physical education learning. Inadequate time allocation is one factor contributing to low student participation. Therefore, more appropriate and effective scheduling is necessary for the physical education program to function effectively in improving student fitness (Setyawan & Gani, 2023). Other research also supports the importance of designing engaging programs to encourage active and sustained student participation (Apriliani et al., 2024).

The use of active learning methods, such as game-based or collaborative learning, has the potential to improve student participation rates in Physical Education classes. These methods not only increase student engagement but also develop social skills and a sense of responsibility (Apriliani et al., 2024; Rejeki et al., 2024). The enjoyment factor in physical activity makes students more likely to participate in Physical Education activities that are fun and engaging (Suhendra et al., 2023). Providing enjoyable learning experiences will increase student motivation and commitment to Physical Education activities.

To increase student participation in Physical Education, it is important to analyze the effectiveness of physical education activities.

2. Methods

This study employed a descriptive quantitative approach to provide an objective overview of student participation levels in Physical Education learning at SMA Negeri 2 Sinjai. This approach was chosen because it presents data systematically and measurably based on predetermined indicators. The study population comprised all students enrolled in Physical Education, while sampling was conducted using stratified random sampling, considering grades 10 and 11 to ensure proportional representation. A total of 120 students were selected as respondents. The research instrument was a questionnaire structured around five participation indicators: attendance, active involvement, responsibility for tasks, interest and motivation, and social interaction during learning. The questionnaire used a 4-point Likert scale and underwent validation by two experts and pilot testing to ensure its validity and reliability.

Data collection was conducted by distributing the questionnaire to the sample students after obtaining permission from the school and student consent to participate. The collected data were then analyzed using descriptive statistics in the form of percentages and averages to interpret student participation levels into specific categories: very high, high, medium, low, and very low. The analysis was conducted using SPSS (Statistical Package for the Social Sciences) software. The results are expected to provide useful information for developing more effective and participatory learning strategies in Physical Education.

3. Results

This research was conducted on 10th and 11th grade students at SMA Negeri 2 Sinjai with a total of 120 respondents consisting of 60 male students and 60 female students. Data were obtained through a participation questionnaire in Physical Education learning that covered cognitive, affective, and psychomotor aspects, as well as through observation and interviews with physical education teachers, more details can be seen in table 1 below:

Table 1. Students' Participation Level Based on Learning Aspects

No	Participation Aspect	Category	Number of Students	Percentage (%)	Description
1	Psychomotor	High	82	68%	Actively participated in physical activities
		Moderate	24	20%	Participated but showed less enthusiasm
		Low	14	12%	Tended to be passive or not involved
2	Cognitive	High	72	60%	Understood the material and actively engaged in discussions
		Low	48	40%	Passive and showed less interest in theoretical aspects
3	Affective	High	86	72%	Demonstrated positive attitudes and enjoyed participating
		Low	34	28%	Lacked confidence or felt uncomfortable

Data Source, 2025

Based on data analysis, it was found that the level of student participation in Physical Education lessons at SMA Negeri 2 Sinjai was generally moderate. This was demonstrated by achievements in three main aspects of participation: psychomotor, cognitive, and affective. In the psychomotor aspect, the majority of students (68%) demonstrated active engagement in physical activities during lessons. They were able to follow teacher instructions, perform movement tasks well, and demonstrate enthusiasm in games and fitness exercises. However, approximately 20% of students participated passively, and another 12% tended to be uninvolved, particularly in outdoor activities or activities that required a high level of physical effort.

In the cognitive aspect, approximately 60% of students demonstrated a good understanding of the learning material, such as game rules, basic techniques, and the benefits of physical activity. This indicates that most students were able to absorb theoretical information. However, the level of student engagement in activities such as discussions, question-and-answer sessions, and theory evaluations

remained relatively low. Approximately 40% of students tended to be passive in these processes. This condition is suspected to be due to low student interest in the theoretical aspects of Physical Education lessons, which focus primarily on physical activity.

Meanwhile, in terms of affective aspects, 72% of students demonstrated a positive attitude toward physical education learning. They felt happy, motivated, and valued teamwork, especially in various group activities. However, approximately 18% of students still expressed discomfort during the lesson. These students generally had low fitness levels or felt embarrassed when having to demonstrate their physical abilities in front of their peers. For more details, see Figure 1 below:

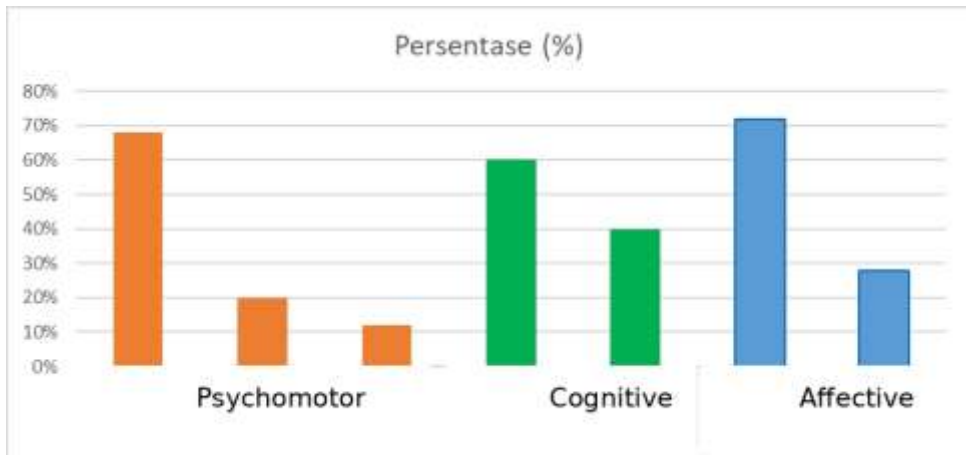


Figure 1. Student Participation Levels Based on Learning Aspects

Student participation in learning activities is influenced by various interrelated factors. Understanding these factors is essential for designing learning strategies that optimally enhance student engagement. In general, factors influencing student participation can be classified into three main aspects: psychomotor, cognitive, and affective. The following data on factors influencing student participation can be seen in Table 2.

Table 2. Factors Influencing Student Participation

No.	Influencing Factors	Percentage (%)	Description
1	Personal Interest and Motivation	75%	Students are more active when they have an interest in physical activities
2	Teacher's Teaching Methods	68%	Enjoyable learning methods increase student participation
3	Sports Facilities and Infrastructure	52%	Limited facilities become obstacles for some students
4	Social Support (Friends/Family)	47%	Support from friends and family influences students' enthusiasm
5	Self-Confidence	40%	Students with low self-confidence tend to be less active

Source: Data, 2025

The data above shows that several key factors influence student participation in Physical Education lessons at SMA Negeri 2 Sinjai. First, students' personal interest and motivation for physical activity are the primary drivers of their involvement in each activity. Second, the teaching methods employed by teachers, particularly those that are participatory and fun, also determine the extent to which students feel interested and engaged. Third, the limited availability of sports facilities and equipment poses a barrier to creating varied and engaging learning. Furthermore, social support from friends and family plays a crucial role in fostering student enthusiasm for participation. Furthermore, students' self-confidence in their physical abilities significantly influences their willingness to actively participate in learning activities.

The level of student participation in Physical Education lessons is considered quite good. However, improvements are still needed, particularly in cognitive aspects and in reaching students with low self-confidence or low motivation. Therefore, a more inclusive, varied, and adaptive learning approach to student characteristics is needed to ensure equitable and sustainable increases in participation. For more details, see Figure 2.

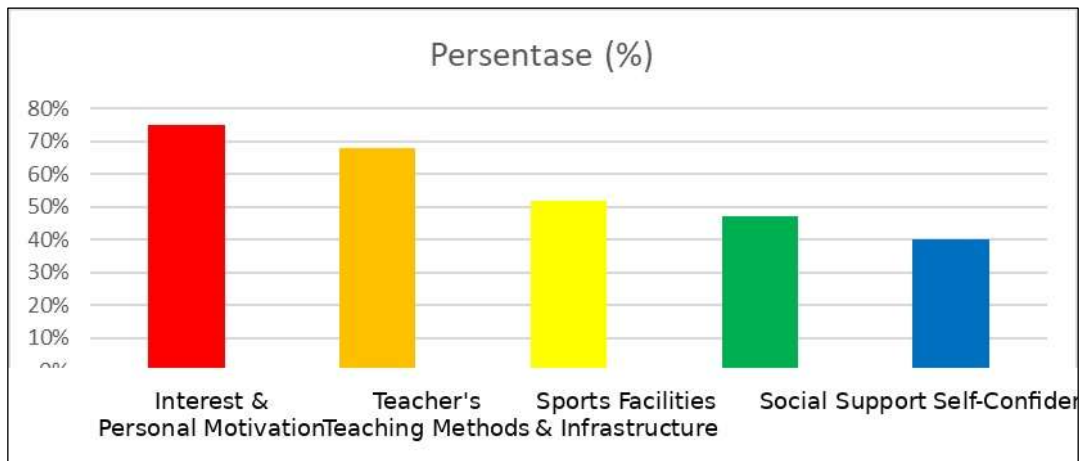


Figure 2. Factors Influencing Student Participation

4. Discussion

The results of the study indicate that the level of student participation in Physical Education learning at SMA Negeri 2 Sinjai is in the fairly good category, with high participation predominating in the psychomotor and affective aspects, while the cognitive aspect still requires more attention. In the psychomotor aspect, 68% of students demonstrated high participation. This finding indicates that the majority of students responded positively to the physical activities offered in Physical Education learning. Active engagement in physical activities is a key indicator of successful Physical Education learning, showing a positive relationship with effective learning outcomes in the field of physical education (Lugaya et al., 2019; Rosmi, 2016). High participation in psychomotor can be seen as a reflection of students' interest and physical readiness to follow the practical material being taught.

Furthermore, research shows that integrating elements of physical education with other aspects, such as character development, is also a crucial factor in increasing student participation (Abduljabar, 2014; Kamaruddin et al., 2023). This is because physical education not only focuses on physical aspects but also serves as a tool for developing students' moral and social qualities through physical activity.

Physical education promotes a holistic learning experience, encompassing the development of psychomotor skills, knowledge, cognitive reasoning, and affective character (Rosmi, 2016; Salamah & Setiawan, 2022). A balanced approach between psychomotor, affective, and cognitive aspects is needed in the physical education curriculum to meet the needs of students' holistic development (Verianti & Najib, 2022).

However, findings regarding low participation in the cognitive aspect require special attention. This aligns with previous research showing that theoretical understanding in physical education is often neglected, resulting in students' low knowledge regarding physical activity (Pratiwi et al., 2023; Widodo et al., 2022). Therefore, it is crucial for educators to improve teaching strategies that encourage students' cognitive engagement so that students are not only physically active but also understand the theory underlying their practices (Marlissa & Lima, 2022).

Thus, the research findings at SMA Negeri 2 Sinjai reflect the challenges and opportunities in developing a more balanced physical education system. Efforts to increase cognitive participation can be made by improving the quality of learning materials and methods that emphasize student understanding and reflection on physical activity, in line with the views expressed by Kamaruddin et al. regarding the importance of physical education for student character and learning (Kamaruddin et al., 2023).

The cognitive aspect of physical education shows a low level of participation among students, but more precise figures cannot be identified without valid sources. One of the main causes of this phenomenon is the lack of variety in the learning methods used by teachers, who often emphasize practical aspects over theory (Rosmi, 2016). Monotonous learning methods tend to reduce students' cognitive engagement, preventing them from developing a deep understanding of the concepts being taught (Prastyana et al., 2023). Consequently, this cognitive inactivity can negatively impact students' ability to think critically and solve problems, which are crucial in the context of physical education (Sari et al., 2024).

The importance of a solid understanding of basic concepts in physical education contributes to the formation of sustainable healthy attitudes and behaviors (Mulya, 2018). This suggests that physical education should not only focus on physical aspects and motor skills, but also introduce students to the values of health and a healthy lifestyle. In this context, physical education can serve as a means to foster and shape a healthy lifestyle that students will carry into adulthood (Oktariani et al., 2021).

More innovative approaches to teaching, such as the use of more interactive and engaging methods, will significantly increase student engagement at the cognitive level (Hernawan et al., 2023). Physical education programs that involve simulations, hands-on practice, and group discussions can reduce teachers' tendency to focus solely on the practical aspects (Bahtiar & Rahman, 2022). In this way, students not only learn the importance of exercise and fitness but also develop critical thinking skills that are essential in everyday life (Cahyono & Mu'arifin, 2022).

In terms of affective aspects, research shows that most students have a positive attitude toward physical education learning. This reflects the fact that many students enjoy and are motivated to participate in physical education activities. A fun learning approach and a supportive social atmosphere contribute significantly to this positive attitude (Kamaruddin et al., 2023; Lugaya et al., 2019). The combination of innovative teaching methods and an inclusive environment is crucial for increasing student engagement, thus creating a more satisfying learning experience. Game-based learning models and interactive activities have proven effective in increasing student motivation and participation (Lugaya et al., 2019; Rejeki et al., 2024).

However, it should be noted that some students experience discomfort, particularly those with low self-esteem. This is important for educators to consider so they can design more inclusive strategies in teaching and learning activities, ensuring all students feel included (Suryadin, 2022). An educational approach that considers students' unique characteristics, including their emotional and social needs, can help create a more supportive environment for all students (Ardonansyah et al., 2021). To improve learning outcomes in physical education, it is crucial for teachers to focus not only on teaching techniques but also on students' social and affective dynamics (Furnandi et al., 2022; Putra et al., 2019).

Therefore, listening to and responding to each student's social needs can significantly impact their participation and positive attitudes toward physical education learning.

Interviews revealed several key factors influencing student participation in the learning process, including personal interests, learning methods, and the condition of facilities and infrastructure. The use of learning approaches appropriate to student characteristics, along with support in a conducive learning environment, is crucial (Erfantinni et al., 2019; Lubis, 2023). Low student self-confidence is a significant factor that can hinder participation (Mudlofir, 2016). In this context, group tutoring through collaborative methods has been shown to increase self-confidence, which in turn improves student engagement in learning (Lubis, 2023). Social support from peers also plays a crucial role, enabling peer motivation to influence students' desire to learn and participate more actively (Mubarok, 2019). Implementing learning strategies that create a supportive atmosphere also contributes to student character development, which is part of the broader educational process (Mustikaningrum et al., 2020). Therefore, it is important to identify and address factors that can reduce students' self-confidence and the social support they receive to increase their participation in learning activities.

These findings suggest that to increase student participation, it is crucial to consider factors such as self-confidence, which is influenced by peer support and the learning methods used. The development of children's self-confidence stems not only from within themselves but is also influenced by the social environment in which they interact.

Therefore, education must adapt and provide appropriate support to address these challenges. This requires efforts from physical education teachers to implement more varied and participatory learning methods, such as game-based learning, scientific approaches, and the Teaching Games for Understanding (TGfU) model, to achieve all aspects of student participation. Furthermore, improving sports facilities and addressing individual student needs are also strategic steps in improving the quality of physical education instruction.

5. Conclusion

Based on the research results, it can be concluded that the level of student participation in Physical Education lessons at SMA Negeri 2 Sinjai is generally considered quite good. The highest level of participation is found in the affective aspect, at 72%, reflecting positive student attitudes such as enjoyment, high motivation, and cooperation in group activities. This is followed by the psychomotor aspect, at 68%, indicating active student engagement in physical activities during the lesson. Meanwhile, participation in the cognitive aspect is relatively lower, at 60%, indicating the need for improvement in material understanding, discussion, and theoretical reflection. Student participation is influenced by various factors such as personal interest and motivation, teacher teaching methods, availability of facilities and infrastructure, social support, and student self-confidence.

Therefore, although student engagement is generally considered good, efforts are needed, particularly in the cognitive aspect and attention to students who lack confidence. Physical Education teachers are expected to develop more varied, enjoyable, and inclusive learning approaches to optimize student participation across the board.

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