

## Students Confidence in Increasing Learning Motivation

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### ABSTRACT

The study shows that students' self-confidence in increasing learning motivation in physical education class VIII in participating in Physical Education learning at SMP Negeri 2 Harian in the 2023/2024 Academic Year is in the moderate category. This study was conducted at SMP Negeri 2 Harian with a total of 30 students consisting of 17 boys and 14 girls. The questionnaire items in this study were 30 statements prepared in Google Form <https://forms.gle/w86uMf1yTbZntFnF6>. The data analysis technique used in this study is a quantitative descriptive analysis technique. The results of the study show that students' self-confidence in increasing learning motivation in physical education class VIII in participating in Physical Education learning at SMP Negeri 2 Harian in the 2023/2024 Academic Year is in the moderate category. The success of Physical Education learning must be supported by students who have self-confidence in participating in learning, and the results of this study state that the self-confidence of class VIII students of SMP Negeri 2 Harian in participating in Physical Education learning is in the moderate category, so teachers need to pay attention and try to improve the learning process that has been carried out, for example teaching methods that are in accordance with student interests, so that the level of student confidence increases in participating in Physical Education learning can be maintained, and even will increase.

### KEYWORDS

Student; self-confidence; learning motivation

## INTRODUCTION

Humans are individual beings and social beings. In relation to humans as social beings, which cannot be separated from other individuals. By nature, humans will take place in various forms of communication and situations (Hude and Saihu, 2024). In this kind of life, interaction occurs. Thus, this activity is called the process of interaction or communication. One of the communications of every human being is education. Education is very important for the future. Education is a means to realize the learning process so that students can develop their potential. The potential that exists within oneself will mean nothing without education (Adang, 2000). Education is guidance or conscious leadership by the educator towards the physical and spiritual development of the educated towards the formation of the main personality. Education is very important in human life because through education (Dewi et al., 2020). a child can develop abilities, attitudes and other forms of behavior in society (Achmad, 2012).

If a student has reached adulthood, then he is fully capable of acting alone for the welfare of his life and the surrounding community. The act or deed of educating children to achieve certain goals, and there will be changes in the students, changes from the results of

education are symptoms of maturity that continuously increase until self-determination of self-responsibility by students or the formation of an adult personality. Good achievements can be obtained at school, success in school depends on how well the child thinks and not always by memorizing (Rahman, 2013). Children will also acquire special skills at school. These special skills can be developed with the help of parents. Schools are only assistants to the continuation of education in the family because the first and main education obtained by children is in the family (Bimo, 2003). The way parents educate their children has a big influence on children's learning. All the needs required by children, especially needs related to learning problems must be met by their parents. In order for children to achieve good learning achievements, education in the family needs to be considered.

The family is the first and main educational institution. A healthy family means a lot for education in small terms, but is decisive for education in large terms, namely the education of the nation, state and world (Wibowo, 2007). Seeing the question above, it can be understood how important the role of the family is in their children's education. The way parents educate their children will affect their learning. The role of parental guidance can also arise due to the lack of encouragement as teachers at home do not maximize helping their children's obstacles in school problems, and parents do not provide adequate facilities to their children, parents pay less attention to their children, because parents who mostly work as sand transporters do not have time to teach children to study at home (Suryobroto, 2001). When the teacher delivers the lesson material, students are less active. There are some students who also rarely ask or respond to questions from the teacher. If the teacher gives homework, some students still do it at school. Textbooks are sometimes left at home, students also do not complete school equipment.

So parents are expected to guide their children to study well at home, because the role of teachers is also lacking without encouragement and support from parents so that the learning achievements achieved by children at school will also be better. Judging from the relationship between the role of parents of students helping children study at home, it is very related because it is seen from the background of the parents. Because parents are lacking in guiding their children's learning at home, the results of the grades obtained by children have also partly not reached the KKM. Theoretically, this study is expected to provide benefits to parents in helping children study at home. So that children achieve good Indonesian language learning achievements. The practical benefits are as a guideline and input material for teachers and students in developing Physical Education and Health learning in schools.

## **LITERATURE REVIEW**

### ***Self-confident***

Self-confidence is an attitude or belief in one's own abilities so that in one's actions one is not too anxious, feels free to do things according to one's wishes and responsibility for one's actions, is polite in interacting with others, has a drive for achievement and can recognize one's own strengths and weaknesses. Self-confidence illustrates that people who have self-confidence have the characteristics of being selfless (tolerance), do not need encouragement from others, are optimistic and happy (Sukintaka, 2004).

Based on the description above, self-confidence is a belief in oneself, be it behavior, emotions, and spirituality that comes from the conscience to be able to do everything according to one's ability to meet the needs of life so that life is more meaningful. Self-confidence is obtained from life experiences and is related to the ability to do something well. With good self-confidence, a person will be able to actualize the potentials that exist

within him. Self-confidence is very important in living life, therefore individuals need to increase their self-confidence in order to live a successful life.

### ***Learning Activities***

Learning is a process for humans to master various competencies, skills and attitudes. The learning process begins when humans are babies and continues throughout their lives. Changes are not only related to the addition of knowledge, but also various skills and attitudes. From one experience to another will cause a process of change in a person. As a process, learning almost always gets a large place in various sciences related to education. Learning plays a very important role in our lives. As the younger generation, we can advance education in the community. Sardiman (2010: 21) concluded "Learning means an effort to change the level of behavior". Learning is the main requirement to be good at everything, both in the fields of science and skills. Learning is done intentionally or unintentionally, with or without the help of others. Because, learning is done by everyone.

Learning and teaching according to Sudjana (2010: 2) "Learning and teaching as a process contain three elements that can be distinguished, namely teaching objectives (instructional), learning and teaching experience (process), and learning outcomes". The relationship between these three elements is very related, namely showing the relationship between instructional objectives and learning experiences and learning outcomes. Teaching/instructional is an action or activity to see how far the instructional objectives have been achieved or mastered by students in the form of learning outcomes after they have undergone their learning experience (teaching and learning process). Assessment activities to determine the effectiveness of learning experiences in achieving optimal learning outcomes.

## **RESEARCH METHODS**

### ***Place and Time of Research***

This research was conducted at SMP Negeri 2 Harian, Samosir Regency, North Sumatra. This research was conducted on Monday, 01 - Wednesday, 3 April 2024.

### ***Population and Sample***

The population in this study were all students of class VIII-1 of SMP Negeri 2 Harian consisting of 1 class with a total of 30 students. The sample was all students of class VIII of SMP Negeri 2 Harian with a total of 30 students consisting of 17 boys and 14 girls.

### ***Methodology***

This study uses a quantitative descriptive method (Suharsimi, 2006). The results of the study indicate that students' self-confidence in increasing learning motivation in physical education class VIII in participating in Physical Education learning at SMP Negeri 2 Harian in the 2023/2024 Academic Year is in the moderate category.

### ***Data collection technique***

The techniques used in this research to collect data can be:

#### **1. Observation**

The observation was conducted by visiting the school to distribute the questionnaire given to students to be filled out using Google form, in order to find out the role of parents in helping children study at home. Distributing the questionnaire was to find out whether or

not there was a relationship between the role of parents in helping children study at home. Observations were conducted on Monday to Wednesday, at 10:30, April 1 to 4, 2024.

## 2. Questionnaire

According to Arikunto (2010: 194) "A questionnaire is a number of written questions used to obtain information from respondents". This questionnaire is for the first problem, namely the role of parental guidance in helping children learn at home. This questionnaire is filled out by students so that they can find out how far the role of parents at home is in helping children learn. This questionnaire consists of written questions where respondents only check (√) one of the answers given in the answer choices that have been prepared. The questionnaire items in this study were 60 questions.

## 3. Data Analysis Techniques

In this study, the data obtained using a questionnaire for each question item was followed by four alternative answers as follows:

**Table 1.** Four answers for the questionnaire

| Answer            | Score |
|-------------------|-------|
| Strongly Agree    | 5     |
| Agree             | 4     |
| Neutral           | 3     |
| Disagree          | 2     |
| Strongly Disagree | 1     |

After the answers were collected, the author scored the data on parental attention. And then arranged in a table of questionnaire results on parental attention. So the questionnaire that the author submitted was used to obtain data on parental attention. According to Sugiyono (2007: 142), "This questionnaire consists of written statements where respondents only check (√) one of the answers given in the answer choices that have been prepared in the Google Form <https://forms.gle/w86uMf1yTbZntFnF6>. The questionnaire items in this study were 30 statements.

**Table 2.** Questionnaire

| No. | Question   | SA | A | N | D | SD |
|-----|--|----|---|---|---|----|
| 1   | I feel like I have achievements in sports  |    |   |   |   |    |
| 2   | Even though my parents are farmers, my performance when participating in competitions is maintained. |    |   |   |   |    |
| 3   | I am able to bear the consequences of my actions.  |    |   |   |   |    |
| 4   | I ask my teacher at school if I have difficulty doing my assignments.                                |    |   |   |   |    |
| 5   | I can accept my shortcomings.  |    |   |   |   |    |
| 6   | I can complete assignments as best I can with my abilities.  |    |   |   |   |    |
| 7   | I never look for excuses if I make mistakes and always try to fix them                               |    |   |   |   |    |
| 8   | I am not easily anxious when faced with difficult situations.  |    |   |   |   |    |
| 9   | I am able to complete assignments well, even without the help of others.                             |    |   |   |   |    |
| 10  | I never compare myself to others.  |    |   |   |   |    |
| 11  | For me, failure is delayed success.  |    |   |   |   |    |

|    |   |  |  |  |  |  |  |  |
|----|---|--|--|--|--|--|--|--|
| 12 | Even though I get a difficult assignment, I still try to complete it.                     |  |  |  |  |  |  |  |
| 13 | I am never anxious about making a decision.   |  |  |  |  |  |  |  |
| 14 | I am sure that with the advantages I have, I can become a successful person.              |  |  |  |  |  |  |  |
| 15 | I always ask other people when I have to make a decision.                                 |  |  |  |  |  |  |  |
| 16 | I am sure that I can achieve my goals.  |  |  |  |  |  |  |  |
| 17 | I enjoy finding new ways for something big that is useful                                 |  |  |  |  |  |  |  |
| 18 | I am not worried about my shortcomings.   |  |  |  |  |  |  |  |
| 19 | I feel happy when I socialize with new people.  |  |  |  |  |  |  |  |
| 20 | I can complete tasks according to the specified time.                                     |  |  |  |  |  |  |  |
| 21 | No matter how difficult the task given to me is, I will still try to complete it.         |  |  |  |  |  |  |  |
| 22 | I never ask my friends to take me when I travel.  |  |  |  |  |  |  |  |
| 23 | I always try again if I fail.   |  |  |  |  |  |  |  |
| 24 | I am not worried about my future.   |  |  |  |  |  |  |  |
| 25 | I like challenge of life.   |  |  |  |  |  |  |  |
| 26 | I will take the risk, even if the task I do is wrong                                      |  |  |  |  |  |  |  |
| 27 | I can adapt quickly in learning   |  |  |  |  |  |  |  |
| 28 | When there is a welding subject that I don't understand, I try to be brave enough to ask. |  |  |  |  |  |  |  |
| 29 | I feel ashamed of what I do.  |  |  |  |  |  |  |  |
| 30 | I prefer to be alone when there is a problem rather than mingling with other friends.     |  |  |  |  |  |  |  |

## RESULTS AND DISCUSSION

The data analysis technique in this study uses descriptive data analysis techniques. The calculation of descriptive statistics uses descriptive percentage statistics, because what is included in descriptive statistics includes data presentation through tables, graphs, diagrams, circles, pictograms, calculations of mean, mode, median, calculations of deciles, percentiles, calculations of data distribution, calculations of averages, standard deviations, and percentages (Sugiyono, 2007: 112). Validity testing is carried out to determine the extent to which the measuring instrument that is compiled is able to measure the indicators to be measured and is analyzed by using the measuring instrument in this study using the Masrum standard in Sugiyono's book (2007: 112), as a minimum requirement is considered to meet the requirements if  $r = 0.05$  (for  $N = 30$  people).

**Table 3.** Validity Test

|                           |                | Statistics |       |       |       |       |       |       |
|---------------------------|----------------|------------|-------|-------|-------|-------|-------|-------|
|                           |                | P1         | P2    | P3    | P4    | P5    | P6    | P7    |
| <b>N</b>                  | <b>Valid</b>   | 30         | 30    | 30    | 30    | 30    | 30    | 30    |
|                           | <b>Missing</b> | 0          | 0     | 0     | 0     | 0     | 0     | 0     |
| <b>Mean</b>               |                | 4.30       | 4.10  | 3.93  | 4.07  | 3.80  | 4.00  | 3.83  |
| <b>Std. Error of Mean</b> |                | 0.119      | 0.100 | 0.117 | 0.095 | 0.130 | 0.117 | 0.167 |
| <b>Median</b>             |                | 4.00       | 4.00  | 4.00  | 4.00  | 4.00  | 4.00  | 4.00  |
| <b>Mode</b>               |                | 4          | 4     | 4     | 4     | 4     | 4     | 4     |
| <b>Std. Deviation</b>     |                | 0.651      | 0.548 | 0.640 | 0.521 | 0.714 | 0.643 | 0.913 |
| <b>Variance</b>           |                | 0.424      | 0.300 | 0.409 | 0.271 | 0.510 | 0.414 | 0.833 |
| <b>Range</b>              |                | 2          | 2     | 2     | 2     | 2     | 3     | 3     |

|                |     |     |     |     |     |     |     |
|----------------|-----|-----|-----|-----|-----|-----|-----|
| <b>Minimum</b> | 3   | 3   | 3   | 3   | 3   | 2   | 2   |
| <b>Maximum</b> | 5   | 5   | 5   | 5   | 5   | 5   | 5   |
| <b>Sum</b>     | 129 | 123 | 118 | 122 | 114 | 120 | 115 |

**Table 4. Statistics**

|                           |                | <b>P8</b> | <b>P9</b> | <b>P10</b> | <b>P11</b> | <b>P12</b> | <b>P13</b> | <b>P14</b> |
|---------------------------|----------------|-----------|-----------|------------|------------|------------|------------|------------|
| <b>N</b>                  | <b>Valid</b>   | 30        | 30        | 30         | 30         | 30         | 30         | 29         |
|                           | <b>Missing</b> | 0         | 0         | 0          | 0          | 0          | 0          | 1          |
| <b>Mean</b>               |                | 4.03      | 3.93      | 3.77       | 4.40       | 4.03       | 4.07       | 4.21       |
| <b>Std. Error of Mean</b> |                | 0.112     | 0.106     | 0.149      | 0.123      | 0.112      | 0.126      | 0.125      |
| <b>Median</b>             |                | 4.00      | 4.00      | 4.00       | 4.50       | 4.00       | 4.00       | 4.00       |
| <b>Mode</b>               |                | 4         | 4         | 4          | 5          | 4          | 4          | 4          |
| <b>Std. Deviation</b>     |                | 0.615     | 0.583     | 0.817      | 0.675      | 0.615      | 0.691      | 0.675      |
| <b>Variance</b>           |                | 0.378     | 0.340     | 0.668      | 0.455      | 0.378      | 0.478      | 0.456      |
| <b>Range</b>              |                | 2         | 2         | 3          | 2          | 2          | 3          | 2          |
| <b>Minimum</b>            |                | 3         | 3         | 2          | 3          | 3          | 2          | 3          |
| <b>Maximum</b>            |                | 5         | 5         | 5          | 5          | 5          | 5          | 5          |
| <b>Sum</b>                |                | 121       | 118       | 113        | 132        | 121        | 122        | 122        |

**Table 5. Statistics (2)**

|                           |                | <b>P15</b> | <b>P16</b> | <b>P17</b> | <b>P18</b> | <b>P19</b> | <b>P20</b> | <b>P21</b> |
|---------------------------|----------------|------------|------------|------------|------------|------------|------------|------------|
| <b>N</b>                  | <b>Valid</b>   | 30         | 30         | 30         | 29         | 30         | 30         | 30         |
|                           | <b>Missing</b> | 0          | 0          | 0          | 1          | 0          | 0          | 0          |
| <b>Mean</b>               |                | 3.83       | 4.43       | 3.93       | 3.31       | 4.10       | 3.97       | 3.97       |
| <b>Std. Error of Mean</b> |                | 0.118      | 0.133      | 0.117      | 0.173      | 0.111      | 0.131      | 0.112      |
| <b>Median</b>             |                | 4.00       | 5.00       | 4.00       | 3.00       | 4.00       | 4.00       | 4.00       |
| <b>Mode</b>               |                | 4          | 5          | 4          | 3          | 4          | 4          | 4          |
| <b>Std. Deviation</b>     |                | 0.648      | 0.728      | 0.640      | 0.930      | 0.607      | 0.718      | 0.615      |
| <b>Variance</b>           |                | 0.420      | 0.530      | 0.409      | 0.865      | 0.369      | 0.516      | 0.378      |
| <b>Range</b>              |                | 2          | 2          | 2          | 3          | 2          | 2          | 2          |
| <b>Minimum</b>            |                | 3          | 3          | 3          | 2          | 3          | 3          | 3          |
| <b>Maximum</b>            |                | 5          | 5          | 5          | 5          | 5          | 5          | 5          |
| <b>Sum</b>                |                | 115        | 133        | 118        | 96         | 123        | 119        | 119        |

**Table 6. Statistics (3)**

|                           |                | <b>P22</b>     | <b>P23</b> | <b>P24</b> | <b>P25</b> | <b>P26</b> | <b>P27</b> | <b>P28</b> | <b>P29</b> | <b>P30</b> | <b>Total</b> |
|---------------------------|----------------|----------------|------------|------------|------------|------------|------------|------------|------------|------------|--------------|
| <b>N</b>                  | <b>Valid</b>   | 30             | 30         | 30         | 30         | 30         | 30         | 30         | 30         | 30         | 30           |
|                           | <b>Missing</b> | 0              | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0            |
| <b>Mean</b>               |                | 3.60           | 4.10       | 3.93       | 3.87       | 3.77       | 3.97       | 4.07       | 1.57       | 3.70       | 116.33       |
| <b>Std. Error of Mean</b> |                | 0.149          | 0.100      | 0.159      | 0.171      | 0.133      | 0.122      | 0.095      | 0.104      | 0.153      | 1.618        |
| <b>Median</b>             |                | 4.00           | 4.00       | 4.00       | 4.00       | 4.00       | 4.00       | 4.00       | 2.00       | 4.00       | 112.50       |
| <b>Mode</b>               |                | 3 <sup>a</sup> | 4          | 4          | 4          | 4          | 4          | 4          | 2          | 4          | 109          |
| <b>Std. Deviation</b>     |                | 0.814          | 0.548      | 0.868      | 0.937      | 0.728      | 0.669      | 0.521      | 0.568      | 0.837      | 8.860        |
| <b>Variance</b>           |                | 0.662          | 0.300      | 0.754      | 0.878      | 0.530      | 0.447      | 0.271      | 0.323      | 0.700      | 78.506       |
| <b>Range</b>              |                | 3              | 2          | 4          | 3          | 2          | 3          | 2          | 2          | 3          | 35           |
| <b>Minimum</b>            |                | 2              | 3          | 1          | 2          | 3          | 2          | 3          | 1          | 2          | 102          |

|                |     |     |     |     |     |     |     |    |     |      |
|----------------|-----|-----|-----|-----|-----|-----|-----|----|-----|------|
| <b>Maximum</b> | 5   | 5   | 5   | 5   | 5   | 5   | 5   | 3  | 5   | 137  |
| <b>Sum</b>     | 108 | 123 | 118 | 116 | 113 | 119 | 122 | 47 | 111 | 3490 |

**Table 7.** Total of Validity Test

| <b>Total</b> |           |                        |                |                          |                               |
|--------------|-----------|------------------------|----------------|--------------------------|-------------------------------|
|              |           | <b>Fre-<br/>quency</b> | <b>Percent</b> | <b>Valid<br/>Percent</b> | <b>Cumulative<br/>Percent</b> |
| <b>Valid</b> | 102       | 1                      | 3.3            | 3.3                      | 3.3                           |
|              | 105       | 1                      | 3.3            | 3.3                      | 6.7                           |
|              | 109       | 4                      | 13.3           | 13.3                     | 20.0                          |
|              | 110       | 3                      | 10.0           | 10.0                     | 30.0                          |
|              | 111       | 4                      | 13.3           | 13.3                     | 43.3                          |
|              | 112       | 2                      | 6.7            | 6.7                      | 50.0                          |
|              | 113       | 1                      | 3.3            | 3.3                      | 53.3                          |
|              | 114       | 1                      | 3.3            | 3.3                      | 56.7                          |
|              | 117       | 2                      | 6.7            | 6.7                      | 63.3                          |
|              | 118       | 2                      | 6.7            | 6.7                      | 70.0                          |
|              | 120       | 1                      | 3.3            | 3.3                      | 73.3                          |
|              | 122       | 1                      | 3.3            | 3.3                      | 76.7                          |
|              | 125       | 1                      | 3.3            | 3.3                      | 80.0                          |
|              | 128       | 1                      | 3.3            | 3.3                      | 83.3                          |
|              | 129       | 1                      | 3.3            | 3.3                      | 86.7                          |
|              | 130       | 2                      | 6.7            | 6.7                      | 93.3                          |
|              | 131       | 1                      | 3.3            | 3.3                      | 96.7                          |
| 137          | 1         | 3.3                    | 3.3            | 100.0                    |                               |
| <b>Total</b> | <b>30</b> | <b>100.0</b>           | <b>100.0</b>   |                          |                               |

**Table 8.** Case Processing Summary

|              |          | <b>N</b> | <b>%</b> |
|--------------|----------|----------|----------|
| <b>Cases</b> | Valid    | 28       | 93.3     |
|              | Excluded | 2        | 6.7      |
|              | Total    | 30       | 100.0    |

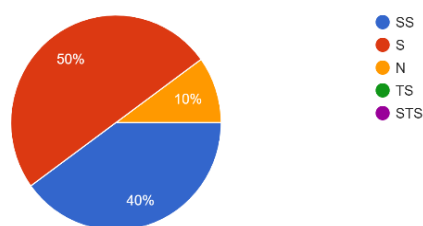
**Table 9.** Reliability Statistics

| <b>Cronbach's Alpha</b> | <b>N of Items</b> |
|-------------------------|-------------------|
| .837                    | 30                |

**Table 10.** Scale Statistics

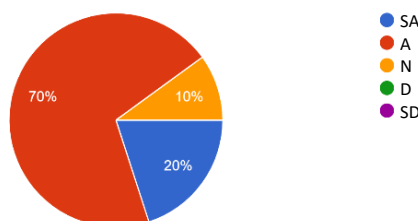
| <b>Mean</b> | <b>Variance</b> | <b>Std. Deviation</b> | <b>N of Items</b> |
|-------------|-----------------|-----------------------|-------------------|
| 116.64      | 75.423          | 8.685                 | 30                |

To find out the picture of students' self-confidence in increasing their motivation to learn physical education, the table below will describe each section of the questionnaire one by one.



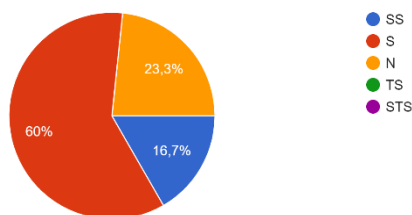
**Figure 1.** Question Number 1: I feel like I have achievements in sports

Based on the data above, it is known that the picture of students' self-confidence in increasing learning motivation in physical education towards, I feel like I have achievements in sports, most respondents stated Agree with a total of 21 people or 50% and 26 students or 40% stated Strongly Agree and 3 students or 10% said strongly agree. The total number of respondents was 30 people.



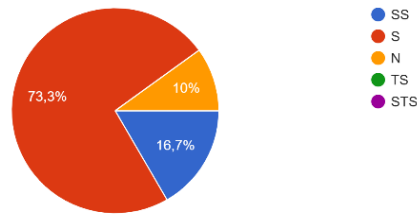
**Figure 2.** Question Number 2: Even though my parents are farmers, my performance when participating in competitions is maintained.

Based on the data above, it is known that the picture of students' self-confidence in increasing learning motivation in physical education towards, Even though their parents' jobs are farmers, their performance when participating in competitions is maintained, most respondents stated Agree with a total of 21 people or 70% and 26 students or 20% stated Strongly Agree and 3 students or 10% said strongly agree. The total number of respondents was 30 people.



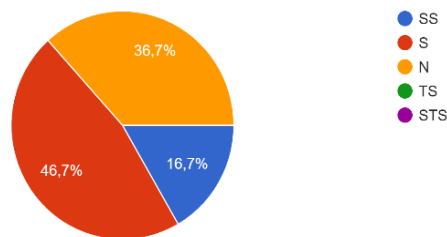
**Figure 3.** Question Number 3: I am able to bear the consequences of my actions.

Based on the data above, it is known that the picture of students' self-confidence in increasing learning motivation in physical education towards, I am able to bear the consequences of my actions, most respondents stated Agree with a total of 18 people or 60% and 5 students amounting to 16.7% stated Strongly Agree and 7 students amounting to 23.3% said Neutral. The total number of respondents was 30 people.



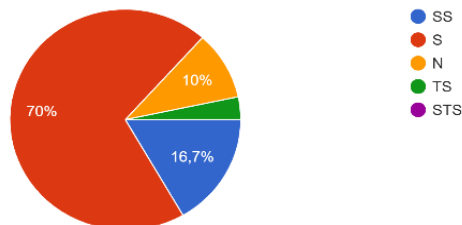
**Figure 4.** Question Number 4: I ask my teacher at school if I have difficulty doing my assignments.

Based on the data above, it is known that the picture of students' self-confidence in increasing learning motivation in physical education towards, I asked the teachers at school, if they had difficulty doing assignments, most of the respondents stated Agree with a total of 22 people or 73.3% and 5 students amounting to 16.7% stated Strongly Agree and 3 students amounting to 10% said Neutral. The total number of respondents was 30 people.



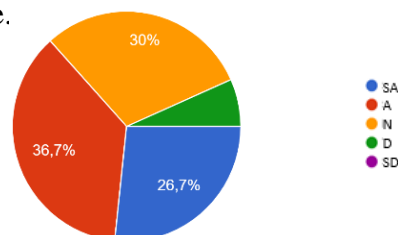
**Figure 5.** Question Number 5: I can accept my shortcomings.

Based on the data above, it is known that the description of students' self-confidence in increasing learning motivation in physical education towards, I can accept my shortcomings, most respondents stated Agree with a total of 14 people or 46.7% and 5 students amounting to 16.7% stated strongly agree and 11 students amounting to 36.7% said Neutral. The total number of respondents was 30 people.



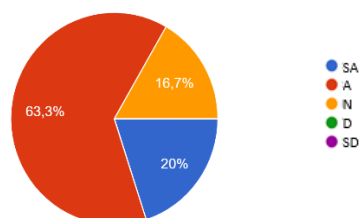
**Figure 6.** Question Number 6: I can complete assignments as best I can with my abilities.

Based on the data above, it is known that the picture of students' self-confidence in increasing learning motivation in physical education towards, I can complete the task as well as possible with the abilities I have, most respondents stated Agree with a total of 21 people or 70% and 5 students amounting to 16.7% stated strongly agree, and 3 students amounting to 10% said Neutral, and 1 person amounting to 3.3% said disagree. The total number of respondents was 30 people.



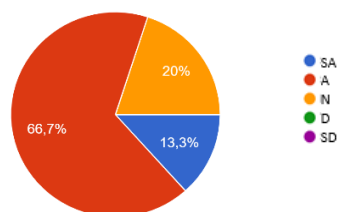
**Figure 7.** Question Number 7: I never look for excuses if I make mistakes and always try to fix them.

Based on the data above, it is known that the picture of students' self-confidence in increasing learning motivation in physical education towards, I look for reasons if I make mistakes and always try to fix them, most respondents stated Agree with a total of 11 people or 36.7% and 8 students amounting to 26.7% stated strongly agree, and 9 students amounting to 30% said Neutral, and 2 people amounting to 6.6% said disagree. The total number of respondents was 30 people.



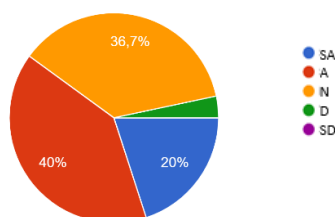
**Figure 8.** Question Number 8: I am not easily anxious when faced with difficult situations.

Based on the data above, it is known that the picture of students' self-confidence in increasing learning motivation in physical education towards, Even though their parents' jobs are farmers, their performance when participating in competitions is maintained, most respondents stated Agree with a total of 19 people or 63.7% and 6 students or 20% stated strongly agree, and 5 students or 16.7% said Neutral, the total number of respondents was 30 people.



**Figure 9.** Question Number 9: I am able to complete assignments well, even without the help of others.

Based on the data above, it is known that the picture of students' self-confidence in increasing learning motivation in physical education towards, I am able to complete tasks well, even without the help of others, most respondents stated Agree with a total of 20 people or 66.6% and 4 students amounting to 13.3% stated strongly agree, and 6 students amounting to 20% said Neutral, the total number of respondents was 30 people.



**Figure 10.** Question Number 10: I never compare myself to others.

Based on the data above, it is known that the description of students' self-confidence in increasing learning motivation in physical education towards, I never compare myself with others, most respondents stated Agree with a total of 12 people or 40% and 6 students amounting to 20% stated strongly agree, and 11 students amounting to 36.7% said Neutral, and 1 student amounting to 3.3% said disagree. The total number of respondents was 30 people.

Based on the results of the study, it shows that students' self-confidence in increasing learning motivation in physical education class VIII in participating in Physical Education learning at SMP Negeri 2 Harian in the 2023/2024 Academic Year is in the moderate category. The success of Physical Education learning must be supported by students who have self-confidence in participating in learning, and with the results of this study it states that the self-confidence of class VIII students of SMP Negeri 2 Harian in participating in Physical Education learning is in the moderate category, so teachers need to pay attention and try to improve the learning process that has been carried out, for example teaching methods that are in accordance with student interests, so that the level of student self-confidence increases in participating in Physical Education learning can be maintained, and will even increase. Schools should also improve the facilities and infrastructure for Physical Education learning, so that student self-confidence will increase and Physical Education learning activities will be more successful.

## **CONCLUSION**

Based on the research results that have been concluded above, the implications of the research results can be stated as follows:

1. By knowing the self-confidence of class VIII students in participating in Physical Education learning at SMP Negeri 2 Harian in the 2023/2024 Academic Year, it can be used to determine the level of students' self-confidence in participating in Physical Education learning at other schools.
2. Factors that are less dominant in the self-confidence of class VIII students in participating in Physical Education learning at SMP Negeri 2 Harian in the 2023/2024 Academic Year need to be considered and solutions sought so that these factors are more helpful in increasing students' self-confidence in participating in Physical Education learning.
3. Teachers and schools can use these results as a consideration to further increase students' self-confidence in participating in Physical Education learning by improving the factors that are lacking.

## **Recommendation**

There are several suggestions that need to be conveyed in relation to the results of this study, including:

1. To develop deeper research on the self-confidence of class VIII students in participating in Physical Education learning at SMP Negeri 2 Harian schools in the 2023/2024 Academic Year.
2. To conduct research on the self-confidence of class VIII students in participating in Physical Education learning at SMP Negeri 2 Harian schools in the 2023/2024 Academic Year using other methods.
3. Conduct more supervision when collecting data so that the data produced is more objective.

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