

The relationship between perception of teacher teaching methods and learning motivation in special sports class high school students in Sleman

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Abstract

This research is motivated by the problem of low learning motivation among students in special sports classes (KKO) which is influenced by extrinsic factors, one of which is the teacher's teaching method. Student perceptions of teacher teaching methods are considered important because they can shape learning motivation, especially for KKO students who face unique challenges such as busy training schedules, fatigue, and a tendency to lack focus on academic learning. The purpose of this study was to determine the relationship between student perceptions of teacher teaching methods and the learning motivation of students in special sports classes in Sleman. The study used a correlational design with a population of 143 KKO students at SMA Negeri 1 Seyegan and SMA Negeri 2 Nganglik, with a sample of 60 students determined using the Slovin formula and cluster sampling techniques. The research instruments were a Likert scale questionnaire adapted from the motivation scale of Uno (2015) and Ningsih (2020), as well as a scale of students' perceptions of teacher teaching methods from Cahyanuari (2017). Data were analyzed using descriptive and inferential statistics using normality, linearity, and Pearson Product Moment correlation tests through SPSS. The results of the study showed that the majority of students rated their perceptions of the teacher's teaching methods in the moderate category (67%) and their learning motivation was also in the moderate category (79%). The normality test yielded a significance value of 0.178 (> 0.05) so that the data was normally distributed, while the linearity test showed a linear relationship ($p < 0.05$). The results of the hypothesis test obtained a correlation coefficient of $r = 0.644$ with a significance of 0.000 ($p < 0.05$), which means there is a positive and significant relationship with a strong category between students' perceptions of the teacher's teaching methods and their learning motivation. This finding confirms that the more positive students' perceptions of the variety of methods, directions, and appropriateness of the teacher's teaching, the higher their learning motivation.

Keywords: Student perception, teacher teaching methods, learning motivation, special sports class students, correlation

1. Introduction

Learning experiences are activities students undertake to acquire new information and competencies that align with their desired goals (Lince et al., 2022). The most valuable learning experiences are those gained through direct contact with environmental objects, animals, humans, and other objects through live action performances (Primayana et al., 2019). Therefore, education plays a crucial role in human life because it serves as the foundation for students to acquire knowledge and improve their quality through learning experiences.

The development of knowledge can be achieved through educational institutions, one of which is schools. Schools are a vehicle for the development of knowledge and education. According to Norlela (2015), schools are well-positioned to become leading educational institutions. Each school has its own policies and structures, such as differences in capacity, with each grade divided into several classes. These classes serve as a means of the learning process, providing a place for students to gain knowledge, hone and improve their academic skills, and provide a platform for interaction with one another.

Currently, many schools are beginning to prioritize abilities, talents, and skills to explore hidden potential, as described above. The education sector is also playing a role in efforts to explore this potential, for example by organizing extracurricular activities and now even having special sports classes (Putri, 2020). Special sports classes are a development model implemented in target schools that involve a group of students identified as "talented" in sports (having sporting excellence) within the school environment (Ardian, et al. 2019). Similar to regular classes, special sports classes are one application of education, where students gain learning experiences according to their talents and interests in a particular sport.

One of the challenges in the classroom teaching and learning process is a lack of student enthusiasm or motivation. Motivation can be defined as the influence of needs and desires on the intensity and direction of a person's efforts, driving them to achieve goals at a certain level (Lomu et al., 2018). This also occurs in sports classes (KKO), where one of the challenges in the classroom learning process is a lack of enthusiasm or motivation.

Student learning success can be determined by their motivation, and of course, the level of enthusiasm will determine the results achieved. According to McDonald (in Kompri, 2016), motivation is a change in energy within a person characterized by the emergence of affective (feelings) and reactions to achieve goals. Thus, the emergence of motivation is characterized by a change in energy within a person, whether conscious or unconscious.

Learning motivation is a state within an individual where there is a drive to do something to achieve a goal (Rahman, 2021). Therefore, motivation significantly influences the student learning process. Students with high learning motivation tend to have high achievement, while those with low learning motivation tend to have low achievement. High or low motivation can determine a person's level of effort or enthusiasm for activities, and of course, high or low enthusiasm will determine the results obtained (Prihastuti, 2017). Furthermore, motivation can be said to be the influence of needs and desires on the intensity and direction of a person that drives that person to achieve goals at a certain level (Lomu, et al., 2018).

Based on research by Tumuruna (2022), the results of a motivational questionnaire for students in a special sports class (kko) at a high school conducted by a teacher who teaches students in a special sports class (kko) showed that during the learning process, students in the special sports class (kko) tended to: (1) be indifferent to the material because they lacked motivation and interest in learning; (2) lacked focus; (3) were impolite and disrespectful to teachers; (4) many students were absent due to participating in competitions/practice; (5) often arrived late; (6) often fell asleep due to fatigue; (7) liked to find excuses to miss lessons; (8) lacked responsibility for assigned tasks; and (9) various models, approaches, and learning methods had been implemented by the teacher, but students' attitudes and behaviors remained unchanged. The results of the questionnaire showed that one of the factors influencing student learning motivation is external or extrinsic factors, namely the teaching methods used by the teacher.

According to Sriyanti (2019), one of the factors in learning motivation is extrinsic factors. The extrinsic factors referred to here include teachers who are able to create a pleasant classroom atmosphere during learning activities and the availability of learning facilities that support effective learning. Furthermore, according to Dimyanti and Mudjiono (in Rizqi, 2017), several elements influence learning motivation, one of which is the teacher's efforts to teach students. These efforts refer to how teachers prepare themselves to teach students, from mastering the material, delivering it, engaging students' attention, and establishing classroom or school rules.

Therefore, students' perceptions during the learning process will influence their learning motivation. According to Prihastuti (2017), students, as the objects of classroom learning, naturally have their own views on the quality or quality of the teacher's teaching. These views will give rise to perceptions. Perception is crucial in human psychology for responding to various aspects and phenomena around them (Najichun and Winarso, 2016). Furthermore, according to Sommeng (in Ahmadi, 2017), perception is a process preceded by the sensing process, which is the process of receiving stimuli by individuals through the senses, also called the sensory process. However, this process does not stop there; rather, the stimulus is continued, and the next process is the perception process. Therefore, the perception process cannot be separated from the sensing process, which is the precursor to the perception process. In the context of learning, perception can be viewed as a cognitive process that produces views, opinions, and responses related to learning activities that students participate in as a result of the information and experiences they sense or experience (Udil, 2020). Pada penelitian yang dilakukan oleh Cahyanuari (2018), terdapat pengaruh positif dan signifikan persepsi siswa tentang metode mengajar guru terhadap motivasi belajar ekonomi siswa kelas X IPS SMA Negeri 1 Karanganyar Klaten Tahun Ajaran 2016/2017. Hal tersebut dapat ditunjukkan dengan nilai t hitung 5,656, koefisien regresi 0,364 dan nilai signifikansi 0,000. Berdasarkan kesimpulan ini maka dapat dikatakan bahwa semakin baik persepsi siswa tentang metode mengajar guru maka akan meningkatkan motivasi belajar ekonomi siswa.

Furthermore, in an interview with a student in a special sports class at SMAN 1 Seyegan on November 1, 2023, identified as (N), N stated that he often missed class because the teacher rarely taught, leading him to choose not to attend school. According to N, the special sports class at SMAN 1 Seyegan was perceived as having many students who disobeyed the rules, making the teacher reluctant to teach, thus demotivating him to participate.

Another interview with a student in a special sports class at SMAN 1 Seyegan on November 6, 2023, identified as (A). A stated that he often missed class because he was bored with the teacher's teaching, preferring to play outside with his friends. He also stated that he often received poor grades.

From the aforementioned interview, there is a problem regarding students' perceptions of teachers during the learning process and their motivation to learn. Then in the research conducted by Cahyanuari (2018) above, there is a difference with the research that will be conducted, the difference is the research sample. The research used a sample of students from regular class students, namely class X IPS students, while the research that will be conducted uses a sample of students who attend special sports classes, which makes the research that will be conducted important to be studied, because it wants to know whether there is a relationship between the perceptions of students who attend special sports classes (kko) on the teachers who teach them and their learning motivation.

2. Method

This study used a correlational research design to determine the relationship between students' perceptions of teachers' teaching methods (independent variable/X) and their learning motivation (dependent variable/Y). The scope of the study focused on students in special sports classes (KKO) in Sleman.

The research object was students' perceptions of teachers' teaching methods and their learning motivation. The subjects were KKO students at SMAN 1 Seyegan (108 students) and SMAN 2 Nganglik (35 students), with a total population of 143 students. A sample of 60 students was selected using the Slovin formula and cluster sampling techniques.

The research tools and materials consisted of a questionnaire with a Likert scale. The instruments used were a learning motivation scale adapted from Uno (2015) and Ningsih (2020), and a scale of students' perceptions of teachers' teaching methods adapted from Cahyanuari (2017). Data sources were obtained directly from students through questionnaires.

Operational definitions of variables:

- Learning motivation was measured based on six aspects according to Uno (2015), including the desire to succeed, learning drive, aspirations, appreciation, interesting activities, and the learning environment.
- Student perceptions of teacher teaching methods were measured based on indicators from Suryobroto (2002) and Sanjaya (2011), namely classroom management, method suitability, learning situation, communication, and mastery of teaching methods.

Data collection was conducted using a questionnaire with a Likert scale. Data analysis used quantitative descriptive analysis (mean, median, mode, standard deviation) for categorization, as well as normality tests, linearity tests, and hypothesis testing using Pearson Product Moment correlation using SPSS. The study also considered research ethics in the form of informed consent, anonymity, confidentiality, and respondent voluntariness.

3. Results and Discussion

Based on the research and data processing that has been carried out, the following research results were obtained:

3.1. Results

3.1.1. Research Data Description

Respondents were students enrolled in a special sports class at a high school in the Sleman area. Data obtained included 73 students in the special sports class, consisting of 56 boys (77%) and 17 girls (23%).

Table 1. Research Data Description

Variabel	Frequency	Percentage %
Gender		
Male	56	77%
Female	17	23%
Grade		
X	31	42,5 %
XI	30	41%
XII	12	16,5%
Total	73	100%

A total of 31 students (42.5%) were from class X, 30 students (41%) from class XI, and 12 students (16.5%) from class XII. The majority of respondents were in classes X and XI, so the data is representative enough to see the relationship between students' perceptions of teacher teaching methods and learning motivation in special sports classes in Sleman.

3.1.2. Research Data Categories

a. Calculation Results

Based on the data, the student perception variable of the teacher's teaching method (X) consists of 18 items with a minimum score of 18, a maximum score of 72, an average score of 45, and a standard deviation of 9. Meanwhile, the student learning motivation variable (Y) consists of 42 items with a minimum score of 42, a maximum score of 168, an average score of 105, and a standard deviation of 21.

Table 2. Calculation Data Results

Variable	Total AITEM	Score			
		Min	Maks	Mean	SD
X	18	18	72	45	9
Y	42	42	168	105	21

Description:

X: Student Perception of Teacher's Teaching Method

Y: Student Learning Motivation

Hypothetical data is used because it provides standard and objective value limits according to instrument theory, making it more accurate in determining low, medium, and high categories compared to empirical scores, which are only situational.

b. Student Perception Score Categories of Teacher Teaching Methods

Based on the calculation results, student perception scores of teacher teaching methods indicate that no students fall into the low category (0%), 49 students (67%) fall into the medium category, and 24 students (33%) fall into the high category.

Table 3 Student Perception Score Categories of Teacher Teaching Methods

Category	Score Range	Total	Percentage
Low	$x < 36$	0	0%
Moderate	$x < 36 \leq x < 54$	49	67%
High	$x \geq 54$	24	33%
Total		73	100%

The data shows that the majority of students rate the teacher's teaching method in the moderate category, while a third rate it as high, so it can be concluded that the teacher's teaching method is quite effective and is positively appreciated by students in the special sports class.

c. Student Learning Motivation Score Categories

The results of the student learning motivation categories show that no students fell into the low category (0%), 58 students (79%) fell into the medium category, and 15 students (21%) fell into the high category.

Table 4. Student Learning Motivation Score Categories

Category	Score Range	Total	Percentage
Low	$x < 84$	0	0%
Moderate	$x < 84 \leq x < 126$	58	79%
High	$x \geq 126$	15	21%
Total		73	100%

The majority of students in the special sports class have moderate learning motivation, while a small number are in the high category, indicating the existence of a group with a strong learning spirit even though their numbers are smaller.

3.1.3. Assumption Test

a. Normality Test

Based on the results of the normality test using the One-Sple Kolmogorov-Smirnov Test obtained a significance value of 0.178 which is greater than 0.05

Table 4. Normality Test Results

Variable	Normality Index	Sig. (P)	Description
Residual Data	.094	.178	Normally Distributed Data

The data results show that the residuals are normally distributed, so the normality assumption is met and the data can be further analyzed using parametric tests.

b. Linearity Test

The analysis results show that the significance value for the linearity test is $0.000 < 0.05$.

Table 5 Linearity Test Results

Variable	Linearity		Deviation From Linearity		Description
	F	Sig (p)	F	Sig (p)	
Motivation* Perception	73,44	,000	3,159	,001	Linier

Based on the results of the hypothesis test analysis, it shows that there is a relationship between students' perceptions of teacher teaching methods and students' learning motivation.

3.1.4. Hypothesis Testing

The results of the hypothesis testing using Pearson correlation analysis show that the correlation coefficient (r) is 0.644 with a significance level of $0.000 < 0.05$.

Table 6 Hypothesis Test Results

Variable	Sig. (Two- Tailed)	Pearson Correlation	N
X			
Y	.000	.644	73

Description:

X: Student Perception of Teacher's Teaching Methods

Y: Student Learning Motivation

The results of this study indicate a positive and significant relationship, categorized as strong, between student perceptions of teacher's teaching methods and the learning motivation of high school

students in special sports classes in Sleman. This means that the more positive students' assessments of the teacher's teaching methods' variation, direction, motivation, and adjustments, the higher their learning motivation.

3.2. Discussion

Research results The study showed a positive and significant relationship between students' perceptions of teachers' teaching methods and KKO students' learning motivation in Sleman ($r = 0.644$; $p < 0.05$). Positive perceptions, such as clear, interesting, and appropriate teaching methods, increased students' motivation to actively participate. Conversely, negative perceptions decreased learning motivation because students felt less involved. Perception plays an important role in interpreting learning experiences. Students who perceive teaching methods as clear, interesting, and relevant will be more confident and motivated. Conversely, the perception that the method is monotonous or inappropriate makes students less interested and decreases learning motivation.

The results of the hypothesis test in this study indicate a positive and significant relationship between students' perceptions of teacher teaching methods and the learning motivation of high school students in special sports classes in Sleman. This relationship has meaning in this study, the relationship between student perception variables on teacher teaching methods and learning motivation can be explained through psychological theories that show how the two variables are interconnected. Student perceptions of teacher teaching methods are a reflection of how students see the effectiveness, relevance, and involvement generated by the methods provided by teachers in supporting their understanding of learning motivation. Research conducted by Joan Rizka Amalia (2023), entitled "The relationship between perceptions of teacher teaching styles and student learning motivation at SMK Negeri 01 Semarang" shows a positive relationship between perceptions of teacher teaching styles and student learning motivation, with $r_{xy} = 0.574$ with p (sig.) which is $0.000 < 0.01$. Research conducted by Cahyanuari (2018) also found that there was a positive and significant influence of students' perceptions of teacher teaching methods on the motivation to learn economics of class X IPS students of SMA Negeri 1 Karanganom Klaten in the 2016/2017 academic year with a t -value of 5.656, a regression coefficient of 0.364 and a significance value of 0.000.

This research supports the research conducted by PASTRIA EDI (2022), entitled "Students' perceptions of teacher teaching styles and their correlation with fourth-grade students' learning motivation at SD Negeri 2 Rantepao, North Toraja," which shows that students' perceptions of teacher teaching styles play an important role in shaping their learning motivation. Good perceptions include clear learning objectives, appropriate teaching methods or styles, and the use of supportive materials and media, making students feel more interested and enthusiastic about participating in learning.

Specifically in KKO, despite a busy practice schedule, students still demonstrated academic motivation if they perceived the teacher's methods as engaging and appropriate. This confirms that teaching methods not only convey material but also shape how students interpret learning.

4. Conclusion

The results of the study showed a positive and significant relationship between students' perceptions of teachers' teaching methods and the learning motivation of students in special sports classes in Sleman ($r = 0.644$; strong category). Most students rated their perceptions of teaching methods as moderate (67%), and learning motivation was also predominantly moderate (79%). This indicates that teachers' teaching methods play an important role in increasing learning motivation, although their implementation is not yet optimal. This study confirms that learning motivation is not only influenced by internal factors, but also external factors in the form of students' perceptions of teachers' methods. Thus, student perceptions can be used as an important variable to understand and improve learning motivation, especially in special sports class students. However, this study has limitations because it was only conducted in one school with a limited number of respondents, the instrument was a closed questionnaire that tends to be subjective, and the correlational design only shows relationships without proving causality.

Based on these conclusions, it is recommended that teachers improve the quality of their teaching methods to make them more varied, creative, and tailored to the characteristics of students in sports classes. Students are expected to actively provide feedback, while schools support this with adequate

facilities and balanced policies between academics and sports. Parents play a crucial role in encouraging learning, and future researchers are advised to use more diverse designs with a larger sample size for more comprehensive and generalizable results.

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