Journal of Physical Education for Secondary Schools

Journal homepage: https://ejournal.upi.edu/index.php/JPESS

The Relationship of Personal and Social Responsibility Perceptions with The Intrinsic Motivation in Physical Education

Fadilah Khairunisa[1], Yudy Hendrayana[1], Reshandi Nugraha[1] Yusuf Hidayat[1], Riansyah[1], Tri Martini[1], Naufal Nur Fadhillah Karim[1]*

[1] Physical Education Health and Recreation Study Program, Universitas Pendidikan Indonesia, Indonesia
*Correspondence: E-mail: yudy_h2000@upi.edu

ABSTRACT

Perception is a human cognitive aspect of a person's assessment or assumption of an object or experience that appears after a person receives a stimulus that has been experienced previously to be used as a reference in acting. The purpose of this study was to examine whether there is a relationship between perceptions of personal and social responsibility with the intrinsic motivation of grade XI students in physical education at SMAN 1 Cikampek. This study uses quantitative methods with the type of correlation research. The sampling technique used is Simple Random Sampling with a sample of 196 students in class XI. The results showed that: 1) there was a relationship between perceptions of personal and social responsibility with the intrinsic motivation of class XI students in physical education at SMAN 1 Cikampek. With a Sig value of 0.00 < 0.05, it can be said that the variable (X1) and the variable (X2) have a relationship with the variable (Y). 2) From the table results, the coefficient number is 0.491, meaning that the level of strength of the correlation/relationship is in the Strong Enough category, There is a positive relationship between the perception of social responsibility and the perception of personal responsibility with the intrinsic motivation variable with a Sig value of 0.00 <0.05.

ARTICLE INFO

Article History:
Submitted/Received 25 Dan 2021
First Revised 17 Jan 2022
Accepted 15 Mar 2022
First Available online 28 Mar 2022
Publication Date 01 Apr 2022

Keyword:
Perception,
Personal and Social Responsibility,
Intrinsic Motivation,
Physical Education

1. INTRODUCTION

The process of learning and learning are two things that are interconnected in educational activities. Learning is essentially a change in students due to learning activities and individual interactions with their environment that are continuous, functional, cheerful, active, and directed. While learning is a teacher's interaction with students with teaching materials, learning methods and strategies, and learning resources (Pane & Darwis Dasopang, 2017). The success of a learning process cannot be separated from the role of a teacher as a teacher, a mentor who directs, trains, assesses, and evaluates. However, it should be realized that the teacher is not the only factor that influences the success or failure of the learning process because the success of the learning process is influenced by various related factors (Fadillah, 2018). One factor that influences a learning process is the intrinsic factor that comes from within the student. Like responsibility, responsibility is divided into personal responsibility and social responsibility. Personal responsibility is a behavior that requires students to be responsible for their welfare by engaging in self-development such as motivation and setting goals in life, while social responsibility is contributing to the welfare of others by caring for and respecting the rights and feelings of others (Hunt et al., 1990; Minkler, 1999; Wikler, 2002).

In addition to responsibility, motivation is also an intrinsic factor that affects the student's learning process. Motivation is defined as energy that can cause a will to carry out an activity; an individual's motivation determines the quality of the behavior displayed. The intention that comes from within the individual without any external influence is intrinsic motivation (Siti Suprihatin, 2019). Intrinsic motivation is closely related to one's feelings without being influenced by external factors such as comfort, satisfaction, pleasure, interest, and joy (Lutfi Nur et al., 2020). Currently, many students lack a sense of responsibility when participating in the physical education learning process—such as students who choose not to take physical education lessons, lack of respect between students and students or students and teachers, decreased empathy, less growth in mutual help, less sensitive to other students and selfish (Surahman & Mukminan, 2017). Li Weidong et al. l. (2008) explained that students who show a higher level of personal and social responsibility tend to be more enthusiastic about participating in physical education learning. However, students' lack of personal and social responsibility results in a lack of enthusiasm for participating in physical education learning, which affects not achieving learning objectives (Ardiansyah et al., 2016). Furthermore, many students are less enthusiastic about learning physical education because of the lack of motivation that encourages students to learn (Akhiruddin & Aprizon, 2020). the reason is significant to achieve teaching goals. Because students who have high learning motivation tend to participate in the learning process well. On the other hand, students with low learning motivation tend to participate less in the learning process (de Barba et al., 2016). Therefore, the attitude of responsibility and student motivation should be paid more attention to maximize learning outcomes.

Recent clinical trial research sponsored by the National Institutes of Health (NIH) has been conducted for over 25 years. This shows that the main concern that is most paid attention to in considering teaching and curriculum testing is students' perceptions of effective teaching and curriculum changes because educators are very aware of the role of students in shaping interest and motivation to facilitate and enable learning. (Ennis, 2014). In addition to reason, perception is also an intrinsic factor for students. Perception is defined as a positive or negative response to the information received. Perception has been formed from the beginning of students getting to know a subject at school (Marupa, 2017). Perception is a human cognitive aspect of a person's assessment or assumption of an object or experience

DOI: http://dx.doi.org/10.17509/xxxx.xxx
p- ISSN 2776-608X e- ISSN 2776-5970

that appears after a person receives a stimulus that has been experienced previously to be used as a reference in acting. Perception can appear consciously or unconsciously, but perception plays an essential role in realizing a smooth learning process (Satria 2017). A previous study entitled Measuring Students' Perceptions of Personal and Social Responsibility and the Relationship to Intrinsic Motivation in Urban Physical Education shows the relationship between personal and social responsibility and intrinsic motivation in physical education in urban areas. personal responsibility was positively related to perceived social responsibility, $r(230) = 0.64$, $p < .0001$, and intrinsic motivation, $r(244) = 0.39$, $p < .0001$. Perception of social responsibility is also positively related to intrinsic motivation, $r(236) = 0.33$, $p < .0001$. Participants who work hard and have clear goals in physical education tend to respect their peers and teachers and care for them. Those who show higher personal and social responsibility levels tend to enjoy physical education more.

A previous study entitled Measuring Students' Perceptions of Personal and Social Responsibility and the Relationship to Intrinsic Motivation in Urban Physical Education shows the relationship between personal and social responsibility and intrinsic motivation in physical education in urban areas. personal responsibility was positively related to perceived social responsibility, $r(230) = 0.64$, $p < .0001$, and intrinsic motivation, $r(244) = 0.39$, $p < .0001$. Perception of social responsibility is also positively related to intrinsic motivation, $r(236) = 0.33$, $p < .0001$. Participants who work hard and have clear goals in physical education tend to respect their peers and teachers and care for them. Those who show higher personal and social responsibility levels tend to enjoy physical education more. Based on the background that has been described. The author is interested in conducting an assessment specified in the form of research. To perform a re-examination of the relationship between personal and social responsibility perceptions with intrinsic motivation in physical education. The analysis will be studied under The Relationship Of Personal And Social Responsibility Perceptions With The Intrinsic Motivation In Physical Education.

2. METHODS

This study uses a descriptive quantitative approach with the research method used is correlational research. Correlational research is intended to determine whether there is a relationship between two or several variables.

The population in this study were all students of grade XI at SMAN 1 Cikampek, as many as 385. The sample was taken using the Slovin formula; the Simple Random Sampling using the Ms formula. Excel is =RAND. The sample chosen is IPA 1 as many as 35 respondents, IPA 2 as many as 36 respondents, IPA 3 as many as 35 respondents, IPA 4 as many as 35 respondents, IPA 5 as many as 35 respondents, IPA 6 as many as 36 respondents, IPA 7 as many as 35 respondents, IPS 1 as many as 35 respondents, IPS 2 as many as 33 respondents, IPS 3 as many as 35 respondents, IPS 4 as many as 35 respondents.

The questionnaire instrument in this study was adopted from a journal entitled Measuring Students' Perceptions of Personal and Social Responsibility and the Relationship to Intrinsic Motivation in Urban Physical Education written by Weidong Li et al. Namely the PSRQ (Personal and Social Responsibility Questionnaire) questionnaire to examine the relationship between perceptions of personal and social responsibility and the Behavioral Regulation in Exercise Questionnaire (BREQ-2) questionnaire of intrinsic motivation in physical education. After testing the validity and reliability of the sport motivation scale instrument, which has 28 items, the reliability and validity test results can be declared valid, namely as many as 25 items, and only three items are invalid.

DOI: https://doi.org/10.17509/jpess.v2i2.60950
p-ISSN: 2776-3307 e-ISSN: 2776-4648

Descriptive analysis is an analysis conducted to assess the characteristics of data. Descriptive analysis is a problem formulation related to independent variables, either only on one or more variables (independent variables are independent variables, not independent variables, because independent variables are always paired with dependent variables. Descriptive research tends to describe a phenomenon by examining it regularly, prioritizing objectivity, and being carried out carefully. After the data from tests with instruments that have been designed, the next step is to process and analyze the data statistically using the SPSS application. (Statistical Package for the Social Science)

3. RESULTS

Tabel 1 contains the demographics of respondents in this study, including gender, age, weight, height, and BMI (Body Mass Index). While Tabel 2. contains the frequency distribution of gender respondents, consisting of 143 women or 73%, and the frequency of male respondents, as many as 53 people or 27% of the total 196 respondents—all information regarding research results and research information obtained from the distribution of research questionnaires.

	N	Min	Max	Mean	Stdev
Age	196	15	19	16,35	,547
Weight (Kg)	196	30	92	51,90	10,620
Height (Cm)	196	133	187	161,88	7,696
IMT	196	10,38	30,80	197,301	323,998
Valid N (listwise)			196		

Tabel. 1 Demographics of the participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Woman	143	73,0	73,0	73,0
	Men	53	27,0	27,0	100,0
	Total	196	100,0	100,0	

Tabel. 2 Gender Frequency

The data used to analyze the results of this study were the Perceptions of Personal and Social Responsibility questionnaire and the Intrinsic Motivation questionnaire. The following is a descriptive analysis table. Perception of social responsibility (X1), Perception of Personal Responsibility (X2), and Intrinsic Motivation (Y). Table 4.3 shows that the variable (X1) has a minimum value of 27 and a maximum value of 42, a range value of 15 with an average value of 35.94, a standard deviation of 3.623, and a variance value 13.124. While the variable (X2) has a minimum value of 21 and a maximum value of 42, a range value of 21 with an average value of 33.78, a standard deviation of 3.944, and a variance value of 15.557. While the variable (Y) has a minimum value of 4 and a maximum value of 24, a range value of 20 with an average value of 19.87, a standard deviation of 3.361, and a variance value of 11.295.

DOI: http://dx.doi.org/10.17509/xxxx.xxx
p- ISSN 2776-608X e- ISSN 2776-5970

	N	Range	Min	Max	Mean	Stdev	Variance
X.1	196	15	27	42	35,94	3,623	13,124
X.2	196	21	21	42	33,78	3,944	15,557
Y	196	20	4	24	19,87	3,361	11,295
Valid N (listwise)	196						

Tabel 3. Descriptive statistics

Tabel 4. contains perceptions of social responsibility with details: 21 students in the low category, 138 students in the medium category, and 37 students in the high category.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	21	10,7	10,7	10,7
	Medium	138	70,4	70,4	81,1
	High	37	18,9	18,9	100,0
	Total	196	100,0	100,0	

Tabel 4. Social Responsibility Frequency Table

Tabel 5. contains perceptions of personal responsibility, namely 30 students in the low category, 136students in the medium category, and 30 students in the high category.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	30	15,3	15,3	15,3
	Medium	136	69,4	69,4	84,7
	High	30	15,3	15,3	100,0
	Total	196	100,0	100,0	

Tabel 5. Personal Liability Frequency Table

Tabel 6. contains intrinsic motivation with a distribution of 34 students in the low category, 113 inthe medium category, and 49 students in the high category

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	34	17,3	17,3	17,3
	Medium	113	57,7	57,7	75,0
	High	49	25,0	25,0	100,0
	Total	196	100,0	100,0	

Tabel 6. Intrinsic Motivation Frequency Table

DOI: https://doi.org/10.17509/jpess.v2i2.60950
p-ISSN: 2776-3307 e-ISSN: 2776-4648

Tabel 7. on the simple correlation test shows the results; social responsibility has a relationship withpersonal responsibility with a Sig value of 0.00 <0.05 and a correlation coefficient value of 0.636 with a positive direction, indicating that the relationship is included in the strong category. It can also be seen that the results of the correlation test between social responsibility and intrinsic motivation show a Sig value of 0.00 <0.05, which means that social responsibility has a relationship with inherent reason with a correlation coefficient value of 0.459 in a positive direction, which shows the level of strength of the relationship whichis included in the category of quite strong. And there is a positive relationship between personal responsibility and intrinsic motivation showing a Sig value of 0.00 <0.05, which means that personal responsibility has a relationship with inherent reason with a correlation coefficient value of 0.426, which is included in the reasonably strong category.

		X.1	X.2	Y
X.1	Pearson Correlation	1	,636**	,459**
	Sig. (2-tailed)		,000	,000
	N	196	196	196
X.2	Pearson Correlation	,636**	1	,426**
	Sig. (2-tailed)	,000		,000
	N	196	196	196
Y	Pearson Correlation	,459**	,426**	1
	Sig. (2-tailed)	,000	,000	
	N	196	196	196

**. Correlation is significant at the 0.01 level (2-tailed).

Tabel 7. Pearson Correlation Test

Tabel 8. shows the results of the Multiple Correlation Test with a Sig value of 0.000 <0.05, and it can be said that social responsibility and personal responsibility have a relationship with intrinsic motivation. Thecoefficient number obtained is 0.491, which means the level of correlation strength, the relationship is in the category of Strong enough, and based on the table, the number of correlation coefficients is positive, namely 0.491, the direction of the variable relationship is positive, which means that the higher social responsibility and personal responsibility, the higher as well as intrinsic motivation, the same is true if the lower the variables of social responsibility and personal responsibility, the lower the intrinsic motivation.

DOI: http://dx.doi.org/10.17509/xxxx.xxx
p- ISSN 2776-608X e- ISSN 2776-5970

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,491[a]	,241	,233	2,943	,241	30,613	2	193	,000

a. Prediction: (Constan),X.2,X.1

b. Dependent Variabel; Y

Tabel 8. Multiple Correlation Test

4. DISCUSSION

Based on the results of data processing and analysis of research results obtained through measurements of kinesthetic intelligence and motor ability on futsal playing skills, the authors can conclude as follows.

1) A kinesthetic intelligence contribution of 2.89% to futsal playing skills in the Men's Futsal Student Activity Unit (UKM) at Universitas siliwangi.
2) There is a motor ability contribution of 77.44% to the results of futsal playing skills in the Men's Futsal Student Activity Unit (UKM) at Universitas siliwangi.
3) There is a joint contribution of kinesthetic intelligence and motor ability of 77% to the results of futsal playing skills at the Men's Futsal Student Activity Unit (UKM) at Universitas siliwangi. Still, Motor Ability contributes more to the effects of futsal playing skills.

Based on the research results that the authors got, the authors suggest that every futsal coach train together in a programmed, systematic, and regular manner to improve kinesthetic intelligence and motor abilities to be more effective and efficient. Planning for strengthening character education is integrated with learning planning for physical education in sports and health. The objectives of character education values are listed in core competence one and core competence 2. However, the learning implementation program does not detail planning steps for strengthening character education.

5. CONCLUSION

The analysis conducted using the multiple correlation formula reveals that both kinesthetic intelligence and motor ability make meaningful contributions to the development of futsal playing skills among athletes. While each variable plays a distinct role, the data suggest that these two domains function synergistically in supporting players' overall performance. Motor ability, as expected, serves as a fundamental physical determinant by directly influencing players' execution of essential futsal techniques such as passing, dribbling, and shooting. On the other hand, kinesthetic intelligence—though often less emphasized—also contributes significantly by enabling players to develop internal movement awareness, spatial orientation, and the capacity to regulate complex motor actions during high-intensity gameplay. The findings underscore the importance of a multidimensional approach in athletic training, where physical conditioning is paired with perceptual and cognitive development to produce well-rounded players. These results also provide valuable insight for coaches and physical educators, highlighting the need to design training programs that not only build muscular strength and coordination but also enhance athletes' bodily awareness and control.

DOI: https://doi.org/10.17509/jpess.v2i2.60950
p-ISSN: 2776-3307 e-ISSN: 2776-4648

Ultimately, the integration of motor and kinesthetic domains forms the foundation of elite-level performance in futsal, and should be prioritized in both educational and competitive sport settings.

6. AUTHORS' NOTE

The authors have no conflicts of interest with the content of this review.

7. REFERENCES

Ardiansyah, A., Suherman, A., & Saptani, E. (2016). Pengaruh Model Pembelajaran Hellison Dalam Penjas Terhadap Sikap Tanggung Jawab Siswa Di Sekolah Dasar. SpoRTIVE, 1(1), 1–10.

Akhiruddin, M., & Aprizon, R. (2020). Motivation of Students on the Learning Process of Physical and Sports Education in Public Junior High School 30 Padang. Proceedings of the 1st Progress in Social Science, Humanities and Education Research Symposium (PSSHERS 2019). https://doi.org/10.2991/assehr.k.200824.058

de Barba, P. G., Kennedy, G. E., & Ainley, M. D. (2016). The role of students' motivation and participation in predicting performance in a MOOC. Journal of Computer Assisted Learning, 32(3), 218–231. https://doi.org/10.1111/jcal.12130

Ennis, C. D. (2014). The role of students and content in teacher effectiveness. Research Quarterly for Exercise and Sport, 85(1), 6–13. https://doi.org/10.1080/02701367.2014.872979

Hendri, G., & Aziz, I. (2020). Motivasi Siswa Dalam Proses Pembelajaran Pendidikan Jasmani Olahraga Kesehatan. Jurnal Patriot, 2(1), 171–181. http://patriot.ppj.unp.ac.id/index.php/patriot/article/view/533

Lutfi Nur, Suherman, A., Subarjah, H., & Budiana, D. (2020). Physical Education Learning Motivation: A Gender Analysis. 5(2), 134–142.

Marupa P, Dima. "Hubungan antara persepsi gaya mengajar guru dalam pembelajaran fisika dengan motivasi belajar siswa Kelas XI IPA di SMA Negeri 7 Medan." (2017).

Minkler, M. (1999). Personal Responsibility for Health? A Review of the Arguments and the Evidence at Century's End. Health Education & Behavior, 26(1), 121–141. https://doi.org/10.1177/109019819902600110

Pane, A., & Darwis Dasopang, M. (2017). Belajar Dan Pembelajaran. FITRAH:Jurnal Kajian Ilmu-Ilmu Keislaman, 3(2), 333. https://doi.org/10.24952/fitrah.v3i2.945

Satria. (2017a). Persepsi Siswa Kelas X Terhadap Tujuan Pendidikan Jasmani Di SMK Muhamadiyah 2 Muntilan Tahun Pelajaran 2016/2017. Pendidikan Jasmani Dan Kesehatan.

Siti Suprihatin. (2019). Upaya Meningkatkan Motivasi Belajar Siswa. G-Couns: Jurnal Bimbingan Dan Konseling, 3(1), 73–82. https://doi.org/10.31316/g.couns.v3i1.89

Surahman, Edy, and M. Mukminan. "Peran guru IPS sebagai pendidik dan pengajar dalam meningkatkan sikap sosial dan tanggung jawab sosial siswa SMP." Harmoni Sosial: Jurnal Pendidikan IPS 4.1 (2017): 1-13.

DOI: http://dx.doi.org/10.17509/xxxx.xxx
p- ISSN 2776-608X e- ISSN 2776-5970

Wikler, D. (2002). Personal and Social Responsibility for Health. Ethics & International Affairs, 16(2), 47–55. https://doi.org/10.1111/j.1747-7093.2002.tb00396.x

DOI: https://doi.org/10.17509/jpess.v2i2.60950
p-ISSN: 2776-3307 e-ISSN: 2776-4648