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Implementation of Self Regulated Learning in Online and Offline Physical Education Teaching To Improve The Learning Motivation of Class XII

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ABSTRACT	ARTICLE INFO
<p>Introduction: In the context of physical education, self-regulated learning (SRL)—whether implemented through online or offline modalities—plays a critical role in sustaining and enhancing student motivation, especially amidst changing instructional environments. Purpose: This study aims to examine the effects of both offline and online self-regulated learning on student motivation, as well as to compare the effectiveness of the two learning modes in influencing motivational outcomes. Method: Utilizing a quantitative experimental design, the study involved 72 students selected through purposive sampling. Student motivation was assessed using a validated questionnaire comprising eight motivational indicators, capturing aspects such as goal-setting, self-efficacy, and persistence. Results: The analysis revealed that online self-regulated learning had a significant positive effect on students' motivation levels, while offline self-regulated learning did not yield a significant improvement. However, the comparative analysis between the two approaches indicated no statistically significant difference, suggesting that although the modes vary in impact individually, they do not differ significantly when directly compared. Findings: These findings imply that online self-regulated learning may offer greater potential in enhancing student motivation in physical education settings, although both modalities may serve complementary roles depending on context and learner characteristics. Conclusion: Online SRL proves to be a more effective medium for enhancing motivation, yet further research is recommended to explore moderating variables that may influence the comparative outcomes.</p>	<p>Article History: <i>Submitted/Received 27 Des 2022</i> <i>First Revised 05 Jan 2023</i> <i>Accepted 17 Mar 2023</i> <i>First Available online 28 Mar 2023</i> <i>Publication Date 01 Apr 2023</i></p> <p>Keyword: <i>self regulated learning,</i> <i>motivation,</i> <i>physical education</i> <i>online learning,</i> <i>offline learning.</i></p>
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1. INTRODUCTION

In the process of school education student learning activities are the most important activities in the school environment. This means that the main activities in the school environment are successful or not supported in achieving educational goals through the learning process experienced by students as learners. Some people argue that learning should enable behavioral changes in individuals. individuals towards learning changes not only affect cognitive aspects, but also include emotional and psychomotor aspects (Faizah,2020). Therefore, behavior change in the educational process is related to all aspects of cognitive, emotional and psychomotor learning so as to create learning. In essence, learning is a process of interaction between students and the environment, with changes in behavior in a positive direction for the better (Arfani,2016). So learning is one of the processes toward education so that it can be achieved in positive terms. The learning process must focus on contexts and experiences that can make students have an interest and students to participate in learning activities (Anggraeni & Akbar, 2018).

That way the quality of learning has an impact on the quality of learning preparation or planning that will be used. Learning planning that involves active students builds more cognitively will affect their learning experience. In this regard, the learning process does not always go well according to the plans that have been prepared where there are problems and obstacles that occur but must be adjusted to the learning objectives to the fullest because the dynamics of learning are influenced by many factors. One of the external factors can certainly influence the cognitive, psychomotor and affective aspects of students to develop optimally. At present, Indonesia, which is starting a new normal transition period en masse, is a new external factor that influences the implementation of education in Indonesia. Changes in teaching patterns from online to offline or the new normal transition period, the level of student learning motivation is a new challenge to improve, this is one of the negative effects of the previous Covid-19 pandemic, where students were required to stay at home with limited space. The COVID-19 pandemic is a worldwide public health emergency that has affected people in schools. argues that one of the effects in the school environment is that learning objectives require adaptation and renewal so that students continue to acquire good knowledge (Sugiarto, this is one of the bad effects of the previous covid-19 pandemic where students were required to stay at home with limited space. The COVID-19 pandemic is a worldwide public health emergency that has affected people in schools. argues that one of the effects in the school environment is that learning objectives require adaptation and renewal so that students continue to acquire good knowledge (Sugiarto, this is one of the bad effects of the previous covid-19 pandemic where students were required to stay at home with limited space. The COVID-19 pandemic is a worldwide public health emergency that has affected people in schools. argues that one of the effects in the school environment is that learning objectives require adaptation and renewal so that students continue to acquire good knowledge (Sugiarto,2020). Therefore, in adjusting the conditions that have an impact on the learning process.

In the learning process at school there is physical education, Physical education is an integral part of overall education which has an impact on individual development through the medium of human physical activity. Physical education is part of the contribution of general education programs to ensure the growth and development of children, especially through physical experiences (Nugraha, 2015). So physical education includes all the education needed to reach students in learning which can enhance student growth and development. The contribution of physical education is only meaningful if the training experience in physical education is linked to the whole process of one's life in society (Bailey, 2006). In the

application of physical education depends on the ability of the teacher so that the implementation of physical education is well achieved and can be absorbed by students. The ability of a teacher to manage a class is one indicator of successful learning in mastering the basic competencies that have been set (Suherman, 2014). In physical education there are components that are emphasized that students must master in their learning, starting from the rules of the game that must be known to the basic skills that must be mastered to the learning objectives that are required to be achieved optimally, but in reality in the field achieving them is not easy, student learning motivation is difficult and less than optimal. due to the lack of innovation of a teacher in carrying out the learning process, especially in determining the learning model, it appears that learning activities still refer to the teacher, a situation where if analogous to a teacher still dominates the continuity of learning. In the learning process, all sources of knowledge are centered on the figure of the teacher so that the figure of the student in practice only acts as an object of carrying out the teacher's orders. which is ultimately the situation in the school environment. Such a learning process makes students less understanding of the learning objectives oriented by the teacher, which refers to students' learning motivation that is less than optimal. In order to optimize learning to be oriented to students, there is an approach that focuses on student development through the implementation of self-regulated learning where students can set what goals are obtained, plan, evaluate, and increase student learning motivation.

Individual or internal self-development culminates in self-regulating learning, which begins when a person tries to regulate his perceptions. Students who have a good understanding of self-regulation can easily find solutions when they encounter problems in their learning (Ramanta & Widayanti, 2020). The nature of self-regulated learning through monitoring, regulation and control of self-learning involves cognitive factors, but also motivational, emotional and social factors (Puustinen & Pulkkinen, 2001). With this self-regulated learning model, consciously planned efforts to create a learning atmosphere and learning process of students can actively develop the potential of students. One of the potentials of students that will be increased is learning motivation. Motivation is the basic driving force that makes a person act, this urge exists in people who follow the directions within themselves to do something they want to achieve (Syahniat & Dwi, 2018). Motivation plays an important role in learning activities. No one learns without motivation (Prihartanta, 2015). So the factors that have succeeded in influencing learning activities in each individual include motivation that comes from within the student. The main factor in each individual is motivation, with the reason that motivation is embedded in students, students will have strong energy to carry out learning activities. No one learns without motivation (Prihartanta, 2015). So the factors that have succeeded in influencing learning activities in each individual include motivation that comes from within the student. The main factor in each individual is motivation, with the reason that motivation is embedded in students, students will have strong energy to carry out learning activities.

Raising student awareness of motivation to learn will make the difference between students who have high enthusiasm and students who have low motivation. It can be seen that students are not motivated when participating in physical education, sports and health lessons at school for example offline, students are lazy or linger in the field, chatting while learning is in progress, joking with other students. For example, online students do not activate the camera, and are embarrassed to interact with the teacher remotely. Thus, in physical education learning, the thing that must be considered is student learning motivation, because physical education is learning that requires passion and motivation. Regarding the research to be carried out, then the learning approach model developed will refer to the self-

regulated learning model, in physical education as described above. Based on this, the authors are interested in conducting research on "implementation of self-regulated learning in teaching physical education online and offline on increasing student learning motivation", because in this case research is very important in increasing student learning motivation.

2. METHODS

The method used in this study is a quasi experiment. In this study, an experimental method was used by providing the implementation of self-regulated learning in online and offline physical education learning to see how it influences student learning motivation. The research design used is Non-equivalent Control Group Design. The form of the non-equivalent control group design is almost the same as the pretest posttest control group design. The difference between the two forms of design is in the selection of the offline experimental group and the online experimental group before and after being given treatment. Groups in the Non-equivalent Control Group Design were not determined by randomization.

2.1 Instrument

Prior to learning, students were given a questionnaire test of learning motivation. Furthermore, both the offline and online experimental groups were given treatment in the form of self-regulated learning. After completing the treatment, the online and offline experimental groups were given another study motivation test as the final test. Student learning motivation questionnaires are used to capture and determine the effect of student learning motivation on self-regulated learning in Physical Education.

2.2 Participant

The sample used in the study included 72 students from class XII MIPA 1 and XII MIPA 5 Senior High School who were selected through purposive sampling. The taking of the two classes as research samples was based on the teacher's consideration which stated that the two classes had learning motivation that tended to be the same. Data in the form of learning motivation values were processed based on 8 indicators of learning motivation, analyzed using statistical tests paired sample t-test, and the Mann-Whitney U Test with the SPSS 25 assistance program to see an increase in student learning motivation. The learning motivation questionnaire was processed based on the Likert scale.

3. RESULTS

The discussion includes research results, data processing, and data analysis to test whether there is an effect of offline and online self-regulated learning on student learning motivation, as well as testing whether there are differences in the effect of offline self-regulated learning and online self-regulated learning on student learning motivation.

Based on the table above, it can be found that the effect on offline self-regulated learning is less than online self-regulated learning, where offline self-regulated learning has an effect of only 0.39 and online self-regulated learning has an effect of 4.55. Another thing from the results above, it can be concluded that there are differences in the effect of online self-regulated learning and offline self-regulated learning, namely online self-regulated learning is higher with a difference of 4.16 than offline self-regulated learning.

Table 1. Improved Results from Offline and Online Self Regulated Learning

Measurement stage	Average (Mean)		Difference
	Self regulated learning offline	Self regulated learning online	
Pretest (Initial)	117,66	115,58	2.08
Posttest (Final)	118.05	120,13	1.63
Enhancement	0.39	4.55	4,16

Aims to find out whether there is an effect between the value before treatment and after treatment. The hypothesis of testing the Paired Sample t Test on the implementation of offline and online self-regulated learning is outlined in the table below.

Based on the table 2 paired sample t test on the implementation of offline self-regulated learning with a test level of 0.05, a p-value of 0.873 was obtained so that H0 was accepted or it could be said that there was no increase between the pre-test and post-test scores in offline learning. In other words, the implementation of self-regulated learning which is carried out offline does not have a significant impact on student learning motivation.

Table 2. Paired Samples t Test

Test Paired Sample t Test	Sig	Information
Self regulated learning offline	0.873	There is no improvement difference
Self-regulated learning online	0.007	There is an increase difference

Based on the table 2 paired sample t test on the implementation of online self-regulated learning with a test level of 0.05, a p-value of 0.007 was obtained so that H0 was rejected or it could be said that there was an increase between the pre-test and post-test scores in online learning. In other words, the implementation of self-regulated learning which is carried out online has a significant impact on student learning motivation. The second research hypothesis is accepted. As for based on confidence intervals with a confidence level of 95% and a sample size of 36, it can be concluded that there is an increase in posttest scores, so it is assumed that there is an increase in learning motivation.

It aims to test whether there are differences in the effect of offline self-regulated learning and online self-regulated learning on student learning motivation. Based on the table 3 obtained z-count of -1,066. The results of the analysis of the Mann-Whitney u test or Sig (2-tailed) are 0.266 > probability value of 0.05, so that H0 is accepted in other words there is no difference in the effect of offline self-regulated learning and online self-regulated learning on student learning motivation. This means that the implementation of self-regulated learning has the same effect between online and offline learning on student learning motivation.

Table 3. Mann Whitney U Test Results

Sig.	Z-count
0.266	-1,066

4. DISCUSSION

Self-regulated learning is understood as a concept that explains students' ability to manage and regulate the learning system they live in (Makhriza, 2021). The existence of

independent learning is an activity in the world of education that is very good in order to improve the quality of the learning process for students. In fact, in self-regulated learning, students are able and manage to grow the spirit of learning productively and have rules that suit their respective passions. Without any pressure or coercion that will make the mental disorder in learning. The learning model of Self Regulated Learning has a significant influence on student learning motivation (Hidayat, 2016). reinforced by Howse Latipah's previous research (2015) states that self-regulated learning is also proven to be able to increase the motivation of students who are economically disadvantaged, so that with this motivation students' academic achievement can increase. Learners who have the ability to self-regulated learning (independent learning) have a good strategy of organizing information in receiving learning material that has been conveyed by the teacher easily and can be understood. The results of the implementation of self-regulated learning in teaching physical education offline to increase student learning motivation based on the paired sample t test stated that there was no difference in increasing the results of learning motivation. This is because during offline learning students experience a lack of confidence or confidence in being able to organize themselves in learning, so that their concentration in learning is less calm. A quiet environment will support the concentration of children's learning, otherwise a noisy environment will disrupt their concentration in learning (Arif et al, 2020). There is a change in student character that is very different from offline learning before the pandemic or before the implementation of online learning. This is because the application of online learning is difficult for teachers to directly observe the emotions, motor skills or abilities of students and leads to educational efforts that cannot be achieved (Aflaha, 2021). Where offline learning students have their own obstacles or challenges because face-to-face learning for the first time after the pandemic makes students feel less confident so that they become less conducive when implementing self-regulated learning in physical education.

5. CONCLUSION

The implementation of self-regulated learning in offline physical education teaching does not experience any influence or there is no increase in pretest-posttest results so that it can be interpreted that there is no increase in learning motivation. Implementation of self-regulated learning in physical education online, experiencing or there is an increase in pretest-posttest results so that it can be interpreted as experiencing an increase in learning motivation. There is no difference in the effect of offline self-regulated learning and online self-regulated learning on student learning motivation.

6. AUTHORS' NOTE

In this article, the authors declare that they have no potential conflicts of interest.

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