

THE RELATIONSHIP BETWEEN ONLINE MEDIA-BASED LEARNING AND STUDENTS' LEARNING MOTIVATION IN PHYSICAL EDUCATION, SPORTS, AND HEALTH LEARNING

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INTRODUCTION

Background of The Study



- . Digital technology is reshaping teaching and learning, including in Physical Education, Sports, and Health (PESH), through videos, animations, simulations, and online platforms.
- . Engaging instructional media is widely regarded as one of the most effective ways to keep students interested and motivated to learn.
- . In PESH, visual and audio-visual media help students understand movement techniques before performing physical activity directly.
- . Many students still struggle to stay fully engaged with digital learning environments and to sustain their motivation to learn.
- . SMA Negeri 22 Bandung has already implemented online media-based learning in its PESH lessons, making it a relevant context to examine.



INTRODUCTION

Research problem, Purpose & Hypothesis

1

Is there a relationship between online media-based learning and students' learning motivation in PESH learning?

2

To determine the relationship between online media-based learning and students' learning motivation in PESH learning at SMA Negeri 22 Bandung.

3

There is a significant relationship between online media-based learning and students' learning motivation in PESH learning.

METHOD

Research Design & Instrumentation

- . Correlational design with a quantitative approach; no manipulation of variables.
- . Sample: 100 eleventh-grade students of SMA Negeri 22 Bandung, selected via purposive sampling.
- . Variable X — Online Media-Based Learning: adapted from the Distance Education Learning Environments Survey (DELES), 25 items.
- . Variable Y — Students' Learning Motivation: adapted from Suhudi et al. (2024), 20 items.
- . Both instruments were tested and confirmed valid and reliable (Cronbach's $\alpha = 0.839$ and 0.743).
- . Data analysis: Kolmogorov-Smirnov normality test, Deviation from Linearity test, Pearson Product Moment correlation, and simple linear regression (IBM SPSS 27, $\alpha = 0.05$).





RESULT AND DISCUSSION

Descriptive Statistics & Assumption Tests

84.40

Online Media-Based
Learning — Mean Score
(Fairly Good)

63.13

Students' Learning
Motivation — Mean Score
(Moderate)

N = 100

Eleventh-grade
respondents at
SMAN 22 Bandung

- Normality test (Kolmogorov-Smirnov): both variables obtained $p > 0.05$ (X: $p = 0.200$; Y: $p = 0.096$) — data are normally distributed.
- Linearity test (Deviation from Linearity): $F = 1.456$, Sig. = 0.095 ($p > 0.05$) — the relationship between X and Y is linear.
- Both classical assumptions were satisfied, allowing parametric hypothesis testing (Pearson correlation and simple linear regression) to proceed.



RESULT AND DISCUSSION

Correlation, Regression & Discussion

$$r = 0.530$$

Pearson correlation,
 $p = 0.000$ (moderate,
positive, significant)

$$R^2 = 28.1\%$$

Contribution of X to
variation in Y

$$\hat{Y} = 35.232 + 0.331X$$

Simple linear
regression equation

- . The better the quality of online media-based learning, the higher students' learning motivation in PESH learning.
- . Online media offer variety and novelty (videos, simulations) that make learning experiences more engaging.
- . Online media give students flexibility and autonomy, supporting the autonomy component of Self-Determination Theory (Ryan & Deci, 2020).
- . Findings are consistent with previous studies (Dwi et al., 2023; Saputra, 2022) linking online/media-based learning to higher student motivation.
- . The remaining 71.9% of motivation is explained by other factors: family support, teacher-student interaction, and the classroom environment.



CONCLUSION

Online Media-Based Learning Matters for PESH Motivation

- . Online media-based learning in PESH at SMA Negeri 22 Bandung is in the fairly good category (mean = 84.40).
 - . Students' learning motivation is in the moderate category (mean = 63.13), leaving clear room for improvement.
 - . There is a significant, positive relationship of moderate strength ($r = 0.530$, $p = 0.000$) between the two variables — the hypothesis is supported.
 - . Online media-based learning contributes 28.1% to students' learning motivation; the rest is explained by family, teacher, and classroom factors.
 - . Teachers and schools should keep improving the quality of online media while also strengthening these other supporting factors.
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THANK YOU

