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# School Environmental Support For The Effectiveness Of Physical Education Learning At SMPN 1 Labuhan Haji

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**Abstract**

*The purpose of this paper is to investigate the effect of school environmental support on the effectiveness of physical education learning at SMPN 1 Labuhan Haji in the 2025/2026 academic year. The research employs a quantitative descriptive non-experimental approach using a cross-sectional survey design. The population consists of all active students totaling 776 students, from which a 10% sample (78 respondents) was selected via simple random sampling. Data collection was conducted using a 5-point Likert scale questionnaire that has met the validity criteria. The data were analyzed through descriptive statistics, Pearson correlation, and simple linear regression using SPSS 27. Descriptive analysis revealed a mean score of 84.27 for school environmental support and 74.77 for learning effectiveness. Simple linear regression yielded an F_count value of 6.452 with a significance level of 0.013 (< 0.05), indicating that the alternative hypothesis (Ha) is accepted. However, Pearson correlation analysis showed a coefficient of -0.280, demonstrating a weak and negative relationship. The study concludes that while school environmental support significantly affects the effectiveness of physical education, the negative direction implies that the instructional process is heavily influenced by other external and internal factors not measured in this linear model.*

**Keywords: Social Learning Theory; Connectivism; Constructivism; Education.**



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## INTRODUCTION

Education is a long-term, planned process that requires careful preparation to develop abilities, shape character, and build a dignified national civilization. As mandated by Law No. 20 of 2003 concerning the National Education System, the essence of education is not limited to and targeted solely at the cognitive domain, but must also address the physical and social aspects of students in a balanced manner. Success in optimizing the quality of education is largely determined by the creation of a conducive learning environment, one of the main supports for a smooth learning process in schools.

As an integral part of the overall general education system, physical education plays a very strategic role in stimulating the growth and development of all aspects of students, including physical, psychomotor, cognitive, and affective aspects. Through learning Physical Education, Sports, and Health (PJOK), students are not only directed to improve physical fitness and motor skills, but are also formed to have a sporting attitude, discipline, honesty, responsibility, and a healthy lifestyle throughout life. In order for the PJOK learning process to achieve the expected effectiveness target, support from various external factors is needed, where one of the most crucial factors is the school environment.

The school environment plays a crucial role in supporting the success of physical education learning. This environment encompasses two main dimensions: the physical (non-social) environment, which encompasses the availability of sports facilities and infrastructure, the suitability of the field, learning equipment, cleanliness, and safety; and the social environment, which involves interaction, communication, and support from school members such as the principal, teachers, and peers. A well-managed and conducive school environment will create a comfortable, safe, and enjoyable learning atmosphere, thus stimulating optimal student motivation, active participation, and engagement.

However, in practice, the implementation of physical education (PJOK) learning often faces structural obstacles stemming from the limited carrying capacity of the environment. This condition was identified at SMPN 1 Labuhan Haji, where the effectiveness of PJOK learning has not been optimal due to limited support from the school environment, especially in terms of sports facilities and infrastructure. Some real obstacles found include the inadequate condition of the sports field, limited quantity and quality of play equipment, minimal storage space, and the lack of indoor facilities as an alternative area when the learning process is disrupted by bad weather.


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The less-than-conducive physical environment directly impacts students' motivation, interest, and active participation, even though they generally have a strong enthusiasm for learning. Furthermore, social support within the school environment, including interactions between students that have not yet fully created a healthy climate of cooperation and competition, as well as limited school management, also impact the level of learning success. Although physical education teachers have attempted to implement creative learning methods by utilizing existing facilities, these limited environmental resources remain a major barrier to optimizing the effectiveness of the learning process.

Several previous studies have examined the importance of environmental elements on student motivation and learning outcomes. Research by Pucangan (2017) and Rizqi et al. (2019) demonstrated that the social environment and external support significantly impacted motivation to learn Physical Education (PJOK). Furthermore, a study by Sutrisno et al. (2024) confirmed that the availability of adequate sports facilities, along with a conducive learning environment, significantly contributed to increasing student active participation. While these studies demonstrate similarities in the variables studied, this study specifically targets junior high school students at SMPN 1 Labuhan Haji, focusing on facilities, learning environment, and social support as key indicators. This research is expected to enrich previous scientific literature by presenting a more detailed empirical context.

Based on the background of the real conditions and theoretical studies above, the assessment of school environmental support at SMPN 1 Labuhan Haji is very important to be studied in more depth. Therefore, this study was conducted with the aim of empirically determining the influence of school environmental support on the effectiveness of physical education learning at SMPN 1 Labuhan Haji. The results of this study are expected to not only provide a factual picture of the extent to which the school supports students' physical education learning process, but also can be used as evaluation material, input, and strategic recommendations for the school and teachers in an effort to continuously improve the quality and effectiveness of physical education learning.

## METHOD

This study employed a non-experimental approach with a quantitative descriptive approach. The primary objective of this approach was to obtain a systematic and empirical overview of the influence of school environmental support on the effectiveness of physical


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education learning objectively. The research design employed was a survey design with a cross-sectional approach, where data collection for the research variables was conducted at a single point in time with no specific treatment provided. The study was conducted at SMPN 1 Labuhan Haji.

The population in this study was all students of SMPN 1 Labuhan Haji who were registered and actively participating in physical education learning in the 2025/2026 academic year, with a total of 776 students. The sampling technique used a simple random sampling method, which provides an equal opportunity for each member of the population to be selected as a respondent. Referring to the sampling size criteria for large population subjects, the researcher set a proportion of 10% of the total population. Through this calculation, the number of research samples was obtained as many as 77.6 students which was then rounded up to 78 active student respondents.

The main instruments used in the data collection process of this study were two sets of structured questionnaires. The first is the School Environmental Support Questionnaire (Variable X) which is designed to measure students' perceptions regarding the dimensions of sports facilities, a conducive learning atmosphere, and social support from teachers and peers. This questionnaire consists of 20 valid statements with a Cronbach's Alpha reliability coefficient value of 0.554. The second is the Physical Education Learning Effectiveness Questionnaire (Variable Y) which aims to measure students' subjective responses to aspects of motivation, material understanding, active participation, and physical skill achievement results. This questionnaire contains 19 valid statements with a Cronbach's Alpha coefficient value of 0.481. Both instruments are measured using a Likert Scale with a score range of 1 to 5 (Strongly Disagree to Strongly Agree).

The data collection procedure was carried out through three structured stages, namely the preparation stage (compilation, validity testing, and respondent guidance), the implementation stage (guided distribution and completion of questionnaires), and the final stage (verification of the completeness of the questionnaire data). After all primary data was successfully collected, the data analysis technique used included frequency percentage analysis to describe the qualifications of data achievements based on certain categories. Next, to test the hypothesis regarding the relationship and influence between variables, the data was analyzed inferentially using the Pearson Correlation Test and the Simple Linear Regression Test which were processed computationally with the help of SPSS version 27 statistical software.


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## RESULTS AND DISCUSSION

### CharacteristicsResponsor

Data collection from 78 respondents yielded a relatively balanced distribution of characteristics by gender. This demographic data distribution is presented in detail in Table 1 below:

**Table 1. Number of Respondents by Gender**

| No | Gender | Frequency | Percentage (%) |
|---|---|---|---|
| 1 | Man | 38 | 48.7% |
| 2 | Woman | 40 | 51.3% |

*Source: Processed primary data (2026)*

Based on Table 1, the majority of respondents were female, 40 students (51.3%), while 38 students were male (48.7%). This balance in the number of respondents minimizes the dominance of perceptions by a particular gender group.

### Descriptive Statistical Analysis Results

Descriptive analysis was conducted to determine the minimum, maximum, average (mean), and standard deviation values of each research variable. A summary of the results of the descriptive statistical tests is presented in Table 2 below:

**Table 2. Descriptive Statistics Results of Research Variables**

| Variables | N | Minimum | Maximum | Mean | Standard Deviation |
|---|---|---|---|---|---|
| School Environmental Support (X) | 78 | 72 | 100 | 84.27 | 5,792 |
| Learning Effectiveness (Y) | 78 | 63 | 86 | 74.77 | 4,687 |

*Source: Processed primary data (2026)*

Referring to Table 2, the mean value of variable X was 84.27 with a standard deviation of 5.792. Meanwhile, the mean value of variable Y was 74.77 with a standard deviation of 4.687. The small variation in data distribution indicates that respondents' answers are homogeneous and stable around the mean value.


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**Frequency Distribution of Data Percentage**

The categorization of data achievement for each research variable is further described through a percentage frequency distribution table. The frequency distribution of data for the school environmental support variable (X) is presented in Table 3:

**Table 3. Frequency Distribution of School Environmental Support Variables (X)**

| Interval | Criteria | Frequency | Percentage (%) |
|---|---|---|---|
| 72–77 | Strongly Disagree | 9 | 11.53% |
| 78–83 | Don't agree | 34 | 43.58% |
| 84–89 | Doubtful | 19 | 24.35% |
| 90–95 | Agree | 12 | 15.38% |
| 96–101 | Strongly agree | 4 | 5.12% |
| **Total** | | **78** | **100%** |

*Source: Processed primary data (2026)*

Based on Table 3, the majority of respondents, 34 respondents (43.58%), disagreed. This indicates that students believe the school environment's support for physical education learning is still suboptimal. Furthermore, the frequency distribution for the physical education learning effectiveness variable (Y) is presented in Table 4:

**Table 4. Frequency Distribution of Learning Effectiveness Variable (Y)**

| Interval | Criteria | Frequency | Percentage (%) |
|---|---|---|---|
| 63–67 | Strongly Disagree | 4 | 5.12% |
| 68–72 | Don't agree | 22 | 28.20% |
| 73–77 | Doubtful | 35 | 44.87% |
| 78–82 | Agree | 11 | 14.10% |
| 83–87 | Strongly agree | 6 | 7.69% |


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| | | | |
|---|---|---|---|
| **Total** | | **78** | **100%** |

Source: Processed primary data (2026)

Based on Table 4, the majority of respondents, 35 respondents (44.87%), were in the undecided category. This data reflects that students are still not fully experiencing the effectiveness of physical education (PJOK) learning.

**Hypothesis Testing Results (Correlation and Regression)**

To test the linear relationship between variables, Pearson correlation analysis was used. The results of the correlation test are presented in Table 5:

**Table 5. Correlation Test Results**

| **Correlations** | | | |
|---|---|---|---|
| | | School Environmental Support | Effectiveness of Physical Education Learning |
| School Environmental Support | Pearson Correlation | 1 | -,280* |
| | Sig. (2-tailed) | | ,013 |
| | N | 78 | 78 |
| Effectiveness of Physical Education Learning | Pearson Correlation | -,280* | 1 |
| | Sig. (2-tailed) | ,013 | |
| | N | 78 | 78 |
| *. Correlation is significant at the 0.05 level (2-tailed). | | | |

Table 5 shows a Pearson correlation coefficient value of -0.280 with a significance value (Sig. 2-tailed) of 0.013. Because the significance value is less than 0.05 (0.013 < 0.05$), the relationship between the two variables is declared significant. A negative sign indicates a weak and opposite direction of the relationship.

Next, the feasibility of the influence model was analyzed using a simple linear regression test. The results of the regression model significance test are summarized in Table 6:


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**Table 6. Simple Linear Regression Test Results (ANOVA)**

| ANOVA | | | | | | |
|---|---|---|---|---|---|---|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 93,980 | 1 | 93,980 | 6,452 | ,013b |
| | Residual | 1107,007 | 76 | 14,566 | | |
| | Total | 1200,987 | 77 | | | |
| a. Dependent Variable: Effectiveness of Physical Education Learning | | | | | | |
| b. Predictors: (Constant), School Environmental Support | | | | | | |

Based on Table 6, the F-count value is 6.452 with a model significance level of 0.013. Since the significance value is less than 0.05 (0.013 < 0.05), the regression model is declared statistically feasible and the alternative hypothesis (Ha) is accepted. It is proven that there is a significant influence of school environmental support on the effectiveness of physical education learning at SMPN 1 Labuhan Haji.

## DISCUSSION

The findings of significant influence in this study provide concrete empirical verification of the theory of educational ecology. The results of the hypothesis testing prove that the school environment support variable, both in terms of physical infrastructure and socio-cultural climate, significantly intervenes in the level of effectiveness of students' physical education learning at SMPN 1 Labuhan Haji. This condition is in line with Slameto's (2015) conceptual framework which states that the school environment is an important external factor that contributes to the success of the learning process and student achievement. Physical obstacles in the form of minimal sports field suitability and limited number of play equipment in schools have been empirically proven to limit the space for instructional activities in the physical education curriculum.

Although the regression model showed significant results, the weak, negative Pearson correlation (r = -0.280) revealed a uniquely complex phenomenon in the field. This negative correlation represents a linear anomaly, where the assumption that increased school environmental support will always lead to a linear increase in learning effectiveness was not fully confirmed in this study sample. This condition indicates the strong influence of other mediator variables not measured in this quantitative research model.


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As stated in the learning system theory by Djamarah (2018), the effectiveness of the educational interaction process is multifactorial and is influenced by a combination of external (environmental) factors and internal student factors. The provision of high-quality infrastructure of materials or sports equipment from school management will not be optimally effective if it is not supported by teacher competence in varying creative teaching methods, modifying limited practical equipment, and growing intrinsic motivation and awareness in students to actively engage in movement. The weak level of correlation emphasizes an important theoretical implication: optimizing the effectiveness of physical education learning in schools requires a complete integrative balance between improving non-social physical aspects (facilities, infrastructure, building facilities) and strengthening the governance of socio-psychological relationships (learning motivation, quality of peer interactions, and teacher feedback) within the school ecosystem.

## CONCLUSION

### Conclusion

Based on the results of data analysis, hypothesis testing, and discussion outlined in the previous section, several basic conclusions can be drawn as follows:

1. School environmental support has been shown to significantly influence the effectiveness of physical education learning at SMPN 1 Labuhan Haji. This is indicated by the results of a simple linear regression test with a model significance value of 0.013, which is below the error threshold of 0.05 (0.013 < 0.05), so the research hypothesis (Ha) is officially accepted.
2. The linear relationship between variables indicates a negative anomaly with a weak correlation (r = -0.280). This condition indicates that high fulfillment of physical support aspects of the school environment does not automatically linearly increase the effectiveness of PJOK learning instantly, but rather requires integration with other determinant factors.
3. Descriptive percentage analysis shows that the majority of students assess that the physical and social environmental support of the school is still less than optimal (dominated by the Disagree category at 43.58%). In line with this, the level of learning effectiveness


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The PJOK experienced by students has not yet reached its maximum point (dominated by the Doubtful category at 44.87%).

**Recommendation**

Based on the conclusions and limitations of research in the field, several strategic recommendations are proposed to improve the quality of physical education in the future:

1. **For School Management:**It is hoped that regular budgetary allocations will be made for improving sports facilities. The primary focus should be on improving the condition of playing surfaces, increasing the quantity of sports equipment, improving storage space, and providing alternative (indoor) sports areas to prevent student practice activities from being completely disrupted during inclement weather.
2. **For Physical Education Teachers:**It is recommended to optimize pedagogical competence through the implementation of more varied, innovative, and adaptive teaching methods. Teachers need to creatively modify the limited use of sports equipment to address the limitations of school physical facilities and stimulate students' motivation to move.
3. **For Students:**It is hoped that this will foster awareness and intrinsic motivation regarding the importance of physical fitness, increase active participation during practical class hours, and share responsibility for maintaining the suitability of the shared sports facilities available at the school.
4. **For Further Researchers:**Given the weak negative correlation in this study, future researchers are strongly encouraged to expand the scope of the model by including crucial internal student variables (such as learning interest, motor aptitude, and achievement motivation). Furthermore, it is recommended to develop a multi-school research locus and shift to a mixed methods approach to obtain more in-depth, comprehensive, and highly generalizable analytical data.

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