

RELATIONSHIP OF SOCIAL SUPPORT, SELF-CONCEPT, AND SELF-EFFICACY WITH MOTIVATION TO LEARN PHYSICAL EDUCATION IN BOARDING AND REGULAR SCHOOL STUDENTS

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Received: March 21, 2026

Revised: May 8, 2026

Accepted: May 8, 2026

Abstract

This study aims to examine the relationships among social support, self-concept, self-efficacy, and motivation to learn physical education, and to compare these relationships among boarding school students and regular school students. The problem formulation in this study is stated as a hypothesis: H1: There is a relationship between social support and motivation to learn physical education among boarding and regular school students. H2: There is a relationship between self-concept and motivation to learn physical education in boarding and regular school students. H3: There is a relationship between self-efficacy and motivation to learn physical education in boarding and regular students. H4: Social support, self-concept, and self-efficacy are simultaneously related to motivation to learn physical education in boarding and regular school students. H5: There is a difference in the strength of the relationship between variables between boarding school students and regular school students. This study used a quantitative, cross-sectional method. The study population consisted of 1,408 students from two schools: SMA Negeri 1 Comal (regular students) and MAN Pemalang (boarding students). The sampling technique used was purposive sampling with a sample size of 228 students. The sample was then divided into two groups: 114 boarding students from MAN Pemalang and 114 regular students from SMA Negeri 1 Comal, allowing for a clearer comparison analysis between the groups. The research instruments included the Physical Self-Description Questionnaire–Short to measure self-concept, the General Self-Efficacy Scale to measure self-efficacy, and a questionnaire on motivation to learn physical education. Data analysis was carried out using descriptive statistics, normality tests, Pearson correlation tests, and multiple regression analyses with the JASP software. The results showed that the Pearson correlation analysis indicated weak, non-significant relationships among variables in both groups. However, multiple regression analysis revealed a significant simultaneous effect in the boarding student group ($R = 0.267$; $R^2 = 0.072$; $p = 0.042$), although the contribution was relatively small. In contrast, the regression model in the regular student group was not statistically significant ($R = 0.242$; $R^2 = 0.059$; $p = 0.083$). This study concludes that psychological and social factors contribute to motivation for learning in physical education, although their effects vary across student groups. The findings highlight the importance of considering group differences and suggest that practitioners should support social support, self-concept, and self-efficacy in the learning process.

Keywords: Social Support, Self Concept, Self Efficacy, Motivation, Physical Education

Introduction

Physical education is widely recognized as playing a significant role in students' health and social well-being by fostering positive attitudes toward sports and physical activity and cultivating a lifelong culture of active living (Hidayana, 2023; Moroz & Havryshko, 2024; Wicaksono et al., 2025). However, in practice, motivation to learn physical education still faces challenges in various schools. According to Sin & Hudayani (2020), The levels of intrinsic and extrinsic motivation in physical education learning remain low. The study found that students' intrinsic motivation accounted for 37.72% of their learning, while their extrinsic motivation accounted for 42.98%.

This difference indicates the presence of psychological factors and learning environments that may influence student learning motivation. In addition, in student learning outcomes, as evidenced by the results of the Final Summative Assessment of the 2024/2025 academic year, the average PJOK score for grade XII students in regular schools was 67.9, and 62.4 in boarding schools, indicating that most have not met the Learning Objective Achievement Criteria. In fact, motivation plays an important role in improving student learning outcomes, as learning motivation can influence physical education learning outcomes (T. Hauw Sin, 2020). A lack of learning motivation among students will affect learning productivity and cause feelings of boredom and a lack of enjoyment in physical education (Fuaddi et al., 2020; Mouratidis et al., 2008).

Self-concept, which is how individuals view their abilities and values, also plays a significant role in motivation to learn physical education (Antonio Moreno-Murcia, 2012). According to Vaquero-Solis et al. (2021), students with a positive self-concept tend to be more motivated to participate in physical education activities. A positive self-concept can increase self-confidence in engaging in physical activities and various learning challenges. Furthermore, self-efficacy is another important factor that can influence student motivation in physical education learning. Students with high self-efficacy believe they are capable of achieving set goals and overcoming challenges. High self-efficacy is positively related to student motivation to learn and engagement in physical education (Darmanto et al., 2024a). Self-efficacy can be used to assess an individual's involvement in community physical activity. Several studies have shown that self-efficacy is positively related to a person's ability to participate in sports regularly. (Peers et al., 2020; LaForge-MacKenzie & Sullivan, 2014).

Students' levels of social support, self-concept, and self-efficacy can vary depending on the educational environment in which they study. Students in regular schools generally live with their families and receive direct social support from their parents. Meanwhile, students in boarding schools live more independently, and most of their social interactions occur with peers and dormitory supervisors. Boarding school students tend to have higher levels of independence and self-responsibility, but their families provide less social support (Hidayah & Nordin, 2020). This situation creates potential differences in the relationships among social support, self-concept, self-efficacy, and motivation to learn physical education across the two educational environments. Boarding school students may have higher self-efficacy due to being accustomed to a disciplined and independent lifestyle, but lower levels of family social support. Conversely, regular school students may receive stronger social support from their families, but their self-efficacy in facing academic challenges and physical activity may differ. Therefore, this study aims to determine the correlation between social support, self-concept, and self-efficacy on motivation to learn physical education in boarding schools and regular schools in Pemalang Regency.

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Method

This study employed a quantitative, cross-sectional method. This approach aims to describe and analyze the relationships between research variables measured at a single point in time. The cross-sectional design was chosen because it allows researchers to obtain a snapshot of respondents' conditions without repeated observations, making it efficient and aligned with the research objectives.

Sample

The study population consisted of 1,414 students from two schools: SMA Negeri 1 Comal and MAN Pemalang. The sampling technique used was purposive sampling with a sample size of 228 students. The sample was then divided into two groups: 114 regular school students from SMA Negeri 1 Comal and 114 boarding school students from MAN Pemalang, allowing for separate and comparative analysis between the groups.

Instrument

support, self-concept, self-efficacy, and motivation to learn physical education, all of which were adapted from previously validated and reliable instruments. Social support was measured using the *Multidimensional Scale of Perceived Social Support (MSPSS)* developed by Zimet et al., (1988) and adapted into Indonesian by Sulistiani et al., (2022). The instrument consists of 12 items divided into three subscales: family support (items 3, 4, 8, and 11; $\alpha = 0.929$), friend support (items 6, 7, 9, and 12; $\alpha = 0.942$), and significant others (items 1, 2, 5, and 10; $\alpha = 0.941$), with four items in each subscale.

Self-concept was measured using the *Physical Self-Description Questionnaire–Short (PSDQ-S)* developed by Marsh et al., (2010), consisting of 40 items assessing students' perceived physical self-concept. The original English version was translated into Indonesian using a back-translation technique, with an independent bilingual translator to ensure semantic equivalence between the original and the translation.

Self-efficacy was measured using the *General Self-Efficacy Scale (GSES)* developed by Schwarzer & Jerusalem, (1995) and adapted into Indonesian by Novrianto et al., (2019), consisting of 10 items. Motivation to learn physical education was measured using a questionnaire developed by Nur et al., (2019) comprising 29 items. Due to minor wording changes, the instrument was re-evaluated, yielding a minimum validity coefficient of 0.518 and a reliability coefficient of 0.906, indicating good internal consistency. To ensure consistency across instruments, all response categories were standardized into a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Data analysis techniques

Data analysis techniques in this study included descriptive statistics, normality tests, simple correlation tests, and multiple regression tests. The analysis was conducted using JASP.

Results

1. Descriptive analysis

Table 1. Descriptive analysis

Variables	Group	N	Statistics		
			Max	Min	Mean $\pm$ SD
Social Support	Boarding	114	60	23	48.41 $\pm$ 6.22
	Regular	114	60	27	47.2 $\pm$ 6.42
Self-concept	Boarding	114	157	86	125.7 $\pm$ 16.2
	Regular	114	160	65	124.3 $\pm$ 16.3
Self-Efficacy	Boarding	114	50	27	39.9 $\pm$ 5.04
	Regular	114	50	23	39.0 $\pm$ 4.9
Motivation to learn	Boarding	114	92	47	70 $\pm$ 6.6
	Regular	114	92	48	69.9 $\pm$ 6.4

Based on the descriptive analysis, in regular schools, the social support variable ranges from 27 to 60, with an average of 47.22 and a standard deviation of 6.42. In contrast, in boarding schools, it shows a minimum of 23, a maximum of 60, an average of 48.41, and a standard deviation of 6.23. The self-concept variable in regular schools has a minimum of 65, a maximum of 160, an average of 124.32, and a standard deviation of 16.38, while in boarding schools, the minimum is 86, the maximum is 157, the average is 125.72, and the standard deviation is 16.24. Furthermore, the self-efficacy variable in regular schools has a minimum value of 23, a maximum of 50, an average of 39.04, and a standard deviation of 4.98. In contrast, in boarding schools, the minimum is 27, the maximum is 50, the average is 39.91, and the standard deviation is 5.05. The learning motivation variable in regular schools ranged from 48 to 92, with an average of 69.96 and a standard deviation of 6.41. In contrast, in boarding schools it ranged from 47 to 92, with an average of 70.54 and a standard deviation of 6.68.

2. Normality test

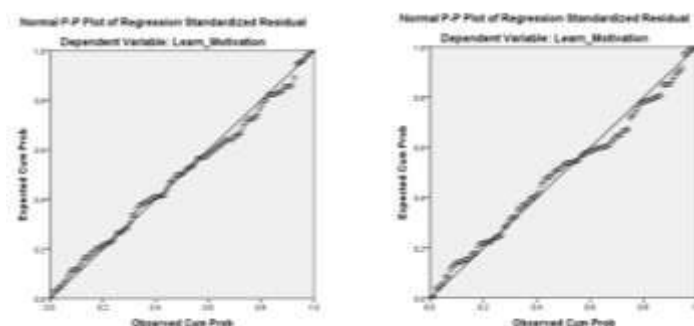


Figure 1. Plot of normality test results

The results of the normality test above indicate that the research data follow a diagonal line for both the regular and boarding student groups. Therefore, each variable's distribution is normal.

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3. Pearson correlation test

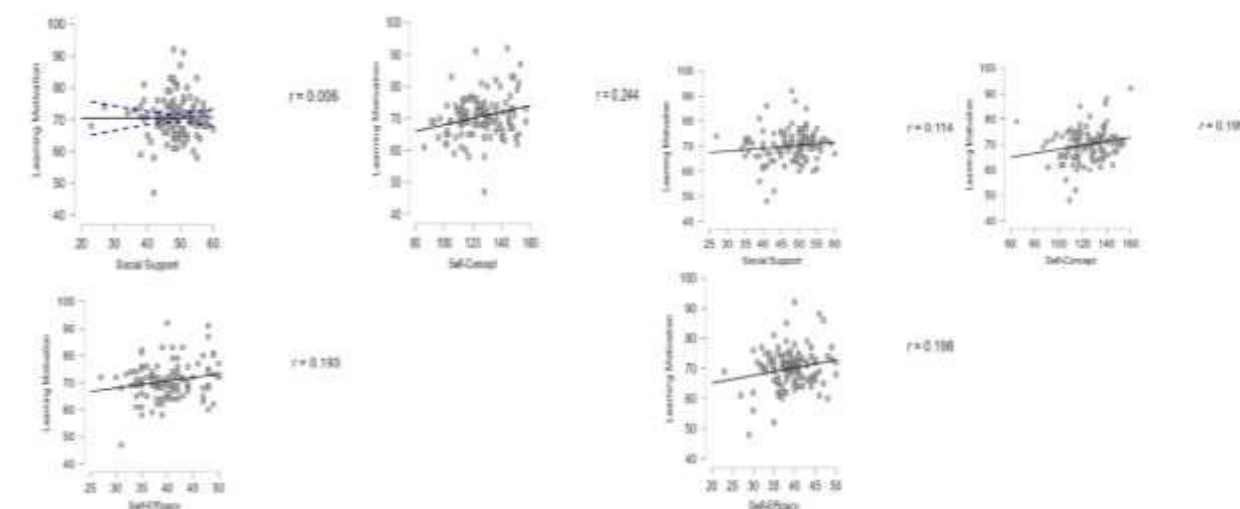


Figure 2. Pearson Correlation Test Results for Boarding and Regular Student Groups

The results of the Pearson correlation test indicate that, in both boarding and regular student groups, social support, self-concept, and self-efficacy were not significantly related to motivation to learn physical education. In the boarding student group, social support was not significantly related to learning motivation ($r = 0.006$; $p = 0.947$), suggesting a very weak correlation. Self-concept demonstrated a positive but non-significant relationship ($r = 0.244$; $p > 0.05$), while self-efficacy also showed a weak positive correlation that did not reach statistical significance ($r = 0.193$; $p > 0.05$). Similarly, in the regular student group, social support was not significantly related to learning motivation ($r = 0.114$; $p = 0.226$). Self-concept ($r = 0.199$; $p > 0.05$) and self-efficacy ($r = 0.198$; $p > 0.05$) also demonstrated weak positive relationships, but these were not statistically significant. Overall, these findings suggest that the relationships between social support, self-concept, self-efficacy, and motivation to learn physical education are generally weak and not statistically significant in both student groups.

4. Multiple regression test

Table 2. Regression Coefficient of Social Support, Self-Concept, and Self-Efficacy on Motivation to Learn Physical Education Based on Student Groups

Model	Unstandardized Coefficients			Standardized Coefficients	t	Sig
	Group	B	Std. Error	Beta		
Costant	Boarding	54.461	7.239	-	7.523	.000
	Regular	54.353	6.265	-	8.675	.000
Social support	Boarding	-.010	.101	-.010	-.103	.918
	Regular	.055	.100	.055	.552	.582
Self Concept	Boarding	.082	.041	.199	1.989	.049
	Regular	.056	.040	.144	1.416	.160
Self Efficacy	Boarding	.158	.134	.120	1.179	.241
	Regular	.154	.139	.120	1.109	.270

The results of the multiple regression analysis indicate differences in the contribution of social support, self-concept, and self-efficacy variables to physical education learning motivation in the boarding and regular student groups. In the boarding student group, self-concept significantly influenced motivation for physical education learning ($\beta = 0.082$; $\beta = 0.199$; $t = 1.989$; $p = 0.049$). This indicates that the more positive a student's self-concept, the higher their motivation to learn in physical education. Meanwhile, social support ($p = 0.918$) and self-efficacy ($p = 0.241$) did not show statistically significant effects. In the regular student group, none of the independent variables social support ($p = 0.582$), self-concept ($p = 0.160$), and self-efficacy ($p = 0.270$) showed a significant influence on physical education learning motivation. This indicates that these three variables cannot fully explain the variation in learning motivation among the regular student group. In general, these results indicate that the influence of psychological and social factors on motivation to learn physical education tends to be more pronounced among boarding school students, particularly regarding self-concept, compared to regular school students.

Table 3. Multiple regression test

ANOVA ^a								
Model	Group	R	R Square	DF	Adjusted R-Square	Mean Square	F	Sig
Regression	Boarding	0.267	0.072	3	0.046	3	2.825	.042
	Regular	0.242	0.059	3	0.033	90.68	2.281	.083

The results of multiple regression analysis showed that in the boarding student group, social support, self-concept, and self-efficacy simultaneously had a significant influence on physical education learning motivation ($R = 0.267$; $R^2 = 0.072$; Adjusted $R^2 = 0.046$; $F = 2.825$; $p = 0.042$). This finding indicates that the three independent variables together explained 7.2% of the variation in physical education learning motivation among boarding students. Meanwhile, in the regular student group, the regression model showed a weaker and statistically insignificant relationship ($R = 0.242$; $R^2 = 0.059$; Adjusted $R^2 = 0.033$; $F = 2.281$; $p = 0.083$), which means that social support, self-concept, and self-efficacy only explained about 5.9% of the variation in physical education learning motivation.

Discussion

The study's results indicate a significant relationship between social support and motivation to learn physical education in regular schools. The more social support a student has, the greater their motivation to learn physical education. This study aligns with Irfan & Imran (2024), who stated that social support has a significant influence on learning motivation. Research by Zhang et al. (2022) confirmed that social support from peers, family, and the school environment positively contributes to physical activity behavior by increasing self-efficacy, thereby strengthening the role of social support as a motivational driver in the context of physical education. Research by Li et al. (2023) revealed that social support directly influences students' fitness behavior and motivation, with self-efficacy as an important mediator.

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Although the analysis results in this study showed a weak relationship in both regular and boarding student groups, this significant result indicates that social support remains an important external variable that helps increase learning motivation. This is because physical education involves physical activity and requires commitment, so social support can be a driving force for students to be more involved, committed, and motivated to participate.

In addition, the study's results indicate a significant relationship between self-concept and motivation to learn physical education in regular schools. The more positive the students' self-concept, the higher their motivation to learn physical education. The relationship is in the low category, and its positive direction indicates that self-concept is a psychological factor that contributes to learning motivation. In *boarding school students*, based on data analysis, self-concept has a significant relationship with motivation to learn physical education. The correlation coefficient of 0.244 indicates that the relationship between the two variables is in the low range, but still positive. This is reinforced by research by Herbert W. Marsh & Craven (2006), which shows that academic self-concept correlates with various motivational indicators: students with more positive self-perceptions tend to show higher effort, persistence, and interest in the learning process. In physical education, research by Standage et al. (2005) revealed that positive self-perceptions of physical abilities can increase students' intrinsic motivation to engage in physical education activities actively. The results of this study are also consistent with those of Hariyadi et al. (2024), who found that self-concept is positively related to student learning motivation. However, the correlation value tends to be low because motivation is also influenced by other factors such as the quality of teaching, social support, and personal interests. Thus, the results of this study indicate that self-concept is one of the important internal factors that can encourage motivation to learn physical education in *boarding school* and regular school students. However, it is not the only primary determinant. Boarding schools and regular schools have significant differences in their social and learning environments. Boarding school students live in a dormitory environment with intensive supervision, limited interaction with family, and structured learning routines, which encourage independence but can reduce emotional support from family (Martin et al., 2021; Li et al., 2023). In contrast, regular school students have greater opportunities to receive direct social support from family, although their level of independence is often lower (Blau & Blau, 2021). According to Zhong et al. (2024), the influence of the boarding environment on students' motivational development and emotional well-being varies depending on the quality of social support and the student's school environment.

Furthermore, research conducted by Schmidt et al. (2013) showed that interventions aimed at improving students' self-concept can increase their motivation and engagement in physical education. Students who have a favorable view of their physical abilities tend to achieve better grades in physical education (Bailey et al., 2009). This suggests that a positive self-concept contributes not only to motivation but also to learning outcomes. Research by Puspitasari et al. (2021) shows a significant, positive relationship between self-efficacy and motivation. Students who feel capable and confident are more likely to participate in learning and physical activities actively. Conversely, students with low self-efficacy may feel anxious or hesitant about participating in physical education. This can lead to decreased motivation and engagement in learning. Low self-efficacy can hinder the learning process and student achievement in physical education (Chase, 2001).

The results of multiple regression analysis showed that in the boarding student group, social support, self-concept, and self-efficacy simultaneously had a significant effect on motivation to learn physical education ($R = 0.267$; $R^2 = 0.072$; Adjusted $R^2 = 0.046$; $F = 2.825$; $p = 0.042$). This finding indicates that the three independent

variables together explained 7.2% of the variation in motivation to learn physical education among boarding students, with the remaining variation influenced by factors outside the research model. In contrast, in the regular student group, the regression model showed a weaker and statistically insignificant relationship ($R = 0.242$; $R^2 = 0.059$; Adjusted $R^2 = 0.033$; $F = 2.281$; $p = 0.083$), which means that social support, self-concept, and self-efficacy simultaneously were not able to explain the variation in motivation to learn physical education significantly in this group.

Social support plays a crucial role in encouraging student engagement in physical activity and physical education learning, particularly through emotional support from peers, teachers, and the surrounding environment (Duncan et al., 2005; Gill et al., 2018). A more structured, socially engaged boarding environment allows students to receive more consistent support, thereby making the contribution of social support to learning motivation more meaningful. This finding aligns with research (Darmanto et al., 2024a), which confirms that social support from the surrounding environment increases student motivation and involvement in physical education learning. In addition to social support, self-concept also plays an important role in physical education learning, as students' perceptions of their physical abilities influence their level of participation, their willingness to try movements, and their self-confidence in engaging in learning activities (Nopiyanto et al., 2022).

Study Medina et al. (2023) also confirmed that a positive physical self-concept contributes to students' active engagement in physical education. In the context of boarding schools, more controlled, repeated learning experiences can more reliably strengthen students' self-concepts. Self-efficacy serves as the primary motivational mechanism in physical education learning because it relates to students' beliefs in their ability to complete motor tasks and physical activities (Dutrisac et al., 2023). High self-efficacy is positively related to students' motivation and learning engagement (Darmanto et al., 2024b; Puspitasari et al., 2021), while low self-efficacy can hinder the learning process (Chase, 1998). A disciplined, structured boarding environment can provide a more consistent experience of success, making the contribution of self-efficacy to learning motivation more visible than for regular students. In the regular student group, although the direction of the relationship between social support, self-concept, and self-efficacy on learning motivation was positive, the contribution was not statistically significant. This suggests that the motivation to learn physical education among regular students is likely more influenced by external factors, such as family environment, home conditions, and social dynamics outside of school (Bong & Skaalvik, 2003; Raufelder & Kulakow, 2021). This finding aligns with Sri Dinda et al. (2025), which emphasizes the strong influence of the external environment on the learning motivation of regular students.

Overall, this study's results indicate that social support, self-concept, and self-efficacy shape motivation to learn physical education. However, the magnitude and significance of their contributions differ between boarding and regular students. Differences in learning environment characteristics and social dynamics are important factors influencing the strength of these psychological variables. Therefore, efforts to improve motivation to learn physical education need to consider integrating students' internal factors and the unique learning environment conditions of each type of school.

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Conclusions and Suggestions

The relationships between social support, self-concept, and self-efficacy, and the motivation to learn physical education tend to be weak and, in some analyses, did not reach statistical significance at the partial level, for both boarding and regular school students. However, the results of multiple regression analysis indicate that all three variables simultaneously contribute significantly to motivation to learn physical education in the boarding group. At the same time, no significant model was found in the regular group.

The findings of this study indicate that the role of social and psychological factors in increasing motivation to learn physical education can vary across students' educational environments. Therefore, physical education teachers need to consider the characteristics of the learning environment when designing learning strategies, such as providing positive feedback, strengthening motivation, and fostering self-confidence and positive self-perceptions. Furthermore, social support from the school and parents, and the creation of a conducive social climate, remain important factors in increasing student engagement in physical education. This study has several limitations, including the use of a purposive sampling method, which limits the generalizability of the findings. Therefore, the results are more representative of students at the schools studied, namely SMA Negeri 1 Comal and MAN Pemalang, and may not necessarily apply to the broader population. Second, the cross-sectional research design describes the relationship between variables at a single point in time, thereby failing to explain causal relationships fully. Third, the research data were obtained through a self-report questionnaire, which could introduce subjective bias into respondents' responses. Therefore, further research is recommended to utilize more representative sampling techniques, longitudinal or experimental designs, and mixed-methods approaches.

Acknowledgements

The author would like to thank Semarang State University, especially the Faculty of Sport Science, for the academic support and facilities provided during this research. He also thanks SMA Negeri 1 Comal and MAN Pemalang for granting permission and support during the research. He also expresses his appreciation to the teachers and all students who participated, as well as to all parties who contributed and supported him throughout the research process and the preparation of this article.

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