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## **BAD EXPERIENCES, DRAG LEVELS AND SPORTS PARTICIPATION: DEMOGRAPHIC EVALUATION STUDIES AND CORROSIVE JUNIOR HIGHSCHOOL IN INDONESIA**

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Name : Yugo Styawan, Titik Purwati, Ahmad Lani

Email correspondence : [yugostyawan@gmail.com](mailto:yugostyawan@gmail.com)

Department, Institution, City, Country : Sports education master's study program, IKIP Budi Utomo Malang, Indonesia

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### **ABSTRACT**

The purpose of this study was to obtain information on negative experiences, levels of inhibition, and participation in sports based on the demographics of Indonesian junior high schools and the functional relationship between the three. The research method used is descriptive quantitative and correlational design with the design of the test using the discrepancy model. The sample consists of 1690 junior high schools in Indonesia. Data were analyzed using three techniques: one route re-route, two-reroute check and correlation analysis. Research shows that: 1) bad experiences exceed the established low tolerance threshold; 2) the drag level does not exceed the specified low tolerance limit; 3) training participation does not meet well defined criteria; and 4) correlation analysis concluded that there is a fairly strong positive correlation between experience and barriers to exercising. When bad experiences are high, sports problems are high. While the relationship between bad experiences with physical activity and the relationship between sports barriers and physical activity also correlates, the relationship is negative. These results indicate that the three variables influence each other. When the level of bad experience is low, the training barriers will also be low, so that it will affect the level of training participation.

**Keywords:** Bad experiences, drag levels, sports participation, correlation

### **INTRODUCTION**

Physical education taught in schools plays a crucial role, giving students the opportunity to engage directly in learning experiences through systematic, selected physical activity. (Jogiyanto, 2012) explains that the inherent nature of physical education is an education that nurtures physical activity to invigorate and produce holistic changes in individual qualities, both physical, mental, and emotional.

Physical education is an important part of education to promote a healthy and active lifestyle for students. However, some students may have negative experiences in physical education. There are several common physical experiences that cause students to be reluctant to do physical activity in physical education: Anxiety and shame at performing one of the sports instructed by the teacher, omissions or discrimination by both teacher and student in one class in assessment, students being injured while performing excessive or poorly guided physical activity by the teacher, unsupportive wards, such as inadequate sports facilities or lack of accessibility of the facility Bad experiences in physical education can affect students' motivation and involvement in physical activities and influence their

view of the importance of exercise in daily life. In this case, many female students have had a lot of bad experiences, so they are reluctant to engage in physical activity. Therefore, it is important for teachers and educational institutions to take note of the students' experiences in physical lessons and create an environment that supports and inspires students to participate in positive and safe physical activity.

Advanced junior high school participation in Indonesia is essential to improving their quality of life and health. However, there are still a lot of junior high school students in Indonesia who do not participate in sports, have even had bad experiences related to sports, and have reasons not to. Junior high school students often face negative experiences and encounter obstacles in academic school. Some students may feel physically uncomfortable during this study because of the intense activity. They may experience fatigue or even injuries during sporting activities. In addition, some students may also feel inadequate in their studies because of a lack of expertise or interest in sports and physical activity. This may lead to feelings of inadequacy and inferiority.

Furthermore, having a low level of fitness can also provide a background for bad experiences in disability lessons. Some students may have lower levels of fitness than others. This may be the result of a lack of physical activity outside of school, an inactive lifestyle, or some health problem. An inability to function properly can leave a student feeling neglected and frustrated.

In turn, shame or bullying is also a common background in physical education lessons. Some students may be embarrassed or even treated unfairly by classmates or even teachers. It can result from a physical difference, perceived inferiority, or other social factors. This may hinder students' ability to participate fully in the lesson and adversely affect their self-confidence.

Several studies involving factors that influence student participation in Indonesia indicate that such factors as the school environment, the lack of sufficient sports facilities, the inconvenience or difficulty of participating in sports activities, and low confidence affect student participation in Indonesia (Safitri, 2020; Nugroho et al., 2021).

It turns out that the reason for engaging in sports is also the student's impediment to any physical activity among them: Time limitations or limited resources mean that students who have busy schedules or access to limited sports facilities may find it difficult to participate in physical activity at school due to a lack of social support. Students who do not have the support of family or friends to participate in physical activity may feel unmotivated to do so.

## **METHOD**

This type of research is included in evaluation and correlational studies. This evaluation is intended to know the degree of bad experience and the level of demographic and demographic participation in sports that can later be used as an enhancement for future programs. The study is conducted to find functional connections between experience levels, disability rates, and participation in Indonesia's junior high school and secondary data obtained from the center for physical literacy and poor social education. The secondary data used is documentation of variables associated with research (bad experiences, drag levels, and sports participation).

The model of evaluation used in this study is a discrepancy model developed by Malcom Provus. But in application, researchers use a modified model of gap evaluation (one

cycle) by Sakban Rosidi to get more useful presentations. This gap evaluation model is done to know the levels of bad experience, the level of drag, and standardized exercise participation (criteria). The results of this evaluation can be used for decision-making by recommending the implementation of junior high school education in Indonesia. Here is the model design for the gap evaluation (one cycle) used in the study.

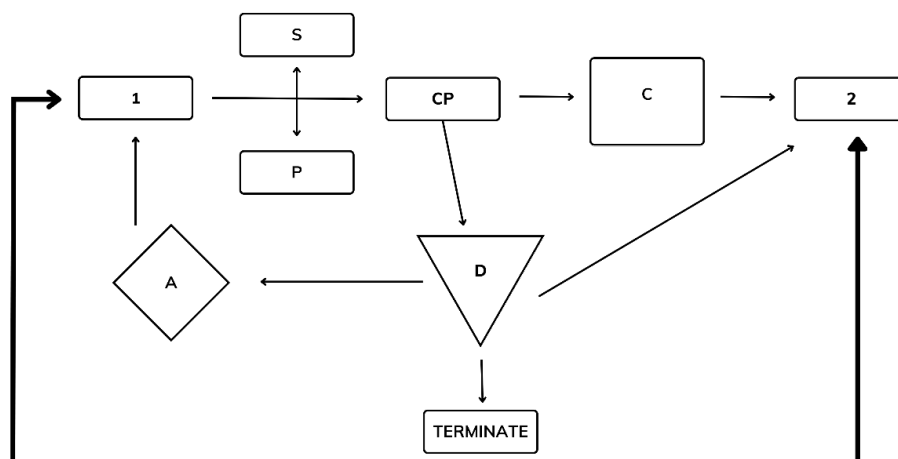


Figure 3.1 Model Evaluasi Kesenjangan (Satu Daur)  
(Sumber; Rosidi dan Rofiqah, 2021: 73)

The study population includes all first-rate advanced junior high schools in Indonesia. The sample withdrawal technique follows a snowball sample, with a large sample set according to the submission time container. The snowball sampling technique is an early, small sampling technique that is then enlarged, like rolling snowballs that grow slowly. Meanwhile, the study sample from the SLTP school in Indonesia is known to have 1690 respondents on the data that have been edited and are worthy of analysis.

The method of data collection used in this study is a questionnaire, which contains a set of questions for the respondents to answer. The questionnaires are selected because they can cover a considerable number of respondents and are spread over a wide area. The strategy is Internet-mediated research (IMR), which is an Internet media data gathering technique called Google Forms. The data used is primary data, though data is obtained indirectly through the center for physical literacy and sports education for IKIP BUDI UTOMO, but this data has never been published before. The collection of data in this study consists of quantitative data collection. Quantitative data are obtained from the documentation, study scores, and questionnaires of learners. Once data collection is done, the data needs to be prepared. The following are steps for quantitative data processing: 1. classified data, 2. Editing, 3. Code, 4. the suspension, 5. Tabulating, 6. Graph

Research instruments are used to measure the variable values to be studied. The number of instruments used also depends on the variables studied. It functions to produce precise and accurate quantitative data. In this study, researchers have developed instruments to measure the associated variables (bad experiences, sports, and physical activities). As for the instruments to measure the bad experience, they were adapted from the subject of subject sciences and developed by Daphne Brown (2014). In this instrument, there are 13 questions with one to two related experiences. While physical activities are adapted based on Australia's physical activity and administrative activities experiment and

the Australian 24-hour move further, The answer to Daphne Brown (2014) This instrument includes seven physical activities and one to five questions. Furthermore, indicators of each instrument are first adapted to the culture and terms often used in Indonesia to facilitate the understanding of respondents when filling out the provided questionnaire.

To test the hypotheses already presented above, researchers used techniques such as descriptive analysis, a single rerata test (mean vs. criterion), a test of two independent groups, and correlational tests. Descriptive statistics are useful for measuring research variables obtained by measurements, such as mean, deviation standards, and variance, and describing data in the form of a chart that could later describe bad experiences, such as the junior high school's deep, broad, and detailed sports participation in Indonesia. While the remaining (uji-t) test analysis of this study is to see if there is a gap between performance and standards, While the test analysis of the two average groups is independent in this study to see if the difference between averages and values is significant or not, The study is also conducted to find functional connections between negative experiences, disability rates, and SLF students' sports participation in Indonesia; therefore, it is a correlation study. According to Sukardi (2012:166), correlation research is a study that involves taking action in data collection to determine if there is a relationship and the level of relationship between two or more variables.

## **RESULT AND DISCUSSION**

There are 13 hypotheses in this study to be presented below:

The first hypothesis in this study is that the level of bad experiences in the education of schoolgirls in Indonesia does not exceed the limits of tolerance.

Based on analysis, it is known that the average value (mean) of the poor experience in Indonesia's 20,77 physical education courses is higher than that of tolerance (x hindsight 18), while the difference between a bad experience and a specified threshold of tolerance is 2.769. To find out whether the discrepancy was significant or not, one referral test analysis was made. Because sig value (2-tailed) = 0,000 francs = 0.05 means there is a significant difference in average value with a limit of that tolerance, it was decided to reject a zero hypothesis (h0) and accept an alternative hypothesis (h1). Indonesia's junior high school education level exceeds the recommended level of tolerance.

A second hypothesis in the study is that the level of resistance to exercise in the studies of schoolgirls in Indonesia does not exceed the limits of tolerance.

Based on analysis, it is known that the average value (mean) of the disability classes in Indonesian junior high school is 23.53 less than the tolerance threshold criteria (x predictive 28), while the difference between a bad experience and a prescribed threshold of tolerance is considerable (-4.468). To find out whether the discrepancy was significant or not, one referral test analysis was made. Because sig value (2-tailed) = 0,000 francs = 0.05 means there is a significant difference in average value with a limit of that tolerance, it was decided to reject a zero hypothesis (h0) and accept an alternative hypothesis (h1). It thus concludes that the level of inhibitions in Indonesian education courses does not exceed the limits of tolerance.

A third hypothesis in the study is that the participation rate in sports meets well-defined criteria.

Based on analysis, it is known that the average value of participating in the physical education education of Indonesian junior high schools is 21.04 less than the tolerance threshold criteria ( $x \geq 25$ ), while the difference between bad experiences and established tolerance limits is considerable at -3,956. To find out whether the discrepancy was significant or not, one referral test analysis was made. Because sig value (2-tailed) = 0,000 francs = 0.05, there is a significant difference in average value with these worthiness criteria, so it is decided to reject a non-hypothetical zero ( $h_1$ ) and accept an alternative hypothesis ( $h_1$ ). Indonesia's junior high school education level has not met well-established criteria.

The fourth hypothesis in the study is that there are different levels of bad experiences in physical education courses based on the type of school.

Based on the analysis already done, it is known that the average grades of the first high school's bad experiences were 20,77, while for the tsanawiyah madrasah, it was 20,75. To find out whether the differences were significant or not, the result was a test of two more independent groups. Because a 2-tailed value of  $0.864 > \text{carefree} = .05$  means there's a single difference between the average value, Then it might be decided to accept a zero hypothesis ( $h_0$ ) and reject alternative hypotheses ( $h_1$ ), thus concluding that there is no disparity in the level of negative experience in a physical education course based on the type of school.

The fifth hypothesis in this study is that there are differences in the level of exercise barriers in a physical education course based on the type of school.

Based on the analysis already done, it is known that the average school exercise barrier was 23.55, while for the tsanawiyah madrasah it was 23.47. To find out whether the differences were significant or not, the result was a test of two more independent groups. Because a 2-tailed value of  $0.869 > \text{carefree} = .05$  means there's a single difference between the average value, Then it might be decided to accept a zero hypothesis ( $h_0$ ) and reject alternative hypotheses ( $h_1$ ), thus concluding that there is no difference in the level of exercise barriers in a physical education course based on the type of school.

The sixth hypothesis in the study is that there is a variation in the level of bodily participation in a physical education course based on the type of school.

Based on the analysis already done, it is known that the average value for the participation in middle school sports is 20.82, while for the tsanawiyah madrasah, it is 21.75. To find out whether the differences were significant or not, the result was a test of two more independent groups. Because sig value (2-tailed) =  $0.013 < / I > .05$  means there's a single difference between the values of the average. Then it might be decided to reject the nil hypothesis ( $h_0$ ) and accept the alternate hypothesis ( $h_1$ ), thus concluding that there is a difference in the level of exercise participation in a physical education course based on the type of school.

The seventh hypothesis in the study is that there are worse stages of experience in physical education courses based on the urbanity of school locations.

Based on the analysis already done, it is known that the average value of bad experiences in the district was 20.80, while for the city it was 20.64. To find out whether the differences were significant or not, the result was a test of two more independent groups.

Because the sig value (2-tailed) equals  $0.180 > \text{carefree}, 005$  means there's a single difference between the average value. Then it could be decided to accept a zero hypothesis ( $h_0$ ) and reject alternative hypotheses ( $h_1$ ), and it could be concluded that there is no significant difference in the level of negative experience in the course of physical education based on the urbanity of the school's location.

The eighth hypothesis in the study is that there are differences in the level of exercise barriers in physical education lessons based on the urbanity of the school's location.

Based on the analysis already done, it is known that the average value of the exercise barrier in the district is 23.58, compared to the city's value of 23.34. To find out whether the differences were significant or not, the result was a test of two more independent groups. Because a 2-tailed value of  $0.667 > \text{carefree} = .05$  means there's a single difference between the average value, Then it could be decided to accept a zero hypothesis ( $h_0$ ) and reject alternative hypotheses ( $h_1$ ), so it could be concluded that there is no difference in the level of exercise barrier in the course of the school's urban education lesson.

The ninth hypothesis in the study is that there is a variation in the participation of sports in physical education lessons based on the urban location of schools.

Based on the analysis already made, it is known that the average sports participation rate in the district was 21.12, compared to the city's 20.75. To find out whether the differences were significant or not, the result was a test of two more independent groups. Because sig value (2-tailed) =  $0.349 > \text{scales} = 0.05$ , there's a single difference between the average value. Then it could be decided to accept a zero hypothesis ( $h_0$ ) and reject alternative hypotheses ( $h_1$ ), and it could be concluded that there is no difference in participation rate in the physical education course based on the urban location of the school.

The tenth hypothesis in this study is that there is a variation in the level of bad experience in physical education lessons based on the preference for sports.

Based on analysis, it is known that the average value of bad experiences in the athletic field was 21.15, while for the gaming type, it was 20.73. To find out whether the differences were significant or not, the result was a test of two more independent groups. Because sig value (2-tailed) =  $0.021 < / I > .05$ , there's a single difference between the value of the average. Then it might be decided to reject the nil hypothesis ( $h_0$ ) and accept the alternate hypothesis ( $h_1$ ), thus concluding that there is a difference in the level of bad experience in a physical education lesson based on a sports preference.

The eighth hypothesis in this study is that there are differences in the level of exercise barriers in a physical education lesson based on the preference for sports.

Based on the analysis already made, it is known that the average value of the hindrance to exercise types of athletic sports is 25.99 for the game sports type of 23.31. To find out whether the differences were significant or not, the result was a test of two more independent groups. Because sig value (2-tailed) =  $0.001 < / I > 0.05$ , there's a single difference between the value of the average. Then it might be decided to reject a nil hypothesis ( $h_0$ ) and accept an alternate hypothesis ( $h_1$ ), thus concluding that there is a difference in the level of exercise barrier in a physical education lesson based on a preference for sports.

The twelfth hypothesis in the study is that there is a variation in the participation of sports in physical education lessons based on the preferences of sports types.

Based on analysis, it is known that the average value for participating in sports of this type was 2068, whereas for the game sports type, it was 21.08. To find out whether the differences were significant or not, the result was a test of two more independent groups. Because sig value (2-tailed) = 0.491 > dimensions = .05, there's a single difference between the value of the average. Then it might be decided to accept a zero hypothesis ( $H_0$ ) and reject alternative hypotheses ( $H_1$ ), thus concluding that there is no difference in the participation rate of exercise in a physical education lesson based on a preference for sports.

The thirteenth hypothesis in the study is that there are functional connections between bad experiences, drag levels, and sports participation.

Based on the analysis already done, the relationship between the participation rate of the sport and the negative experience is obtained by  $r = -0.111$  with a significant value of  $0,000 < / 0.05$ , which would otherwise be identified as having a relationship or correlation. From this chart, we can find out that the Pearson correlation is  $-0.111$  and the linkage form is negative. Thus, it can be said that there is a negative connection between sports participation and bad experiences and that the more involved the sport is, the lower the exercise, or the opposite.

Further links between the level of participation in the sport and the exercise barrier are obtained from  $r = -0.91$  with a significant value of  $0,000 < 0.05$ , which is then indicated as having a relationship or correlation. From this table, we can see that the Pearson correlation is  $-0.91$  and the linkage is negative. Thus, it can be said that there is a negative link between exercise participation and the exercise barrier, so that it can be determined that the more involved the exercise, the lower the exercise drag, and the opposite. And the recent relationship between the bad experience and the exercise barrier gained by  $r = 0.220$  with a significant value of  $0,000 < 0.05$  is then pronounced to have a relationship or correlation.

The study is done using three variables as the criteria for the physical education learning evaluation. The purpose is to know if there is or is not (how big is there) a value to the gap between the criteria of performance and real performance. The established value in this study is 18 for bad experiences, 28 for the level of drag, and 25 for exercise participation. In addition to knowing whether there are functional connections between the three variables.

- a. Answered the problem of whether the poor experiences in Indonesia's junior high school education lessons do not exceed the expected low tolerance threshold. Indonesia's junior high school education rates go far beyond the limitation of low tolerance. In general, this result will affect the level of child participation in physical education learning in schools. Bad experiences in physical education, such as shame, lack of motivation, indifference, contempt, or discrimination, can create a negative perception of exercise as a whole. Students may associate sports with unpleasant or embarrassing experiences that could make them reluctant to participate in physical activity. In the study (Corr et al., 2018), the junior high school perception of physical education lessons The results showed poor experiences beyond low criteria, such as shame, gender discrimination, and neglect by the physical education teacher.

- b. Answered the problem of whether the physical barrier in Indonesian education will not exceed the limits of established low tolerance. The physical education barrier for Indonesian girls does not go beyond a set limit for low tolerance. In general, this result will affect the level of child participation in physical education learning in schools. With the high incidence of negative experiences among students, there will be increased hurdles and reasons for physical activity.
- c. answers on the issue of whether the level of participation in sports in secondary education in Indonesian junior high schools meets the established criteria. Indonesia's junior high school education level does not meet well-established criteria. In general, this result will affect the level of child sports participation. The lower the child's physical activity, the lower the fitness level.
- d. answered the questions as to whether there was a slight difference in the level of experience in the education of junior high school students based on the type of school. There is no difference in the level of experience for junior high school physical education in Indonesia by type of school. In a study conducted by Smith et al. (2015) about the experiences of students in secondary school physical education lessons, it was found that students often faced challenges and negative feelings, such as shame, stress, and discomfort, during physical lessons. The study (Corr et al., 2018) suggests that such factors as insecurity and a negative perception of physical abilities affect the experience of students during a physical study.
- e. answered the problem of whether there was a difference in the level of barriers to exercise in the education education of Indonesian junior high schools according to the type of school. There is no difference in the level of disability for a junior high school in Indonesia based on the type of school. Obstacles and reasons for not exercising are more likely to be influenced by common factors that are relevant to overall teenage students, such as a lack of time, a lack of social support, a lack of motivation, and a negative perception of physical ability. Duncan et al. (2016) point out that such factors as a lack of free time, a lack of support from the social environment, a lack of motivation, and a negative perception of physical abilities can be barriers to student exercise participation.
- f. answers the problem of whether there is a difference in the participation rate of sports in Indonesia's junior high school lessons based on the type of school. There is a difference in the participation of sports in the junior high school women's education course. Those differences could be based on curriculum and policy, school facilities, school resources, or school culture. Salvy et al. (2012) revealed that there are variations in the level of teenage student participation, and factors such as the social environment, family support, and the preference for individual sports can influence sports participation. The study (Pate et al., 2022) indicates that children living in rural areas participate in total and moderately more physical activity than children living in cities, and these differences increase with age. The findings suggest that children experience a sharp drop in physical activity as they go from elementary school to high school, and the trend is particularly noteworthy in girls, children who live in rural areas, and children of parents with college education. To answer the problem of whether there is a



difference between experiences in Indonesian education classes based on the location of schools Indonesian education

- g. answers the problem of whether there is a difference in the level of barriers in Indonesian education courses based on the location of schools. There is no difference in the incidence of barriers to a junior high school physical education course in Indonesia based on the school's location. Barriers or reasons for not exercising are more likely to be affected by common factors such as lack of free time, lack of social support, and accessibility limitations to the sports facility, which may occur in various locations. Research conducted by Telford et al. (2016) on factors affecting the participation of teenage schoolgirls in urban and rural neighborhoods The study suggests that teenage girls at both locations face similar obstacles and reasons for participating in sports activities, such as a lack of time, a lack of social support, and a negative perception of their physical abilities.
- h. Answers the problem of whether there is a difference in participation rate at the Indonesian primary school education course. There is no difference in the participation rate of junior high school education in Indonesia based on the school's location. Research (H.E. Brown et al., 2017) found that the level of teenage schoolgirl participation did not significantly differ between cities and districts. The results of this study indicate that factors such as available sports opportunities, individual motivation, and social support have a greater impact on student sports participation than geographical factors.
- i. answered the problem as to whether there was a difference between bad experiences in the junior high school girls' physical education courses based on sports preferences. There is a difference in the level of experience for junior high school physical education in Indonesia based on sports preference. Physical education lessons are an integral part of the education curriculum in Indonesia. The level of bad experience in a physical education lesson can vary according to the student's preference for sports. Among the factors that might have affected their bad experiences were the inappropriate exercise choices, physical incompetence or limitations, and social anxiety experienced by students. According to Malchrowicz et al. (2018), the high incidence of students in athletic sports is due to the pressure to appear well, competitive stress, and risk of injury. According to Fink et al. (2016), the experiences of students in team play in physical education will evoke such aspects as confidence, social engagement, and negative experiences that may arise during team play. From these studies, it could be concluded that there was a difference in the negative experience of students' physical education in athletics and games. Athletic sports tend to involve such aspects as high competitive pressure and the risk of injury, while team play may involve a different bad experience.
- j. answered the problem of whether there was a difference in the level of barriers in junior high school education courses based on sports preferences. There is a difference in the level of resistance in junior high school' physical education courses based on sports preferences. Factors such as lack of time, lack of motivation, a negative perception of physical ability, and discomfort in group situations may more often be associated with the obstacles to athletic sports, while insecurity, competition, and a lack of social support may be more associated with the obstacles to team play. Taylor et al. (2008) It

presents common grounds that may be a hindrance to students who participate in sports, such as lack of time, lack of motivation, a feeling of discomfort with the body, and a negative perception of physical ability.

- k. answered the problem of whether there was a difference in participation rate in junior high school physical education lessons based on sports preferences. There is no difference in the participation rate of sports in junior high school physical education courses based on sports preferences. A study conducted by Kaviani et al. (2018) about the participation of teenage girls in sports The study found that teenage students tended to have low sports participation rates, regardless of the type they chose. Research conducted by Fairclough et al. (2019) on factors affecting the participation of schoolgirl sports in schools, such as a supportive environment, intrinsic motivation, social support, and a sense of competence, contributes to student sports participation.
- l. answers on issues such as whether there are functional relationships between bad experiences, drag levels, and junior high school participation in Indonesia. An alternative hypothesis is that there are functional connections between bad experiences, drag levels, and junior high school sports participation in Indonesia. Analysis using SPSS has found that with a significance value of 0.01 points, there is a fairly strong positive correlation between a bad experience and the hindrance to exercise. When a bad experience is high, the sports problems are high. (Hickingbotham et al., 2021) points out that positive experiences in physical education, such as support from teachers, teaching quality, and an inclusive environment, are associated with lower levels of exercise inhibition in teenagers. (Jaakkola et al., 2017) pointing out that positive experiences in physical education, such as safe social and environmental support, can help reduce exercise barriers and encourage student participation in sports. (d. Brown, n.d.) It suggests that there is a positive correlation between the number of reported barriers to exercise and negative feelings about physical education. The number of obstacles to exercise or factors that prevent one from exercising increases as the level of negative feelings associated with physical education classes increases.

Whereas the relationship between bad experiences and sports participation has a negative impact. Bad experiences can affect students motivations, interests, confidence, and perceptions of exercise. It is therefore important for physical educators and trainers to create a safe, positive, and supportive environment where students can experience good sports and build motivation to actively participate. Roemmich et al. (2019) reveal that negative experiences in physical education have negative relationships with the level of youth student participation. Students who have bad experiences in physical education tend to have lower levels of physical activity overall. Pearson et al. (2018) Reveals that negative experiences in physical education have had a significant impact on the level of satisfaction and sporting participation of teenage students. Students with bad experiences tend to have lower levels of satisfaction with physical activity and less participation in outdoor sports.

The relationship between the exercise barrier and sports participation has a negative impact. Factors such as lack of motivation, lack of confidence, negative perceptions of physical ability, lack of social support, preference for other activities, and environmental factors such as time constraints or inadequate sports facilities may become obstacles to student participation. (Bossink et al., 2017) note that identifying some of the obstacles that

affect sports participation, such as physical limitations, lack of accessibility of facilities, lack of social support, and a negative perception of the ability to engage in physical activity

Whereas the relationship between bad experiences and physical activities and the relationship between exercise barriers and physical activity are also correlated, the connection is negative. These results suggest that the three variables influence each other. When the level of bad experiences is low, the drag of exercise will also be low, so it will affect the level of exercise participation. This harmonizes with the perceptual theory that humans tend to repeat enjoyment, or psychological pleasure. The enjoyment of physical activity produces a recurrence of physical activity. As the above suggests, Thorndike (1927) states that any behavior followed by pleasant consequences would likely be repeated, and any behavior followed by disavowed consequences would likely be stopped.

## **CONCLUSION**

Based on data analysis and discussion, the authors drew conclusions that could be drawn from research on the negative experiences, drag levels, and participation of the big new girl's sports: a demographic evaluative study and a cornationalist junior high school in Indonesia, as follows: (1) A severe experience in junior high school education classes goes far beyond the threshold of low tolerance. (2) Exercise obstacles in junior high school education lessons do not go beyond a set limit for low tolerance. (3) Indonesia's junior high school education level does not meet well-established criteria. (4) There is no difference in the level of experience for a junior high school physical education education in Indonesia by the type of school. (5) There's no difference in the level of barriers to exercise in a junior high school's physical education course in Indonesia by the type of school. (6) There is a difference in the participation rate of sports in the Indonesian junior high school education course. (7) There's no difference in the level of experience for a junior high school physical education course in Indonesia based on the school's location. (8) There is no difference in the level of disability for a junior high school in Indonesia based on the school's location. (9) There is no difference in the participation rate of a junior high school education in Indonesia based on the school's location. (10) There is a difference in the level of experience in a vocational education in Indonesia based on sports preference there's a slight discrepancy.

Based on the results of the foregoing discussion description, the writer may therefore conclude some Suggestions as follows: 1) The results of this study can be used as an evaluation for the physical education teacher to overcome bad experiences and obstacles in the physical education learning process to increase the participation of the learners in sports. 2) Hopefully with this research, it can be used as a reference for other researchers who will conduct studies related to bad experiences, levels, and sports participation by using discrepancy patterns (discrepancy models).

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