

Efforts to Increase Learning Motivation of Class VII Students with a Play Approach to Physical Education Subjects at SMP Negeri 13 Palembang

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ABSTRACT

This study aims to improve the learning motivation of seventh-grade students in Physical Education, Sports, and Health (PJOK) through a play approach at SMP Negeri 13 Palembang. The main problem faced is the low interest and active participation of students during the PJOK learning process, which has an impact on student learning outcomes and physical involvement. The method used in this study is the classroom action approach (CAR), which is implemented in two cycles. Each cycle consists of the planning stage, action implementation, observation, and reflection. The subjects of this study were 34 seventh-grade students. Data were collected through observation, learning motivation questionnaires, and documentation. The results showed a significant increase in student learning motivation after the implementation of the play approach. In cycle I, the increase in student learning motivation reached 63.82%, and increased to 87.93% in cycle II. Students became more enthusiastic, active, and showed a higher interest in PJOK learning. In conclusion, the play approach has proven to be effective as a learning strategy to improve the learning motivation of seventh-grade students at SMP Negeri 13 Palembang, and can be an alternative learning method that is fun and meaningful.

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AUTHORS' CONTRIBUTION

- A. Conception and design of the study;
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INTRODUCTION

Education is a must, while sports are activities that aim to increase a person's potential, namely physical, social, and spiritual potential. A movement that is specifically structured and contains competitive elements is called sport (Wiarto, 2015). Regular exercise will be very beneficial for a person's body. This is because exercise will affect a person's fitness to improve. Everyone wants a healthy and fit body, and physical activity is the key to having a healthy and fit body. However, as age increases, physical activity decreases, so its benefits also decrease (Smith et al., 2017). However, if physical activity is made a habit from childhood, it will be carried over until they are adults and old. Unfortunately, physical activity in children is reported to be still low globally (Tremblay et al., 2016). Even in Indonesia itself, only 32.9% are active (Amali, 2022). One way to increase physical activity in children is through learning Physical Education, Sports and Health in schools.

The purpose of Physical Education, Sports, and Health is to develop various aspects, such as physical, health, physical fitness, critical thinking skills, emotional control, social skills, reasoning, and moral actions through participation in physical activities and sports (Saputra, 2021). Physical Education, Sports, and Health provides opportunities for children or students to provide movement learning experiences through physical activities, sports, and play that are systematically and directed (Ahmad Sesfa'o, 2018). Physical education is an important component in the education system that aims to train and improve abilities through physical activity, with the hope of achieving health and covering various aspects of education, such as knowledge, skills, and attitudes (Mustafa & Dwiyoogo, 2020). In the PJOK learning process, the teacher's task is to teach basic movement skills, techniques, and game or sports strategies, as well as encourage students to internalize the values such as sportsmanship, honesty, cooperation, and so on (Verawati et al., 2021). Therefore, motivation is needed for students so that learning objectives are achieved (Dedi Asmajaya, 2021). By participating in Physical Education, Sports and Health learning, it is hoped that students will get a sense of joy, increased creativity, innovation, skills, improvement and maintenance of physical fitness and understanding of human movement (Moerianto et al., 2020).

The scope of Physical Education, Sports and Health includes aspects of games and sports, rhythmic gymnastics, floor gymnastics, aquatics and outdoor education. Following the characteristics of junior high school students aged 12-15 years, they tend to like to play. Therefore, teachers need to carry out effective and innovative learning. Children like to play because children are involved in fun activities. Students will be motivated to do physical activities so that their bodies become fit and healthy. Previous research on student motivation towards learning Physical Education, Sports and Health using a play approach explained that 88% of students were motivated to take part in PJOK learning (Dedi Asmajaya, 2021).

By providing a play approach to students, it will foster a sense of enjoyment in PJOK learning, so that learning objectives are achieved. Other studies that also explain students' interest in learning sports activities with a play approach state that after being given learning with a play approach, students are more motivated to do sports activities (Astar, 2020). Other research conducted on junior high school students in grade VII also explained that there was an increase in PJOK learning outcomes in physical fitness material through a play approach (Ahmad Sesfa'o, 2018). Students at SMPN 13 Palembang have less interest in PJOK learning, this is because during PJOK lessons, the field conditions are hot and the material is still monotonous. Therefore, the researcher decided to innovate learning to foster student interest.

METHODS

The subjects of the study were 34 students in grade VII-8 of SMPN 13 Palembang, consisting of 17 boys and 17 girls. This type of research is Classroom Action Research, which is carried out in 2 cycles, where each cycle is carried out 2 times with physical fitness material. The implementation of learning uses the applicable curriculum, namely

the independent curriculum. In this study, the data collection technique is non-test, namely by observation, documentation and questionnaires to find out students' opinions about the learning carried out by the teacher. The following are the questionnaire questions given:

1. I am happy with today's learning.
2. From today's learning, I am motivated to exercise
3. Today's learning is more interesting than last week's
4. I feel disappointed if today's learning is empty
5. I want today's learning to be done again next week
6. The games given are very interesting
7. I understand today's material after doing today's activities
8. I can't wait for next week's learning
9. I will keep my body fit through sports activities
10. I feel fitter after doing today's learning.

Research Design

Classroom Action Research is a research method that is useful for implementing change or innovation through a spiral cycle (Bell & Aldridge, 2014).

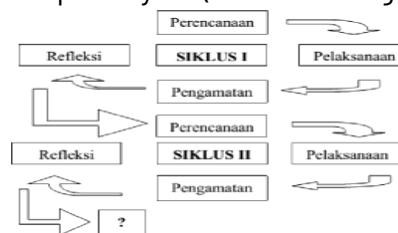


Figure 1.

Research Design

Procedure

The research procedure is divided into 2 cycles, cycle 1, namely Action planning, Action implementation, observation and reflection. Then in cycle 2, it is not much different from cycle 1, except that in cycle 2, it is expected to be able to improve the shortcomings in cycle 1.

Data analysis

The data analysis technique in the form of a questionnaire that is analyzed using a percentage based on each student's answers is then discussed in the discussion as a reference to see students' enjoyment of the learning provided by the teacher. The following is the data analysis formula:

$$P = \frac{f}{N} \times 100\%$$

RESULTS AND DISCUSSION

Result

The results of data collection from the questionnaire filled out by students in cycle 1 showed that their interest in PJOK learning was quite positive.

Implementation of Classroom Action Cycle 1

The researcher has implemented classroom action in the first cycle to identify various problems that arise during the physical education learning process in class VII of SMP Negeri 13 Palembang. The following is a table showing the results of the questionnaire filled out by students.

Table 1.
Student Questionnaire Results Cycle 1

Question NUMBER	Answer			
	YES		NO	
	Number Of Students	%	Number Of Students	%
1	27	79,41	7	20,58
2	20	58,82	14	41,17
3	17	50	17	50
4	26	76,47	8	23,52
5	22	64,70	12	35,29
6	20	58,82	14	41,17
7	25	73,52	9	26,47
8	17	50	17	50
9	21	61,76	13	38,23
10	22	64,70	12	35,29
Average Number	63,82 %		36,18 %	

The table above shows data from a questionnaire filled out by 34 students after completing learning in cycle 1. The data indicates that students who answered "yes" were quite a lot, with an average of 63.82%, while those who answered "no" were fewer, with an average of 36.18%. However, the difference in the average percentage between "yes" and "no" answers is still relatively small, which is 27.64%. This shows that there are still many students who are less interested in learning Physical Education, Sports, and Health. The two questions with the highest number of "no" answers were: "Today's learning is more interesting than last week", with 17 answers, and "I can't wait for next week's learning", also with 17 answers. This shows the need for efforts to increase student interest in PJOK learning in cycle 2. For this reason, the researcher will introduce new, more interesting games.

Implementation of Classroom Action Cycle 2

Based on observations and evaluations conducted at cycle 1, and then continued to cycle 2, it was found that there was an increase in students' interest in participating in PJOK learning activities. The results of the study in cycle 2 can be seen in the following table:

Table 2.
Student Questionnaire Results Cycle 2

Question NUMBER	Answer			
	YES		NO	
	Number Of Students	%	Number Of Students	%
1	34	100	0	0
2	30	88,23	4	11,76
3	33	97,05	1	2,94
4	30	88,23	4	11,76
5	26	76,47	8	23,52
6	30	88,23	4	11,76

7	26	76,47	8	23,52
8	34	100	0	0
9	27	79,41	7	20,58
10	29	85,29	5	14,70
Jumlah Rata-rata		87,93 %	12,07 %	

The table above shows the results of the questionnaire filled out by 34 students after the implementation of learning in cycle 2 was completed. From the table, it appears that the number of students who answered "yes" was much greater than those who answered "no". The average percentage difference between the two answers reached 87.93%, indicating that students' interest in learning Physical Education, Sports, and Health increased after a more interesting play approach was implemented. The two questions answered "yes" by all students were "I feel happy with today's learning" and "I can't wait for next week's learning". The average "yes" answer reached 97.05%, while the average "no" answer was only 2.94%. Questions that received the most "no" answers in cycle 1 also showed significant improvements, such as the questions "Today's learning is more interesting than last week" with 34 children answering "yes", and "I can't wait for next week's learning" with 34 children answering "yes". This shows that students' interest in learning Physical Education, Sports, and Health has improved. For a clearer comparison of students' learning interest activities, see the graph below.

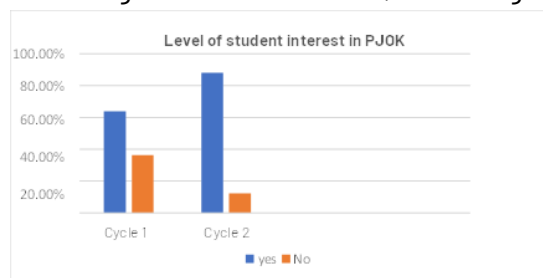


Figure 1.

Comparison of Student Interest Levels in PJOK in Cycle 1 and Cycle 2

Based on the graph above, there is an increase in student interest in learning Physical Education, Sports, and Health. In cycle 1, student interest in learning with a play approach was 63.82%. However, in cycle 2, this interest increased to 87.93%. In cycle 1, the percentage of students who were less interested in learning reached 36.18%, while in cycle 2, the figure dropped to 12.07%. This shows that the use of a play approach is very effective in increasing student interest in learning Physical Education, Sports, and Health.

Discussion

The results of the questionnaire data analysis in cycle 1 showed that the average number of students who answered "yes" was 63.82%, while those who answered "no" reached 36.18%. Conversely, in cycle 2, the average number of "yes" answers increased to 87.93%, while the number of "no" answers dropped to 12.07%. This shows an increase in student interest in PJOK learning, especially in cycle 2. Thus, the play approach has proven effective in increasing student interest because playing can meet various developmental needs of children, including their interests (Wiwik Pratiwi, 2017). This

study noted that the play approach in learning involves game activities to improve physical fitness in students (Samosir & Aditya, 2022). The study strengthens this finding by showing the effectiveness of the play approach in fostering interest in PJOK.

Through play, students can express themselves, scream, express emotions, and feel happy, while unconsciously learning social, emotional, cognitive, and movement aspects. Dr. Ayi Suherman (2018) also emphasised the importance of play activities for fun and education, which supports the relevance of this approach in education, especially PJOK. Previous studies have shown that the game approach can improve volleyball underhand passing skills (Maulidin & Siti Rabiatal Adawiyah, 2023) and motivation to learn PJOK through small games and ice breaking (Afrizal & Rio Sahputra, 2022). Previous studies have shown that the game approach is very effective in increasing students' motivation to learn PJOK. Therefore, it is important to apply innovative learning, such as the game approach, so that students can have a high interest in learning PJOK and achieve learning objectives. However, this study has limitations, namely the lack of discussion regarding improving techniques in the material taught. Given that the game approach involves the application of techniques in the game (Prasetyo, 2016), further research is needed to explore the relationship between the game approach and student techniques or learning outcomes.

CONCLUSION

The results of the study showed that the play approach was effective in increasing the motivation to learn PJOK in class VII of SMP Negeri 13 Palembang. To attract students' interest in learning Physical Education, Sports, and Health, interesting innovations are needed. In addition, students with high motivation to learn PJOK tend to have good levels of physical fitness.

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