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Increasing Learning Motivation through the Follow Rhythm Game in Rhythmic Gymnastics Learning

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ABSTRACT

Learning motivation is one of the key factors influencing students' participation and success in the learning process, particularly in Physical Education, Sports, and Health (PJOK). However, rhythmic gymnastics learning is often perceived as monotonous, resulting in low student enthusiasm, participation, and engagement. Therefore, innovative learning strategies are needed to create a more active and enjoyable learning environment. This study aimed to improve students' learning motivation through the implementation of the Follow Rhythm game in rhythmic gymnastics learning for Class X-4 students at SMA Negeri 15 Surabaya. This research employed Classroom Action Research (CAR) using the Kemmis and McTaggart model, which consisted of four stages: planning, action, observation, and reflection. The study was conducted in two cycles involving 36 students from Class X-4 SMA Negeri 15 Surabaya. Data were collected through observation, questionnaires, and documentation. The learning motivation indicators observed included enthusiasm, activeness, focus, self-confidence, and learning spirit. Data were analyzed using descriptive quantitative analysis through percentage calculations. The findings revealed a continuous improvement in students' learning motivation throughout the research cycles. During the preliminary observation, the average learning motivation score was 60.22%, categorized as fair. Following the implementation of the Follow Rhythm game in Cycle I, the average score increased to 69.44%, reaching the good category. In Cycle II, the average motivation score significantly improved to 93.33%, categorized as very good. The indicators of activeness, focus, and self-confidence achieved 100%, while enthusiasm and learning spirit also showed substantial improvement. In conclusion, the Follow Rhythm game effectively enhanced students' learning motivation by creating an active, interactive, and enjoyable learning atmosphere. Therefore, it can be recommended as an innovative instructional strategy in PJOK learning, particularly in rhythmic gymnastics education.

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INTRODUCTION

Education is a planned and systematic process that plays a fundamental role in developing students' cognitive, affective, and psychomotor competencies. Through educational activities, students are expected to cultivate knowledge, skills, creativity, character, and social responsibility that support their personal and societal development. This perspective aligns with the Indonesian National Education System Law (Law No. 20 of 2003), which emphasizes education as a conscious and deliberate effort to create learning environments that enable learners to actively develop their potential. In contemporary educational settings, learning is no longer viewed merely as the transfer of knowledge but as a dynamic process that encourages students' active participation, critical thinking, and meaningful engagement in learning activities.

The success of educational goals is strongly influenced by the quality of the learning process. According to educational theories, effective learning involves the interaction of several components, including teachers, students, learning resources, instructional media, and the learning environment. Contemporary educational research further emphasizes that student-centered learning approaches significantly contribute to improved engagement, academic achievement, and psychological well-being among learners (Hattie, 2018; Schunk & DiBenedetto, 2020). Consequently, teachers are required to design innovative, interactive, and enjoyable learning experiences that can stimulate students' participation and enthusiasm throughout the learning process.

One of the most influential determinants of successful learning is learning motivation. Motivation functions as an internal driving force that directs students toward achieving learning goals. Students with high learning motivation tend to demonstrate greater persistence, concentration, confidence, and participation in classroom activities, whereas students with low motivation often exhibit passivity, boredom, and disengagement (Ryan & Deci, 2020; Howard et al., 2021). Numerous studies have confirmed that learning motivation positively affects academic achievement, classroom engagement, and lifelong learning attitudes (Linnenbrink-Garcia et al., 2018; Guay, 2022). Therefore, enhancing students' learning motivation remains a major concern in educational practice and research.

Within the context of Physical Education, Sports, and Health (PJOK), learning motivation becomes even more essential because students are expected to actively participate in physical activities. Physical education contributes not only to physical fitness development but also to social, emotional, psychological, and character growth (Bailey et al., 2019; Beni et al., 2022). Among the various PJOK learning materials, rhythmic gymnastics offers unique opportunities to integrate movement, music, creativity, and self-expression. Research indicates that rhythmic activities can improve physical fitness, coordination, self-confidence, emotional regulation, and enjoyment in learning (Kirk, 2019; Alesi et al., 2020).

Despite these benefits, rhythmic gymnastics instruction often faces challenges in schools. Traditional and teacher-centered instructional approaches frequently result in low student engagement and motivation. Students may become reluctant to participate

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due to repetitive exercises, lack of variation, limited interaction, and insufficient opportunities for creativity (Fairclough & Stratton, 2018; Casey & Goodyear, 2021). Preliminary observations conducted in Class X-4 of SMA Negeri 15 Surabaya revealed several motivational issues, including low enthusiasm during learning activities, minimal active participation, inadequate concentration when receiving instructions, lack of confidence in performing movements, and weak learning spirit. These conditions indicate the need for innovative learning strategies capable of increasing students' motivation and engagement during rhythmic gymnastics lessons.

Recent educational and physical education literature has increasingly emphasized the importance of active, game-based, and student-centered learning approaches in promoting motivation and engagement. According to Self-Determination Theory, motivation is enhanced when learning environments satisfy students' needs for autonomy, competence, and relatedness (Ryan & Deci, 2020). Educational interventions that incorporate games, music, collaborative activities, and movement-based challenges have demonstrated positive effects on students' intrinsic motivation and enjoyment (Vasconcellos et al., 2020; Ntoumanis et al., 2021).

In physical education settings, game-based learning has emerged as an effective pedagogical approach for improving students' participation and motivation. Studies conducted in various educational contexts have shown that game-based activities can enhance engagement, enjoyment, physical activity levels, and learning outcomes (Harvey & Jarrett, 2018; Casey et al., 2020). Furthermore, movement activities synchronized with rhythm and music have been found to improve students' concentration, emotional involvement, and confidence while simultaneously creating a positive learning atmosphere (Lyu & Gill, 2020; Zach et al., 2022).

Several studies in Indonesia have also reported positive outcomes of innovative PJOK learning strategies. Research published in SINTA-indexed journals demonstrated that modified games, cooperative learning, and rhythm-based activities significantly improved students' motivation, participation, and learning achievement in physical education classes (Suherman et al., 2020; Kurniawan et al., 2021; Nurhasan et al., 2022). Similarly, studies in international Scopus-indexed journals revealed that integrating music and movement into physical education lessons increased students' enjoyment and willingness to participate in learning activities (Papadopoulos et al., 2021; Cocca et al., 2022). The concept of rhythm-based games has gained increasing attention because rhythm serves as a natural stimulus that supports motor learning, coordination, and cognitive engagement. Activities involving synchronization between movement and auditory cues encourage students to focus, respond quickly, and remain actively involved throughout the learning process (Phillips-Silver et al., 2019; Cirelli & Trehub, 2020). Consequently, rhythm-oriented instructional games have considerable potential to enhance students' motivation and active participation during rhythmic gymnastics learning.

Although previous studies have established the effectiveness of game-based learning, music integration, and rhythm-oriented activities in enhancing student engagement, several research gaps remain. First, most existing studies focus on general physical

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education activities, cooperative learning models, or sport-specific instruction, while limited attention has been given to rhythm-based games specifically designed for rhythmic gymnastics learning (Casey et al., 2020; Papadopoulos et al., 2021). Second, prior research predominantly investigates physical performance outcomes, motor skill development, or physical fitness improvements, whereas fewer studies examine motivational dimensions such as enthusiasm, active participation, concentration, self-confidence, and learning spirit simultaneously (Beni et al., 2022; Zach et al., 2022). Understanding these motivational dimensions is particularly important because they directly influence students' willingness to engage in learning activities. Third, empirical evidence regarding the implementation of the Follow Rhythm game in Indonesian senior high school contexts remains scarce. Existing studies have generally explored music-based activities or rhythmic movement exercises without specifically examining the pedagogical effectiveness of Follow Rhythm as an instructional innovation in PJOK learning. Therefore, the practical implications and educational benefits of this game remain underexplored. Fourth, there is limited classroom action research investigating motivational improvement through rhythm-based instructional games among Indonesian high school students. Consequently, further empirical investigation is needed to provide evidence-based recommendations for PJOK teachers seeking innovative approaches to enhance learning motivation during rhythmic gymnastics instruction.

Based on the aforementioned problems and research gaps, this study aims to determine the improvement of learning motivation among students of Class X-4 SMA Negeri 15 Surabaya through the implementation of the Follow Rhythm game in rhythmic gymnastics learning. Specifically, the study seeks to examine changes in students' enthusiasm, active participation, concentration, self-confidence, and learning spirit following the application of the game-based intervention. The novelty of this research lies in several aspects. First, it introduces the Follow Rhythm game as an innovative pedagogical strategy specifically designed for rhythmic gymnastics learning in physical education. Second, the study integrates rhythm, music, movement, and game elements into a single learning approach aimed at enhancing motivational outcomes. Third, unlike previous studies that primarily focus on physical or motor performance, this research comprehensively evaluates multiple dimensions of learning motivation, including enthusiasm, participation, focus, confidence, and learning spirit. Fourth, the study provides empirical evidence from the Indonesian senior high school context, thereby contributing to the development of contextually relevant PJOK instructional practices.

In summary, learning motivation is a critical factor influencing students' engagement and success in physical education learning. The challenges observed in rhythmic gymnastics instruction at SMA Negeri 15 Surabaya indicate the necessity of innovative learning approaches capable of fostering active participation and enthusiasm. While previous studies have demonstrated the benefits of game-based and rhythm-oriented learning, empirical evidence regarding the effectiveness of the Follow Rhythm game remains limited, particularly within Indonesian high school settings. Therefore, this study is expected to contribute both theoretically and practically by

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providing evidence on the effectiveness of the Follow Rhythm game in enhancing students' learning motivation during rhythmic gymnastics lessons, while simultaneously offering an innovative instructional alternative for physical education teachers.

METHODS

This study employed a Classroom Action Research (CAR) design aimed at improving the quality of the learning process through systematic and reflective instructional interventions. Classroom Action Research is widely recognized as an effective approach for solving practical problems in educational settings while simultaneously enhancing teaching effectiveness and student learning outcomes (Arikunto, 2021; Burns et al., 2018). In physical education, CAR has been increasingly utilized to develop innovative instructional strategies that foster student engagement, participation, and motivation (Casey & Goodyear, 2019; Dyson et al., 2020). The present study focused on improving students' learning motivation through the implementation of the Follow Rhythm game in rhythmic gymnastics learning.

The research was conducted at SMA Negeri 15 Surabaya during the second semester of the 2025/2026 academic year. The participants consisted of 36 students from Class X-4. The selection of participants was based on preliminary observations indicating relatively low learning motivation during rhythmic gymnastics lessons. Specifically, students demonstrated low levels of enthusiasm, active participation, concentration, self-confidence, and learning spirit during learning activities. Previous studies have emphasized that insufficient motivation often reduces student engagement and negatively affects learning achievement in physical education contexts (Ryan & Deci, 2020; Guay, 2022).

The study adopted the Classroom Action Research model developed by Kemmis and McTaggart, which consists of four cyclical stages: planning, action, observation, and reflection. This model has been widely applied in educational research because it allows teachers to continuously evaluate and improve instructional practices through iterative cycles (Kemmis et al., 2014; Mertler, 2021). During the planning stage, lesson plans incorporating the Follow Rhythm game were designed, learning materials were prepared, and research instruments were developed. In the action stage, the instructional intervention was implemented during rhythmic gymnastics lessons. Subsequently, observations were conducted to monitor students' motivational responses throughout the learning process. Finally, reflection activities were carried out to evaluate the effectiveness of the intervention and to determine necessary improvements for the subsequent cycle.

The research was conducted in repeated cycles until the predetermined success indicators were achieved. The success criterion was defined as at least 61% of students demonstrating a "good" level of learning motivation across five indicators: enthusiasm, active participation, concentration, self-confidence, and learning spirit. These motivational dimensions are considered essential predictors of successful engagement and learning outcomes in physical education settings (Howard et al., 2021; Vasconcellos et al., 2020).

Data were collected using observation, questionnaires, and documentation techniques. Observation was conducted during learning activities to assess students'

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motivational behaviors based on the five predetermined indicators. Observation-based assessments are considered effective for capturing authentic behavioral responses in classroom environments (Creswell & Creswell, 2018). In addition, a learning motivation questionnaire was administered before and after the intervention to measure changes in students' motivational levels. The questionnaire employed a five-point Likert scale consisting of strongly agree, agree, neutral, disagree, and strongly disagree responses. The use of Likert-scale instruments has been widely recommended for measuring motivational constructs due to their reliability and practicality in educational research (Field, 2018; Schunk & DiBenedetto, 2020). Documentation techniques were also utilized to collect supporting evidence, including photographs, attendance records, and instructional documents.

The research instruments consisted of an observation sheet and a learning motivation questionnaire. The observation sheet measured students' motivational behaviors using a scoring range from 1 to 5, representing very poor to very good categories. Meanwhile, the questionnaire contained 20 statements distributed across five motivational dimensions: enthusiasm, active participation, concentration, self-confidence, and learning spirit.

The collected data were analyzed using descriptive quantitative analysis. Percentages of observation and questionnaire results were calculated using the following formula:

$$P = \frac{F}{N} x100\%$$

where P represents the percentage score, F represents the obtained score, and N represents the maximum possible score. Descriptive quantitative analysis enables researchers to present findings systematically in numerical and percentage forms, facilitating interpretation and conclusion drawing (Maksum, 2018). The results from each cycle were compared to evaluate the effectiveness of the Follow Rhythm game in enhancing students' learning motivation during rhythmic gymnastics instruction.

RESULTS AND DISCUSSION

Result

This study was conducted through two cycles of Classroom Action Research (CAR) to investigate the improvement of learning motivation among Class X-4 students of SMA Negeri 15 Surabaya through the implementation of the Follow Rhythm game in rhythmic gymnastics learning. Data were collected through classroom observations and learning motivation questionnaires administered during the preliminary observation, Cycle I, and Cycle II. The motivational indicators assessed included enthusiasm, active participation, focus, self-confidence, and learning spirit.

Preliminary Observation Results

The preliminary observation was conducted to identify the initial condition of students' learning motivation before the implementation of the Follow Rhythm game. The results are presented in Table 1.

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Table 1.
Learning Motivation Results during Preliminary Observation

Motivation Aspect	Percentage (%)	Category
Enthusiasm	55.83	Fair
Active Participation	61.25	Good
Focus	60.13	Fair
Self-Confidence	62.77	Good
Learning Spirit	61.11	Good
Average Learning Motivation	**60.22**	**Fair**

Based on Table 1, the preliminary observation revealed that students' learning motivation was still categorized as fair, with an average percentage of 60.22%**.** The enthusiasm and focus indicators were classified as fair, indicating that many students were not fully engaged during rhythmic gymnastics activities. Although active participation, self-confidence, and learning spirit had reached the good category, the overall motivational level remained below the expected standard. These findings suggested the need for an instructional intervention capable of increasing students' engagement and motivation during learning activities.

Cycle I Results

After implementing the Follow Rhythm game in Cycle I, students demonstrated noticeable improvements in several motivational aspects. The results are presented in Table 2.

Table 2.
Learning Motivation Results in Cycle I

Motivation Aspect	Percentage (%)	Category
Enthusiasm	60.97	Fair
Active Participation	63.47	Good
Focus	80.00	Good
Self-Confidence	80.00	Good
Learning Spirit	62.77	Good
Average Learning Motivation	**69.44**	**Good**

The findings in Table 2 indicate a positive improvement in students' learning motivation following the implementation of the Follow Rhythm game. The average motivation score increased from 60.22% during the preliminary observation to 69.44% in Cycle I, representing an improvement of 9.22 percentage points.

The most substantial improvements were observed in the focus and self-confidence indicators, both of which reached 80.00% and were categorized as good. These improvements suggest that rhythm-based activities encouraged students to concentrate more effectively on movement instructions and perform rhythmic gymnastics movements with greater confidence. However, enthusiasm remained within the fair category (60.97%), indicating that additional modifications and motivational reinforcement were required for the next cycle.

Cycle II Results

Based on the reflection results from Cycle I, several improvements were made to the learning process during Cycle II, including more varied rhythm patterns, enhanced

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teacher guidance, and increased opportunities for student participation. The results of Cycle II are presented in Table 3.

Table 3.
Learning Motivation Results in Cycle II

Motivation Aspect	Percentage (%)	Category
Enthusiasm	80.69	Good
Active Participation	100.00	Very Good
Focus	100.00	Very Good
Self-Confidence	100.00	Very Good
Learning Spirit	85.97	Very Good
Average Learning Motivation	**93.33**	**Very Good**

Table 3 demonstrates a substantial increase in students' learning motivation during Cycle II. The average motivation score reached 93.33%, categorized as very good, which exceeded the predetermined success criterion of 61%.

The indicators of active participation, focus, and self-confidence achieved perfect scores of 100%, indicating that all students actively participated in learning activities, maintained concentration throughout the lesson, and confidently performed rhythmic gymnastics movements. Enthusiasm increased significantly from 60.97% in Cycle I to 80.69% in Cycle II, while learning spirit improved from 62.77% to 85.97%.

These findings indicate that the Follow Rhythm game successfully created an engaging, interactive, and enjoyable learning environment that encouraged students to become more actively involved in rhythmic gymnastics learning.

Comparison of Learning Motivation Across Research Cycles

To provide a clearer overview of students' motivational improvement, the average learning motivation scores across the three research stages are summarized in Table 4.

Table 4.
Comparison of Average Learning Motivation Scores

Stage	Average Percentage (%)	Category
Preliminary Observation	60.22	Fair
Cycle I	69.44	Good
Cycle II	93.33	Very Good

The progression of learning motivation can also be illustrated as follows:

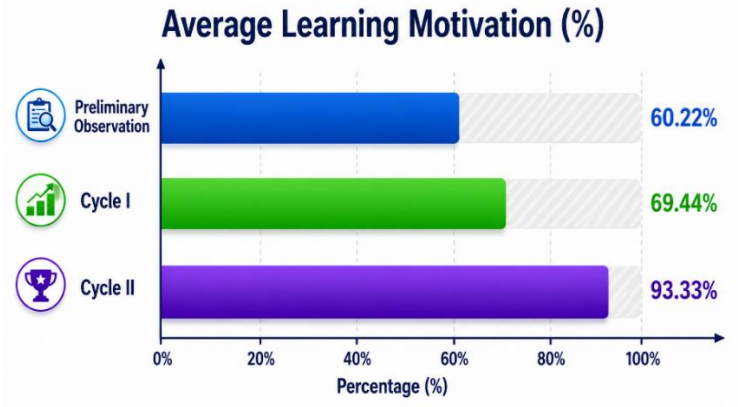

Figure 1.
Average learning motivation

The results demonstrate a continuous increase in learning motivation throughout the research cycles. From the preliminary observation to Cycle I, learning motivation improved by 9.22 percentage points, while from Cycle I to Cycle II, it increased by 23.89 percentage points. Overall, the implementation of the Follow Rhythm game resulted in a total increase of 33.11 percentage points in students' learning motivation.

These findings confirm that the Follow Rhythm game was highly effective in enhancing students' enthusiasm, active participation, focus, self-confidence, and learning spirit during rhythmic gymnastics learning among Class X-4 students of SMA Negeri 15 Surabaya. The intervention successfully transformed the learning atmosphere into a more active, enjoyable, and student-centered experience, thereby contributing significantly to the achievement of learning objectives.

Discussion

The findings of this study demonstrate that the implementation of the Follow Rhythm game significantly improved students' learning motivation in rhythmic gymnastics learning among Class X-4 students at SMA Negeri 15 Surabaya. This improvement was evident across all observed motivational indicators, including enthusiasm, active participation, focus, self-confidence, and learning spirit. Quantitatively, the average learning motivation score increased from 60.22% during the preliminary observation stage to 69.44% in Cycle I and further increased to 93.33% in Cycle II. These findings indicate that the instructional intervention successfully transformed the learning environment into a more engaging, interactive, and student-centered experience.

From a theoretical perspective, learning motivation is recognized as one of the most influential determinants of student engagement and academic success. According to the Self-Determination Theory proposed by Edward L. Deci and Richard M. Ryan, students are more motivated when learning environments support autonomy, competence, and social relatedness. Recent studies in educational psychology have confirmed that intrinsically motivating learning environments enhance participation, persistence, enjoyment, and learning outcomes (Ryan & Deci, 2020; Howard et al., 2021; Guay, 2022). In the present study, the Follow Rhythm game provided opportunities for students to actively engage in movement activities, respond to musical cues, and interact with peers, thereby satisfying psychological needs that foster intrinsic motivation.

The increase in enthusiasm observed throughout the research cycles reflects the effectiveness of game-based learning in creating enjoyable educational experiences. Initially, students' enthusiasm was categorized as fair (55.83%), increased slightly during Cycle I (60.97%), and reached a good category in Cycle II (80.69%). This finding supports previous studies indicating that enjoyable learning activities positively influence emotional engagement and student interest (Vasconcellos et al., 2020; Beni et al., 2022). In physical education settings, enthusiasm often emerges when students perceive learning activities as enjoyable rather than obligatory (Casey & Goodyear, 2019). The integration of rhythm and movement in the Follow Rhythm game reduced monotony and generated a positive emotional atmosphere, encouraging students to participate willingly and enthusiastically.

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The substantial improvement in active participation further demonstrates the pedagogical value of rhythm-based games. Active participation increased from 61.25% during preliminary observation to 63.47% in Cycle I and eventually reached 100% in Cycle II. This result aligns with contemporary physical education literature suggesting that game-based learning encourages students to become active contributors rather than passive recipients of instruction (Harvey & Jarrett, 2018; Casey et al., 2020; Kirk, 2019). Students were required to continuously respond to rhythm changes, imitate movements, and coordinate actions with peers. Such activities naturally promoted engagement and participation while minimizing off-task behavior. Similar findings have been reported by Indonesian studies published in SINTA-indexed journals, where modified games significantly increased participation levels in PJOK learning environments (Suherman et al., 2020; Kurniawan et al., 2021; Nurhasan et al., 2022).

One of the most remarkable findings of this study was the improvement in students' focus. The focus indicator increased from 60.13% during the preliminary observation to 80.00% in Cycle I and ultimately reached 100% in Cycle II. This improvement can be explained through theories of attentional engagement and motor learning. Rhythm-based activities require students to synchronize movements with auditory stimuli, forcing them to maintain concentration throughout the learning process (Phillips-Silver et al., 2019; Cirelli & Trehub, 2020). Neurological and educational research has demonstrated that rhythmic cues enhance attentional control, information processing, and motor coordination (Lyu & Gill, 2020; Zach et al., 2022). Consequently, students participating in the Follow Rhythm game became more attentive to instructions and demonstrated greater concentration during rhythmic gymnastics activities.

The findings also reveal a significant increase in self-confidence, which improved from 62.77% in the preliminary observation to 80.00% in Cycle I and 100% in Cycle II. Self-confidence is a critical psychological factor influencing students' willingness to participate in physical activities and perform motor skills (Bandura, 2019; Ntoumanis et al., 2021). The Follow Rhythm game provided repeated opportunities for successful performance experiences, which enhanced students' perceptions of competence and self-efficacy. According to Social Cognitive Theory, mastery experiences are among the strongest sources of self-confidence development (Bandura, 2019). As students became increasingly familiar with movement patterns and rhythm synchronization, they experienced greater success, which strengthened their confidence in performing rhythmic gymnastics movements. Similar outcomes have been reported in studies examining music-based and movement-based interventions, where increased self-confidence emerged as a direct consequence of active participation and successful task completion (Papadopoulos et al., 2021; Cocca et al., 2022).

The improvement in learning spirit also deserves attention. The learning spirit indicator increased from 61.11% during the preliminary observation to 62.77% in Cycle I and 85.97% in Cycle II. Learning spirit reflects students' persistence, determination, and willingness to continue engaging in educational activities despite challenges. Research in motivational psychology suggests that enjoyable learning environments contribute

significantly to sustained engagement and perseverance (Schunk & DiBenedetto, 2020; Linnenbrink-Garcia et al., 2018). The game structure embedded within the Follow Rhythm activity generated excitement and curiosity, encouraging students to remain actively involved throughout the lesson. Furthermore, the social interaction inherent in group-based rhythm activities promoted peer support and collective enthusiasm, which further strengthened students' learning spirit.

From the perspective of physical education pedagogy, the findings support the growing body of evidence advocating student-centered and game-based instructional approaches. Contemporary PJOK curricula emphasize not only physical skill acquisition but also affective outcomes such as motivation, enjoyment, confidence, and social development (Bailey et al., 2019; Kirk, 2019; Casey & Goodyear, 2021). The present findings demonstrate that the Follow Rhythm game effectively integrates cognitive, affective, and psychomotor domains within a single instructional strategy. Students not only learned rhythmic gymnastics movements but also developed positive attitudes toward learning and participation. Another important implication concerns the role of music in physical education learning. Music has been shown to influence emotional states, motivation, movement synchronization, and enjoyment in physical activity settings (Karageorghis et al., 2021; Terry et al., 2020). In this study, musical rhythms functioned as motivational stimuli that maintained students' attention and enthusiasm throughout the learning process. The combination of movement and music created a multisensory learning experience that enhanced engagement and reduced boredom. This finding is consistent with previous international research demonstrating that music-integrated physical activities contribute positively to students' motivation and exercise adherence (Alesi et al., 2020; Zach et al., 2022).

Empirically, the success of the intervention is reflected in the substantial increase of the overall motivation score from 60.22% to 93.33%, representing an improvement of 33.11 percentage points. This increase exceeds the predetermined success criterion and indicates that the intervention was highly effective. The achievement of 100% scores in active participation, focus, and self-confidence during Cycle II further confirms the effectiveness of the Follow Rhythm game as an instructional innovation. These results reinforce previous findings from both SINTA- and Scopus-indexed studies highlighting the effectiveness of active learning, cooperative learning, rhythm-based activities, and game-based instruction in enhancing motivation and engagement in physical education contexts (Casey et al., 2020; Harvey & Jarrett, 2018; Suherman et al., 2020; Nurhasan et al., 2022; Papadopoulos et al., 2021).

Overall, the findings indicate that the Follow Rhythm game serves as an effective pedagogical strategy for improving learning motivation in rhythmic gymnastics instruction. By creating an active, enjoyable, interactive, and student-centered learning environment, the intervention successfully enhanced students' enthusiasm, participation, concentration, confidence, and learning spirit. Therefore, the Follow Rhythm game can be recommended as an innovative instructional alternative for PJOK teachers seeking to improve motivational outcomes and learning quality in rhythmic gymnastics and other movement-based learning activities.

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CONCLUSION

Based on the findings of this Classroom Action Research conducted with Class X-4 students at SMA Negeri 15 Surabaya, it can be concluded that the implementation of the Follow Rhythm game in rhythmic gymnastics learning effectively improved students' learning motivation. The improvement was consistently observed across all motivational indicators, namely enthusiasm, active participation, focus, self-confidence, and learning spirit. These findings confirm that learning motivation can be enhanced through innovative, enjoyable, and student-centered instructional strategies that actively engage students in the learning process.

Empirically, the results demonstrated a continuous increase in students' motivation throughout the research cycles. During the preliminary observation, the average learning motivation score was 60.22%, which was categorized as fair. After the implementation of the Follow Rhythm game in Cycle I, the average score increased to 69.44%, reaching the good category. Further improvements were achieved in Cycle II, where the average learning motivation score rose significantly to 93.33%, categorized as very good. Notably, the indicators of active participation, focus, and self-confidence reached 100%, while enthusiasm increased to 80.69% and learning spirit reached 85.97%. These results indicate that the intervention successfully exceeded the predetermined success criteria and produced substantial improvements in students' motivational behaviors.

Conceptually, the findings support contemporary educational theories emphasizing that active, interactive, and enjoyable learning environments contribute significantly to students' intrinsic motivation and engagement. The Follow Rhythm game successfully integrated movement, music, rhythm, and play elements, creating a positive learning atmosphere that encouraged students to participate actively, maintain concentration, and develop confidence during rhythmic gymnastics activities.

Therefore, the Follow Rhythm game can be recommended as an effective instructional alternative in Physical Education, Sports, and Health (PJOK), particularly for rhythmic gymnastics learning. Its implementation not only enhances students' motivation but also promotes a more engaging and meaningful learning experience. Future studies are encouraged to explore the application of rhythm-based games in other physical education contexts and educational levels to further validate and expand these findings.

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