



Efforts to Increase Students Learning Motivation Through Physical Fitness Games in Physical

Mochamad Afif Baihaqi¹, Mochamad Ridwan², Juheri³

¹Pre-service Teacher Professional Education, Professional Education and Certification Institute, State University of Surabaya, Indonesia

²Pre-service Teacher Professional Education, Professional Education and Certification Institute, State University of Surabaya, Indonesia

³ SMPN 1 Bangsal, Mojokerto District Education Office

Abstract

In learning physical education, the most basic thing is student motivation to take part in learning. The focus of the problem in this PTK is an effort to increase student motivation through physical fitness games for class VII F students of SMP Negeri 1 Bangsal, which are not as expected. The purpose of this research is to increase the learning motivation of class VII F students through a game approach. This research is a classroom action research that emerges from the learning process. The subjects of this study were 32 students in class VII F of SMP Negeri 1 Bangsal. The research instrument was a motivational questionnaire to find out how much students were motivated. The indicator for the success of this classroom action research was a significant increase in student learning motivation. The results of this study show that learning physical education with a game approach to physical fitness is evident that most students have high motivation of 51.3% and most have a fitness level in the moderate category of 43.3%. In learning physical fitness activities through games has increased.

Keywords: *Motivation, Games, Physical Fitness*

Correspondence author: Mochamad Afif Baihaqi, State University of Surabaya.
Email: afifbaihaqi07@gmail.com



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INTRODUCTION

Basically physical education is an integral part of the overall education system, the implementation of physical education is aimed at the target of these educational goals (Kamaruddin et al., 2022). A country can be advanced because of its educational system (Andriani & Rasto, 2019). Physical Education includes a very broad study that focuses on increasing human movement as a result of the development of the body, mind and spirit (Mustafa & Masgumelar, 2022). Physical education has a significant role in continuing education in human development (Harahap & Husaini, 2022). Physical education plays a role in students to reach a physical activity approach, and structured physical activity (Syafuruddin et al., 2022). The

aim of physical education is not only to develop the body, but also to develop various aspects, including health, physical fitness, physical skills, reasoning, emotional stability, social and moral skills through motivation for physical activities and sports. According to (Farmadi et al., 2022) explained that when teaching, it is generally still not maximizing the completeness of the material.

Physical education plays a very important role in the implementation of field education as a stage of the process of developing students who are useful for life. The learning experiences of students through physical motivation, playing and exercising are carried out in a systematic, planned and directed manner. The learning experience is provided by being directed to foster, and also forming a healthy and fit lifestyle throughout life. In the process of learning physical education, educators must be able to teach so that students have high learning motivation. In practice, it is not only learning in the classroom, but also learning outside the classroom which involves emotional, physical, mental, social and intellectual elements.

Motivation that is conveyed to students in learning must be subtle and easy to accept, so that the motivation that has been conveyed can achieve the learning objectives. Through physical education the target is that students are expected to get an impressive individual impression, skilled, innovative, creative, as well as developing a level of physical fitness. A very large factor in influencing the motivation of learning outcomes (Nurmala et al., 2014). Motivation is a series of energetic forces that originate from outside and within a person to start a business related to one's work. According to (Utomo, 2022) defining motivation can encourage individuals to carry out an ongoing activity. Apart from that, according to another opinion (ELMA, 2023) says that motivation has a function as a driving force which explains that the teacher behaves in order to achieve learning objectives.

Achieving good learning outcomes is one of the functions of motivation, when a person carries out an activity, there is motivation within him (Rahman, 2022). In addition, the factors are also from facilities and infrastructure that can support increasing learning motivation (ELMA, 2023).

Based on some background, it can be concluded that motivation refers to the power that arises or exists from within a person to carry out certain activities in order to satisfy needs. And

the emergence of motivation, every person has the desire to take all actions aimed at meeting their needs.

From the relationship between physical education learning, it is therefore important that the subject of Physical Education at the junior high school level is actually very helpful for teachers in changing the character of students (Elza et al., 2023). In this case, of course, the role of the teacher is very important. What is the teacher's role in encouraging and motivating students to engage in physical education activities? Good process and motivation are also needed to participate well in physical education classes. It is very important to condition that students need motivation to learn physical education. (Rumpoko et al., 2022) states that doing sports physical activities requires motivation because with motivation it creates a feeling of interest and pleasure in doing physical activity.

One of the goals of physical education demanded by the teacher is to understand the concept of physical fitness and physical activity to achieve a healthy state. Physical fitness has a function for a person, especially students, namely being able to improve physical fitness and can also provide benefits for physical education goals (Wulandari & Jariono, 2022). Physical education offers classes by stimulating students' physical growth and development (Mustafa, 2022). Physical Education Program to see the potential of students in schools, then the potential of these students is utilized. Improvements in a learning process really need attention, therefore the quality of improving learning must be realized (Saitya, 2022).

The game usually has a specific purpose, the action of this game is related to physical or mental. The development of these two elements can develop harmoniously in the form of physical play through activities related to growth and development, while psychological is related to honesty and emotional intensity. . According to (Islami & Siagian, 2023) there are several categories of game functions: a) The role of play in physical development. The purpose of physical development is to improve physical (physical) conditions. b) The role of games in psychological development, mental development, in this case means the influence of sports games on the formation of mental attitudes such as self-confidence (trust), sportsmanship, mental balance and leadership.

Approach through games is a form of physical learning that can be taught at all levels of education. It's just that the proportions and format of the game approach given must be adjusted to aspects of the curriculum (Rudiyanto & Hadi, 2022). Learning through play is also beneficial for emotional development because children face various challenges and problems encountered in games within games.

Based on the results of teaching practice at Bangsal 1 Public Middle School, it was found that students were less enthusiastic about participating in physical education learning, one of the factors was that there were too many empty hours when learning physical education. This was also conveyed by the physical education teacher Mr. Eko he said "because the physical education teacher teaches too many classes". In accordance with the phenomenon and background description, it is necessary to conduct further classroom action research with the title "efforts to increase student motivation through physical fitness games in physical education".

METHOD

Writing This research is a type of classroom action research (CAR). This Classroom Action Research (CAR) was carried out at SMP Negeri 1 Bangsal, Mojokerto Regency. And when this Classroom Action Research took place in March 2023. The subject of this research was carried out in Class VII F students of SMP Negeri 1 Bangsal Mojokerto, a class with better academic ability than other classes. This study used a questionnaire survey method which was obtained directly from research respondents by asking several questions that had been prepared based on indicators (Susilo et al., 2022). The aim is to find out how much student learning motivation and increased learning in students of SMP Negeri 1 Bangsal Mojokerto regarding game-based physical fitness activities. Questionnaires are used to obtain data obtained directly from research respondents by asking questions that have been prepared based on indicators.

Table 1. Learning Motivation Criteria

Interval Score	Category
1-44	Very Low
45-89	Low
90-134	Average
135-179	Height
180-220	Very High

Assessment guidelines if students have a motivation score of 1-44 are classified as very low category, students have a motivation score of 45-89 then belong to the low category, students have a motivation score of 90-134 classified as medium category, students have a motivation score of 135-179 classified as high category, and students have motivation scores of 180-220 belonging to the very high category.

This PTK practice is used to take an increase in student learning outcomes in physical education learning through physical fitness tests. Every game the student's fitness activity is assessed based on success.

Table 2. Physical Fitness Value

Activity						Score
1	2	3	4	5	6	
Winner 1	Winner 1	17-20	9-10	9-10	5	5
Winner 2	Winner 2	13-16	7-8	7-8	4	4
Winner 3	Winner 3	8-12	5-6	5-6	3	3
Winner 4	Winner 4	4-7	3-4	3-4	2	2
		1-3	1-2	1-2	1	1

Guidelines for assessing physical fitness after carrying out all activities from activity 1- activity 6, then all the values obtained are totaled. And the classification of value categories as follows:

Table 3. Category Of Value Physical Fitness

No.	Total Score	Classification
1.	25-30	Very Well
2.	21-24	Good
3.	17-20	Average
4.	13-16	Less
5.	8-12	Less Than Once

The collected data is then converted into tables and diagrams. Furthermore, the results of the motivational data and physical fitness tests were checked for suitability with the hypotheses presented in accordance with the information obtained in the field. Are there X Variables (motivation) and Y Variables (increased learning).



Figure 1. Increasing Student Learning Motivation (Wicaksono, 2022)

Furthermore, to increase the results of physical education learning through physical fitness tests. Every time a student does a fitness activity game, students are assessed based on their success, the value of the various fitness activity games.

Classroom Action Research (CAR) was carried out in two cycles whether there was an increase in student learning motivation through games on physical fitness. including observing something that is learned directly, and information is also obtained directly (Gustira et al., 2023). Classroom action research has four stages, namely: 1) Planning 2) Implementation 3) Observation 4) Reflection. In the first cycle, packaging physical fitness activities in the form of an interesting game. At this implementation stage, the activity begins with the analysis of the questionnaire data that will be used in the questionnaire (questionnaire). Explain the purpose of physical fitness learning activities through a game approach to physical education. Followed by activities in the field, starting with warm-up in the form of static warm-up and dynamic warm-up. Carry out core activities, namely games in physical fitness including: a) Activity 1, 50 meter relay run to measure speed, which is measured in groups as to who is the fastest to the finish line. b) Activity 2, Running zig-zag by passing obstacles from a group of friends, used to measure speed and agility. Starting from the start of the last player until the front player touches the finish line with a length of 50 meters, and it is also measured which group reaches the finish line the fastest. c) Activity 3, Reactive movement activity which is used to measure dexterity, when there is a cue from the teacher, students must carry out the movement, the movement is carried out 20 times. As well as measured the most correct do it right.

In the first cycle of activities, the goal is to train speed, agility, and agility. The final activity of learning after knowing the winner, then followed by evaluation and reflection as well

as giving motivation to students who are still not optimal in activity or learning. And ended with a cooling activity, and closed with a prayer.

In the second cycle of learning activities, there is a combination of fun fitness games and traditional sports games, and in this second cycle students are taught to be more inclined to think about winning games. As was carried out in the first cycle, the second cycle begins with apperception, prayer, warm-up after which it is continued with core activities. a) Activity 4 catching cones is used to train strength and agility, activities are carried out face to face in a squat position and when there is a whistle sound eat as soon as possible the cone is grabbed, the activity is carried out 10 times. b) Activity 5 black and white games are used to train strength, agility, and speed. Students face each other in a squat position, when there is an instruction from the teacher according to the clue called, then the group mentioned is chased by the opponent. This game is carried out only in the field with a count of 10 seconds after catching it, and is done 10 times. c) Activity 6 Gobak Sodor game, is a traditional group game to train dexterity, agility, and speed. Gobak Sodor game if a group wins when it has crossed the finish line by passing various enemy obstacles, then it will get point 1 and so on.

RESULTS AND DISCUSSION

The results of cycle 1 are reality and will be used as material for improvement in cycle 2. In the results of classroom action research observations, the results are obtained.

1. Motivation for Learning Physical Education

Motivational variable data is calculated with descriptive statistics. The results use percentages. There are 5 criteria for data, namely: very high, high, medium, low and very low.

The motivational questionnaire for Physical Education Learning for Grade VII F Students of SMP Negeri 1 Bangsal Mojokerto is broken down into 44 questions, the scores are 1 – 5, the lowest score is 44, and the highest score is 220. The highest score minus the lowest score is then divided into five categories ($\frac{220-44}{5} = \frac{176}{5} = 35$) and produces an interval score of 35.

The results of the categorization of motivational data to take part in students' physical education learning are in the following table:

Table 4. Results of Motivation to Follow Physical Learning

Interval Skor	Category	F	f %
1-44	Very Low	0	0
45-89	Low	2	6,3
90-134	Currently	10	31,3
135-179	Height	17	53,1
180-220	Very High	3	10,3
Total		32	100

From the table above it can be concluded that 2 (6.3%) students have motivation with low scores, as many as 10 (31.3%) students have moderate motivation scores, as many as 17 (53.1%) students have high score motivation and as many as 2 (10.3%) students have a very high score motivation. Based on the table and figure above, it can be concluded that most of the students' motivation to participate in physical education learning is in the high category.

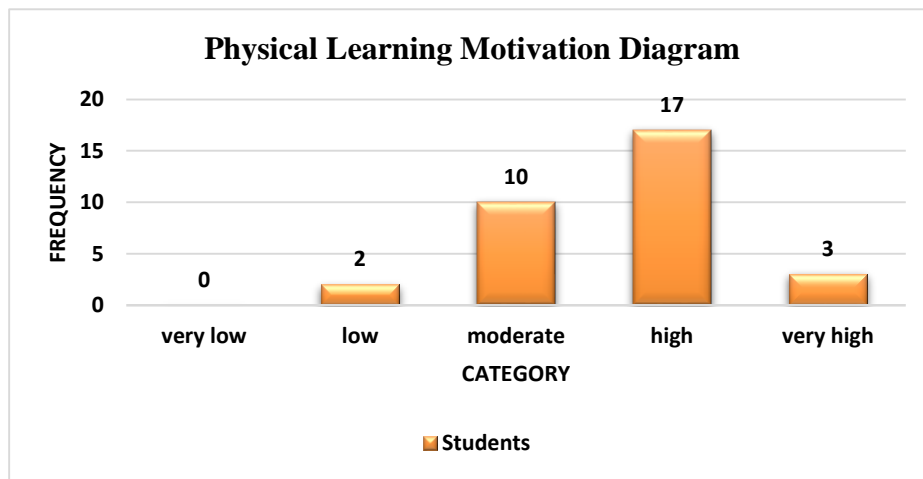


Figure 2. Physical learning motivation Diagram

From the diagram above, it shows that the tendency of the frequency of learning motivation of class VII F students of SMPN 1 Bangsal Mojokerto is included in the high category. (Handiyani & Muhtar, 2022) added that student learning motivation is through developing students' abilities and desires during lessons. One effort to do this is to provide motivation to students through learning experiences and then evaluate it so that motivation can be given according to each student.

2. Level of Physical Fitness for Grade VIII SMPN 1 Bangsal Mojokerto

Furthermore, the data that has been collected on class VII F students of SMPN 1 Bangsal Mojokerto is converted into a classification table to identify categories of physical fitness. The results of the frequency data of the Physical Fitness Level are as follows:

Table 5. Physical Fitness Results

Interval Score	Category	F	f %
8-12	Very Deficient	2	6,7
13-16	Deficient	11	36,7
17-20	Average	13	43,3
21-24	Good	4	13,3
25-30	Very Good	0	0
Total		30	100

From the table above, it is known that the level of physical fitness of class VII F students of SMPN 1 Bangsal shows that 2 students are in the very poor category (6.7%), then 11 students are in the less category (36.7%), 13 students are in the moderate category (43.3%), 4 students have a good category (13.3%) and no excellent category. According to the data, it can be concluded that the highest frequency of physical fitness level of class VII F students of SMPN 1 Bangsal Mojokerto is in the medium category (43.3).

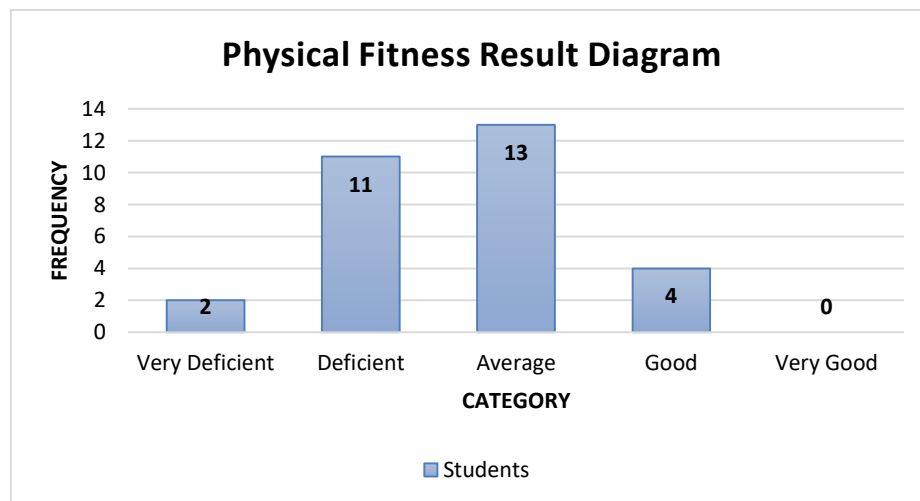


Figure 3. Physical Fitness Results Diagram

From the diagram above, it shows that the tendency of the frequency of motivation to result in physical fitness of class VII F students of SMP Negeri 1 Bangsal Mojokerto included in the medium category with a frequency of 13 students 43.3%.

The normality test aims to determine whether the data obtained from each analyzed variable really follows a normal distribution or not. Variable normality test using the Kolmogrov-Smirnov formula. The rules used to determine whether a normal distribution $p > 0.05$ is declared normal, and if $p < 0.05$ it is said to be abnormal. The following normality test results can be seen in the following table.

Table 6. Normality Test Results

Variable	<i>p</i>	<i>Sig.</i>	Information
Motivasion (X)	0,200	0,05	Normal
Increased Learning (Y)	0,200	0,05	Normal

From the results of obtaining a significance score of p from the motivational score variable of 0.200 and a physical fitness score of 0.200. Because the price of $p < 0.05$. From this it is concluded that the normal distribution is achieved.

The linearity test aims to determine the regression results between two different variables. The linearity test is acceptable and can also be rejected by comparing the value of F_{count} with the value of F_{table} at a significant level of 0.05 and the degrees of freedom used. The criterion is if the price is sig. greater than the significant price of 0.05, smaller than the F_{table} price with a significant level of 0.05. The results of the linearity test in the table below:

Table 7. Linearity Test Results

Connection	F tab	df	F hit	f	Sig.	Sig 5%	Ket
X dan Y	6.554	16	0.410	1.494	0.148	0.05	Linear

From the results of the calculation, it can be obtained that the value of F_{count} between motivation (X) and physical fitness (Y) results from $F_{table} = 6,554/16$ df of 0.410. Next sig. in the significant level table of 0.05 as much as 0.148. Because the sig price $>$ the significant price

is 0.05, the regression line is declared linear and accepted. The conclusion is that the regression line between motivation and physical fitness is linear.

Research Discussion

Based on the results obtained from the classroom action research (PTK) that has been carried out with a sample of 32 students, it can be seen that the motivation to take part in physical education learning for class VII F students of SMP Negeri 1 Bangsal Mojokerto is 2 (6.3%) students have motivation with a score low, as many as 10 (31.3%) students have medium score motivation, as many as 17 (53.1%) students have high score motivation and as many as 2 (10.3%) students have very high score motivation. In conclusion, most of the students' motivation to participate in physical education learning is in the high category (53.1%). All of this is because class VII F students of SMP Negeri 1 Bangsal Mojokerto have high enthusiasm in participating in the physical education learning process, especially learning packaged in games.

The high motivation to take part in physical education lessons also affects the results of physical fitness scores. Physical fitness level of class VII F students of SMP Negeri 1 Bangsal that 2 students have very poor category (6.7%), then 11 students have less category (36.7%), 13 students have moderate category (43.3%), 4 students have a good category (13.3%) and no excellent category. The conclusion is that the physical fitness frequency of class VII F students of SMP Negeri 1 Bangsal Mojokerto is in the moderate category (43.3%).

The results of this study indicate that physical fitness has several influences, including:

1. Student daily activities. Technological developments greatly reduce students' physical activity. And it is also customary for children to go to school by motorized vehicle or on foot, the conditions are of course different. The physical condition of students who exercise a lot is definitely better than those who exercise less. You should do sports at least three times a week.
2. Conditions when carrying out learning. Very often students skip breakfast, and although breakfast was originally recommended the day before the start of exams, students don't take advantage of it. Stamina and physical condition are greatly affected.

Both of these factors in order to achieve the target in determining the physical fitness of students. However, it cannot be denied that the general condition of students supports many good

things when the exam is carried out. If the student's condition during the exam is good, then the information obtained is expected to be good too, but the student's condition is lacking, the information obtained is not good. As described above, the problems described above are also limitations in this study. The main part of the scientific article, contains: net results without data analysis process, results of hypothesis testing. Results can be presented with tables or graphs, to explain the results verbally.

The discussion is the most important part of the entire contents of a scientific article. The purpose of the discussion is to answer research problems, interpret findings, integrate findings from research into existing body of knowledge and develop new theories or modify existing theories.

CONCLUSION

Based on the results of classroom action research on efforts to increase students' learning motivation in physical fitness games that, motivation of class VII F students of SMP Negeri 1 Bangsal Mojokerto to participate in physical learning has the highest frequency in the high category, 17 (51.3%). The highest frequency of physical fitness for class VII F students of SMP Negeri 1 Bangsal Mojokerto is in the moderate category 13 (43.3%). Due to having high learning motivation, it produces moderate physical fitness results. So that students are more fun and motivated to take part in learning through a game approach.

Based on the results of the classroom action research above, the researchers suggest that physical education teachers are able to motivate their students in such a way that students are motivated. Students enjoy learning and are more willing to face obstacles in the learning process so that learning becomes fun and increases student motivation.

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