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GASPOL: Learning Media Innovation to Improve Learning Motivation in Physical Education on Fundamental Movement Material

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Abstract
This study aims to determine the effect of the implementation of GASPOL (Fun Movement While Playing Sports) learning media innovation on students' learning motivation in Physical Education, Sports, and Health (PJOK) learning on fundamental movement material. The study used a quantitative approach with a weak experimental design through a one-group pretest–posttest design model. The subjects were 31 second-grade elementary school students in Gresik Regency. The data collection instrument was a learning motivation questionnaire using a Likert scale that had been tested for validity and reliability. Data analysis was carried out using descriptive statistics, normality tests, and paired sample t-tests. The results showed an increase in students' learning motivation after the implementation of GASPOL media, indicated by an increase in the average score from 69.64 in the pretest to 75.18 in the posttest, with a percentage increase of 7.96%. In addition, a decrease in the standard deviation value in the posttest indicates that students' learning motivation has become more evenly distributed. Thus, the GASPOL learning media has been proven effective in increasing students' learning motivation in PJOK learning on fundamental movement material and can be used as an alternative learning media that is innovative, active, and fun in elementary schools.

Keywords: *GASPOL learning media; learning motivation; physical education; fundamental movement; elementary school.*

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INTRODUCTION

Student motivation in Physical Education, Sports, and Health (PJOK) subjects still needs to be improved. This remains a problem that is often encountered at various levels of education. Many students lack enthusiasm, get bored easily, and do not yet understand the importance of physical activity for their personal development. PJOK plays a crucial role in developing students' potential holistically, covering physical, psychomotor, cognitive, and affective aspects (Angga & Umar, 2023). Through PJOK learning, students not only have the opportunity to improve their physical fitness and develop fundamental motor skills, but also practice critical thinking skills, problem-solving abilities, and decision-making in the implementation of physical activities (Pratiwi & Arifin, 2023). Structured activities in PJOK encourage the formation of optimal neuromuscular coordination, while also fostering social values such as cooperation, sportsmanship, and discipline. PJOK is not merely a means of

physical training, but a strategic vehicle for educating students to become healthy, intelligent, and characterful individuals (Ansori et al., 2020).

This research needs to be conducted because of the low motivation and active involvement of elementary school students in physical education, health, and sports (PJOK) learning, especially in lower grades, which tend to prefer play activities over instructional learning (Leo & Pulido, 2020). Elementary school students, especially those in lower grades, have characteristics of liking to play and learning through direct experience (Chen et al., 2020). Therefore, teachers need to provide learning models or media that can accommodate these characteristics. One innovative effort is to create educational, fun, and engaging game-based learning media that supports active student involvement (Kusumawati Hidayat et al., 2023). This phenomenon is exacerbated by students' low interest in PE, which causes passive and suboptimal participation in learning (Kara & Kapa, 2023). Innovative interventions are needed to trigger active student involvement, rekindle interest in learning, and encourage them to participate consistently in physical activities that are beneficial to their long-term health (Mahardika et al., 2024).

Previous literature reviews indicate that research on learning media in physical education is still dominated by conventional approaches such as worksheets, instructional videos, or simple games that focus only on delivering specific material or skills (Rodríguez et al., 2022). The integration of fundamental movements and motivational aspects in a single learning media package will contribute significantly to the creation of a more meaningful, effective, and sustainable learning experience (Parra-Plaza, 2018). In the context of physical education, innovative and experiential learning approaches are believed to be able to create an open, participatory, and enjoyable learning climate, so that students are motivated to engage optimally. Learning media that are creatively designed through educational games, interactive activities, or collaborative learning models can increase physical involvement while strengthening students' psychomotor competencies (Camacho-Sánchez et al., 2023). Thus, engaging and participatory learning strategies not only serve as a means of delivering material, but also as a catalyst in building sustainable physical activity habits and supporting the achievement of long-term learning outcomes (Surprenant & Cabot, 2023).

Learning media innovation is one of the key elements in creating learning experiences that actively engage students and are relevant to their everyday lives (Sukirman & Setiawan, 2022). The presence of innovative media such as Fun Movement with Sports Patterns (GASPOL) is designed to integrate elements of play, physical activity, and motor skills in a comprehensive manner so as to optimally increase student engagement. Media such as

GASPOL not only facilitates students to move and practice fundamental motor skills, but also encourages collaboration and contextual learning. This innovation has the potential to overcome low student participation in physical education while improving the quality of learning outcomes, both physically and affectively (Liu, 2022). GASPOL is designed with an emphasis on the principle of experiential learning, which allows students to be fully involved in the learning process. This approach provides learning opportunities for students through direct involvement, reflection, and application of skills in a meaningful context. Active participation in this type of learning has been proven to support more effective motor learning, improve knowledge retention, and strengthen the relationship between students, teachers, and learning materials (Dogani, 2023).

The main objective of this study is to implement innovative GASPOL learning as an effort to improve students' fundamental motor skills. The media development is designed based on the principles of active and experience-based learning, so that students have the opportunity to practice motor skills in an interesting and interactive context in accordance with their developmental stages (Mawardah, 2024). The implementation of GASPOL is expected to provide a more structured and systematic learning tool compared to conventional methods, while also increasing student engagement in the learning process. The results of this study are expected to provide an empirical basis for the development of innovative physical education learning and support teachers and practitioners in creating quality and enjoyable learning experiences.

METHOD

This study was designed using a quantitative approach with a weak experimental design in the form of a One Group Pretest-Posttest Design. This design was used to determine students' learning motivation before and after being given treatment in the form of applying the GASPOL learning media innovation without involving a control group. This study was conducted at one of the UPT SDN schools in Gresik on PJOK learning material on fundamental movements. The population in this study consisted of all 31 students in grade II. Considering that the population size was relatively limited and all members of the population could be reached, the sampling technique used in this study was saturated sampling, so that all grade II students were involved as research samples (Fatmayanti & Susantri, 2023). The research instrument was a learning motivation questionnaire compiled using a five-point Likert scale, consisting of 25 statements covering 10 indicators of learning motivation, including interest, enthusiasm, active involvement, self-confidence, willingness to try, ease of understanding the

material, and cooperation. The questionnaire was administered during the pretest and posttest to determine changes in student learning motivation after the implementation of the GASPOL media (Hidayati & Soemanto, 2017). The validity of the instrument was tested using Pearson Product Moment at a significance level of 0.05. The results of the analysis show that 20 items meet the validity criteria, marked by a calculated r value greater than the table r value of 0.355. Meanwhile, 5 items were declared invalid and were therefore not used in further analysis. The instrument reliability test was conducted using Cronbach's Alpha coefficient and obtained a value of 0.838, indicating that the instrument has a high level of reliability and is suitable for use in research. Data analysis in this study was conducted through descriptive and inferential statistics. Descriptive statistics were used to describe the characteristics of the pretest and posttest data, including the mean value, standard deviation, minimum and maximum values. Before testing the hypothesis, the data was first tested for normality using the Kolmogorov-Smirnov and Shapiro-Wilk tests. The test results showed that the data was normally distributed with a significance value greater than 0.05. Next, hypothesis testing was carried out using the Paired Sample t-test to determine the difference in student learning motivation before and after the application of the GASPOL learning media.

RESULTS AND DISCUSSION

Result

This study aims to analyse the effect of applying GASPOL media learning innovation on learning motivation in fundamental movement material. Researchers can observe changes in learning motivation that occur in the same group after being given treatment without a comparison group. With a population of 31 second-grade students, the first meeting of the study began with a pretest in the form of a learning motivation questionnaire consisting of 20 statements. After the pretest, the students received treatment in the form of the application of the GASPOL learning media innovation. In the second meeting, students were given the GASPOL learning treatment to measure their learning motivation, and a post-test in the form of a learning motivation questionnaire was conducted to determine the comparison. The instrument used was a Likert scale in a questionnaire with 10 sub-indicators and 20 statements. All students were involved as participants because they had characteristics that were in line with the focus of the study, namely elementary school students who took PJOK lessons, and it was carried out over four meetings, using statistical analysis techniques.

Table. 1. Learning Motivation Instrument

1	**Motivation Learning**	**Interest in learning using GASPOL**
		Interest in trying activities in GASPOL
		Enthusiasm in participating in GASPOL learning
		Active involvement in activities
		Confidence when participating in activities
		Willingness to try new things
		Ease in understanding the material
		Desire to study longer
		Interest in consistently attending lessons
		Cooperation with friends

The research instrument uses a Likert scale of 1 (Strongly Disagree), 2 (Disagree), 3 (Undecided), 4 (Agree), and 5 (Strongly Agree). The minimum score is 20 (if all answers = 1) and the maximum score is 100 (if all answers = 5).

The validity test results using Pearson Product Moment correlation showed that of the 25 statements tested on 31 respondents, 20 items were declared valid based on the calculated r value > table r (0.355) at a significance level of 0.05. The reliability test on valid statements using SPSS version 25.0 For Windows produced a Cronbach's Alpha value of 0.838. This value indicates that the instrument has an excellent level of reliability and is suitable for use in research.

Table. 2. Instrument Reliability

Cronbach Alpha	***N of items***
0,838	25

The results of the descriptive analysis of the pretest and posttest of learning motivation in applying the GASPOL media learning innovation are as follows:

Table. 3. Descriptive Statistical Analysis of Pre-Test and Post-Test

Statistik	***Pre-Test***	***Post-Test***
Mean	69,64	75,18
Median	69,50	75,00
Standar Deviasi	9,91	4,03
Range	35	18
Minimum	52	65
Maximum	87	83

Based on the results of descriptive statistical analysis of the pretest and posttest data, it was found that there were 31 students who participated in this study. The mean pretest score was 69.64 with a standard deviation of 9.91, while the mean posttest score increased to 75.18 with a standard deviation of 4.03. These results indicate an increase in the average score after the implementation of learning using GASPOL media. In addition, the decrease in the standard

deviation in the post-test indicates that the students' learning outcomes became more evenly distributed after the treatment was given.

Table. 4. Normality Test Results

	Kolmogorov - Smirnov			***Shapiro - Wilk***		
	Statistik	df	sig	Statistik	df	sig
Pretest total score	,078	28	,200	,972	28	,621
Posttest total score	,116	28	,200	,974	28	,700

The results of normality testing using the Kolmogorov Smirnov and Shapiro Wilk methods show that the significance value of the total score on the pretest and posttest is above 0.05 (Sig. > 0.05). Therefore, the data meets the assumption of normality and further analysis can be performed using the Paired Sample t-test.

Table. 5. Paired Samples Test Results Pretest Posttest

Paired Sample Test								
				95% Confidence				
	Mean	*Std. Deviation*	*Std. Error Mean*	*Lower*	*Upper*	*t*	*df*	*Sig*
Pretest total score - Posttest total score	-5,536	7,000	1,323	-8,250	-2,821	-4,185	27	,000

Table. 6. Results of Presentation Improvement

Pretest	***Posttest***	**Improvement**	**Difference**
69,64	75,18	7,96%	5,54

Descriptive analysis of the pretest data shows a total average score of 69.64, while the total average posttest score increased to 75.18. Thus, there was an increase in score of 5.54 points or equivalent to 7.96%. These results indicate an improvement in participants' learning outcomes after being given the treatment. It can be concluded that the application of the GASPOL learning media innovation during two meetings resulted in an increase in the learning motivation of the participants, with an increase of 7.96%.

Discussion

The results of the study indicate that the application of the GASPOL (Fun Movement with Exercise Patterns) learning innovation contributes positively to increasing student motivation in learning fundamental movement in physical education. These findings indicate

that the use of innovative and physical activity-based learning media can create a more interesting and meaningful learning experience for primary school students (Fawcett, 2021).

The increase in learning motivation that occurred after the implementation of GASPOL cannot be separated from the characteristics of the media, which integrates elements of games, movement activities, and experiential learning (Malaniuk et al., 2023). Through this approach, students do not only act as recipients of material but are actively involved in the learning process (Smitina, 2021). This direct involvement encourages students to feel happy, interested and enthusiastic about participating in PJOK lessons, which in turn has an impact on increasing their overall learning motivation (Rakhman & Wibawa, 2024).

The descriptive analysis also showed a decrease in the standard deviation from 9.91 in the pretest to 4.03 in the posttest. This decrease indicates that students' learning motivation after the implementation of GASPOL became more evenly distributed. This means that GASPOL is not only effective for students with high motivation but also capable of increasing the motivation of students who were previously in the low category. This condition shows that GASPOL has the potential to be an inclusive learning medium and is able to reach students with various characteristics.

The effectiveness of GASPOL is also related to its suitability to the developmental characteristics of primary school students, especially those in lower grades who tend to learn through play and direct experience (Hasan et al., 2023). PJOK learning packaged in the form of educational games makes students feel more comfortable and motivated to participate actively (Sari et al., 2023). Thus, GASPOL is able to change students' perceptions of PJOK learning from monotonous activities to fun and challenging activities (Games, 2024).

The results of this study are in line with previous research findings which state that game-based learning media and physical activities can increase student motivation and engagement in physical education learning (Zuhrotilanwar et al., 2017). Creatively designed learning media not only serve as a means of delivering material, but also as a stimulus that encourages active participation, cooperation and student confidence (Kolovelonis, 2023). In this context, GASPOL acts as a medium that supports the strengthening of affective aspects, particularly student learning motivation (Culajara, 2022).

The results of inferential statistical tests using the Paired Sample t-test showed a significant difference between students' learning motivation scores on the pretest and posttest. These findings confirm that the increase in learning motivation that occurred was the result of the application of the GASPOL learning media and not due to mere coincidence. Thus,

GASPOL can be said to be effective as a PE learning medium for fundamental movement material (Sanmiguel-rodr & Á, 2022).

The implications of this research findings indicate that physical education teachers need to develop and implement innovative learning media that are appropriate to student characteristics (Ferriz-valero, 2023). GASPOL can be used as an alternative learning medium that supports active and meaningful learning in line with the demands of the independent curriculum that emphasizes active participation and contextual learning experience (Anggrawan et al., 2023). However, this study still has limitations, including the use of a weak experimental design without a control group and a limited sample size. Therefore, further research is recommended to use a stronger experimental design and involve a wider sample so that the research results can be more optimally generalized.

CONCLUSION

The innovative application of GASPOL (Fun Movement While Playing Sports) learning media can increase student motivation in Physical Education (PJOK) learning on fundamental movement material. The integration of physical activity, educational game elements, and experiential learning makes the learning process more active, enjoyable, and encourages optimal student engagement. GASPOL serves not only as a learning medium but also as an effective pedagogical strategy in creating a participatory and inclusive learning climate in accordance with the characteristics of elementary school students. These findings provide a practical contribution for PJOK teachers in developing innovative, contextual learning and supporting the implementation of the Independent Curriculum.

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