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Interactive Learning Media Innovation in Building Student Motivation in Physical Education Learning

Enjelita Eka Putri[1], Mochamad Ridwan[2]

[12] Fakultas Ilmu Keolahragaan dan Kesehatan, Universitas Negeri Surabaya, Jalan Kampus Lidah Unesa, Surabaya, 60213, Indonesia

ABSTRACT
Physical Education learning in junior high schools often faces challenges in the form of reduced student motivation due to monotonous and less innovative learning methods. The purpose of this study is to ascertain how employing slow-motion videos in conjunction with Canva-based interactive learning media affects students' motivation to learn, particularly when it comes to soccer passing content in physical education. A pre-experiment with a single group pre-test and post-test was employed in this investigation. 32 eighth graders from SMP Negeri 47 Surabaya made up the study's sample, which was chosen at random. A learning motivation questionnaire with proven validity and reliability served as the tool. The Shapiro-Wilk normality test was employed for data analysis, and the paired sample t-test was performed for hypothesis testing. The average student learning motivation increased from 80.59 (pre-test) to 98.00 (post-test), according to the study's findings. The paired sample t-test findings indicate a significance value of 0.000 < 0.05, and the normality test indicates that the data is normally distributed. It can be said that slow-motion videos combined with Canva-based interactive learning media significantly influence students' motivation to learn and can be used as an alternative teaching strategy for soccer passing content in Physical Education.

Keywords: *interactive media, Canva, Slow Motion Videos, Learning Motivation, Physical Education*

Correspondence author: Enjelita Eka Putri, Universitas Negeri Surabaya, Indonesia.
Email: mochamadridwan@unesa.ac.id

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INTRODUCTION

Physical Education instruction is frequently seen as less engaging because some students see it as merely a way to play rather than an organized learning process (Andrianto & Ningrum, 2025). However, many students still encounter difficulties during the learning process. In order to boost students' motivation to learn, educators must develop innovative and creative teaching methods (H. Wulandari & Nisrina, 2020). Using interactive media is one of the initiatives that may be undertaken since it can help to promote student learning motivation (Trikesumawati et al., 2025). Interactive learning media can be created using a variety of applications as technology develops. Canva is one such program that is simple to use in current age of technology growth (Purba & Harahap, 2022). Teachers can utilize Canva, an interactive

learning media application, to communicate content both visually and audibly (T. Wulandari & Mudinillah, 2022). Students will undoubtedly be more interested in learning the content taught by the teacher if interactive learning media innovations are used, and this can be a way to boost student learning motivation (Hasnawiah & maslena, 2024).

According to (I. T. M. Pratiwi & Meilani, 2018), educational media is crucial to students' learning processes. Teachers and students will benefit from the availability of interactive learning media (Urva et al., 2024). To keep students from becoming disinterested in their studies, teachers can use more innovative teaching strategies rather than relying solely on lecture techniques (R. Abdullah, 2016). Because students' motivation in studying is essentially determined by the strategies and methods teachers employ to present media, the usage of interactive learning media can also boost student participation in learning (Fitrianti & Hidayati, 2025). In order to improve student learning motivation in Physical Education, research on innovative interactive learning media is being conducted (Cahyaningtias & Ridwan, 2021).

A previous study conducted by (Ghiffari & Ridwan, 2023) utilized interactive learning media for soccer passing drills to determine its impact on students' interest in learning soccer. Another study by (Saktiawan & Kanca, 2023) concentrated on enhancing the learning outcomes of Physical Education in soccer game content through the use of interactive media and flipped classrooms with the aid of videos. Research explicitly addressing the use of the Canva application as an interactive media at the junior high school level to boost learning motivation in soccer passing is still rather restricted, despite the fact that numerous studies have looked at the use of interactive learning media. Using the Canva application as an interactive media innovation is one of the learning strategies that can boost students' attention and active involvement, which is essential for Physical Education (Ramadani et al., 2025). The invention of Canva-based interactive learning media in boosting student learning motivation in soccer passing courses must thus be updated.

A review of earlier studies reveals a vacuum in the literature, specifically with relation to boosting student learning motivation in soccer passing content that is impacted by innovative interactive learning media. The creation of educational media with the Canva software in the form of interactive PowerPoint and slow-motion video on soccer passing content is what makes this study novel. According to (Laila et al., 2020), the purpose of using slow motion video as an update in this study is to give students the chance to experience clearer movement stages through step-by-step movement visualization. Unlike other studies, this one aims to increase students' motivation to learn about soccer passing through the use of slow-motion videos and

the Canva application. Based on the novelty of the research described, this study aims to analyze the effect of implementing Canva-based interactive learning media with a combination of slow-motion videos on students' learning motivation in Physical Education learning soccer passing material at the junior high school level.

METHOD

This study used a pre-experimental strategy with a quantitative approach. To find out how a therapy affected a certain variable, the pre-experimental approach was used. In this study, student motivation in Physical Education learning is the dependent variable, and interactive learning media innovation is the independent variable. The study was carried out on a single group without a control group using a one group pre-test post-test design. This study was conducted at SMP Negeri 47 Surabaya and included 288 eighth-grade students. Using random sample procedures, learning motivation questionnaires were sent to 32 students in class VIII-C in order to collect data. Interactive learning media were initially verified by media professionals utilizing a validation sheet adopted from research before being utilized in studies (Irania & Titaley, 2025). With an average score of 87.69% in the validation results, the media falls into the extremely acceptable category and can be utilized in the educational process.

In the initial stage of the study, students were given a pre-test using a learning motivation questionnaire adapted from (I. Pratiwi & Ridwan, 2021) research to determine their initial learning motivation before receiving treatment. The instrument used refers to the ARCS (Attention, Relevance, Confidence, and Satisfaction) learning motivation indicators, with the instrument consisting of 22 statements and a 5 point likert scale that met the eligibility criteria, as indicated by a validity value of 0.986 and a reliability of 0.867. After collecting the initial data, the researchers administered treatment in the form of Canva-based interactive learning media combined with slow-motion videos on soccer passing material. In the final stage, students were given a post-test using the same instrument to determine changes in learning motivation and to assess the effect of using Canva-based interactive media combined with slow-motion videos on student learning motivation.

IBM SPSS Statistics software is used in this study's data analysis method. The first step in data analysis was a normality test using the Shapiro-Wilk test to ascertain whether or not the pre-test and post-test data were normally distributed. Because there were fewer than 50 responders in the study's sample, the Shapiro-Wilk test was selected. The investigation

proceeded with a hypothesis test using a paired sample t-test if the data was deemed normally distributed.

RESULTS AND DISCUSSION

Result

At SMPN 47 Surabaya, research has been done on the use of interactive media innovation in soccer passing material to increase motivation. 32 pupils attended four sessions from April 30 to May 12, 2026, during which the researcher received approval from the school. The purpose of this study is to ascertain how innovative interactive learning media affects PJOK students' motivation. Students in class VIII-C, which was the class used in the study, were given a questionnaire sheet to complete in order to provide the research data.

Table 1 displays the findings of the descriptive statistical analysis of the learning motivation pre-test and post-test:

Table 1. Descriptive Analysis

Statistics	Pre-test	Post-test
Mean	80,59	98,00
Median	81,00	97,50
Std. Deviation	3,546	5,930
Range	16	21
Minimum	73	88
Maximum	89	109

After receiving treatment, namely interactive learning media in Physical Education learning, Table 1 demonstrates an improvement in students' motivation to learn. The average value (mean), which rose from 80.59 at the pre-test stage to 98.00 at the post-test stage, demonstrates this. Additionally, the median rating rose from 81.00 to 97.50, suggesting that pupils are more motivated to learn. Furthermore, the standard deviation value rose from 3.546 to 5.930, indicating a more broad range of variation in students' learning motivation data following the treatment. Overall, our findings demonstrate that students' motivation to study in Physical Education can be positively impacted by the use of interactive learning media.

Table 2. Normality Test

Variable	Sig.	Shapiro-Wilk Sig	Information
Pre-test	0,200	0,966	Normal
Post-test	0,200	0,125	Normal

To ascertain whether or not the pretest data was normal, the normality test was performed. The pre-test motivation data had a significance value of 0.966 and the post-test had a significance value of 0.125 in the Shapiro-Wilk test, according to the results of the normality test. The research data is said to be regularly distributed since both significance values are higher than 0.05. As a result, the data satisfies the criteria for employing the Paired Sample t-test to test hypotheses. Hypothesis testing aims to determine the truth of the hypothesis that has been developed. Hypothesis testing was carried out using the Paired Sample t-test to determine the effect of using interactive learning media on student motivation in PJOK learning. With the following basis for decision making:

1. If the significance is <0.05 then H_0 is rejected and H_a is accepted
2. If significance is > 0.05 then H_0 is accepted and H_a is rejected

A t-test is necessary to determine whether interactive media has an impact on the desire to learn soccer passing. The hypothesis can be accepted if the significance is less than 0.05, in which case H_0 is rejected and H_a is accepted; conversely, if the significance is more than 0.05, then H_0 is accepted and H_a is rejected. based on the following table's t-test analysis.

Table 3. Results of Paired Samples Test pretest posttest

Variable	t-hitung	Df	Sig. (2 tailed)	Information
Post-test – Pre-test	-12,638	31	0,000	Significant

It is clear from the preceding table that the significance value (Sig. 2-tailed) is 0.000. Since this value is less than 0.05, H_a is approved and H_0 is refused. Therefore, it can be said that using interactive learning materials has a big impact on students' motivation to study Physical Education.

Discussion

The study's findings suggest that using slow-motion videos in conjunction with Canva-based interactive learning media might increase students' motivation to master Physical Education soccer passing content. This result is inextricably linked to the instruction given through learning phases that are methodically planned and focused on students' educational experiences. Through a combination of instructional texts, visual aids, slow-motion videos, interactive tests, and hands-on practice in the field, students have a more diversified learning experience. From the idea of movement to its implementation in actual game settings, the combination of these learning components can assist students in gradually mastering complicated material (Ali et al., 2025). These result show that students' motivation to learn is impacted not only by the content taught but also by how it is presented through educational media that facilitates learning (Sudharsono et al., 2024).

The study's findings demonstrated a rise in students' motivation to learn, as evidenced by the variations in Physical Education learning before and after getting treatment in the form of interactive media, particularly in the soccer passing content. Student responses that are more self-assured, energetic, and passionate are indicative of increased learning motivation (Homaidi & Mahmubi, 2025). This demonstrates how interactive learning media can boost students' engagement and motivation throughout the Physical Education learning process (A. Wulandari et al., 2024)

Compared with traditional teaching approaches, the use of interactive learning media offers a different learning experience (Fitriah et al., 2025). Students typically only receive oral explanations of the information through the lecture approach in conventional learning, which results in less than ideal material delivery (Maulidia & Ridwan, 2021). According to (C. P. E. P. Abdullah et al., 2024), the Physical Education learning process continues to rely on books as the primary learning resource, which means that students typically learn the material through reading exercises without the assistance of digital media that can present the material in a more engaging way. However, teachers can facilitate the introduction of interactive media-based learning by using school resources such LCDs or digital interactive boards (Jannah et al., 2025). Through engaging and dynamic visual displays, these media enable students to engage in more varied learning experiences in addition to performing practical tasks in the field (Wardana, 2025). During Physical Education learning activities, this condition encourages pupils to be more receptive.

The results of this study are consistent with earlier research (Ayshara & Kamil, 2024), which found that using interactive learning resources might boost students' engagement with the subject matter and lessen their boredom. Research by (Syafira et al., 2024), which demonstrates that the use of interactive media like PowerPoint and slow motion videos can make the learning process more engaging, successful, and readily accepted by students, further supports these conclusions. Slow-motion videos are a useful tool for teaching soccer passing because they make it easier for students to comprehend and analyze fundamental motions including foot position, ball contact, and body movement coordination in a clear and sequential way (Aldar & Iskandar, 2025). As a result, interactive learning materials serve as both a teaching tool and a learning stimulus that can boost students' motivation to learn (Nurhidayati et al., 2023).

From a practical standpoint, it is clear that interactive learning media innovation can offer Physical Education teachers an alternative for creating innovative learning in line with advancements in educational technology (Sampurno & Ridwan, 2026). Slow-motion video and Canva-based interactive media can be used as a tactic to boost students' motivation to learn without removing the practical components that are fundamental to Physical Education instruction in classrooms (Fariha et al., 2025). However, because there was only one class and no control group, this study has limitations. Therefore, it is advised that a larger sample be used in future studies in order to thoroughly examine the efficacy of interactive learning media.

CONCLUSION

The implementation of Canva-based interactive learning materials in conjunction with slow-motion videos has an impact on raising students' learning motivation in Physical Education learning on soccer passing material, according to the study's findings. By making learning more engaging, interactive, and simple to comprehend, these media can motivate students to participate more actively and enthusiastically in the process. In addition, visualizing movements through slow-motion videos helps students understand the movements of soccer passes more clearly and systematically. These results suggest that using technology in Physical Education instruction can be a successful substitute for a more innovative and student-centered educational approach. Thus, slow-motion videos and interactive learning media based on Canva might be employed as a tactic to boost students' motivation to learn. To get the best results, similar studies must be carried out in the future with a larger sample size and a greater variety of research designs.

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