



Exploring the Use of Active Learning Methods in Physical Education to Increase Student Engagement

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Abstract: This study aims to determine the use of active learning and in the context of Classroom Action Research (CAR) in Physical Education (Penjas) subjects to increase student involvement. The low participation of students in Penjas learning activities is the main background for it. This study applies a qualitative strategy with a CAR pattern that applies two cycles. The subjects in this study were grade X students at one of the State Senior High Schools in Madiun. Data were collected through observation, interviews, and documentation, which were analyzed descriptively qualitatively. The results of the study showed that the application of active learning methods, such as group discussions, cooperative games, and guided reflection, were able to increase student enthusiasm and participation in the learning process. In each cycle, increased participation was seen from the increasing number of students who actively asked questions, worked together in groups, and showed interest in participating in each activity given. Teachers also greatly benefit from using this method to improve their ability to manage the class and develop learning strategies that are responsive to student needs. These findings indicate that the implementation of active learning integrated into CAR can create a more participatory and enjoyable learning environment. Thus, this study suggests that physical education teachers should apply active learning methods more frequently as part of continuous improvement in the teaching and learning process, especially in increasing overall student engagement.

Keywords: Active Learning, PTK, Physical Education, Student Engagement

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INTRODUCTION

Physical education subjects at school have an important task in holistic physical, mental and social development of children. However, in practice, student involvement in Physical Education learning is still a challenge at various levels of education. One of the causes of this low involvement is the dominance of conventional learning approaches which focus on teachers, do not actively involve students, and do not accommodate diverse learning styles. In fact, the development of modern education demands innovation in learning strategies that can increase student participation and active involvement (Mashud, 2017; Azimah, A., & Ramadan, R., 2024). Physical education learning activities themselves have very important goals for the sustainability of students' physical and spiritual health, especially in terms of maintaining body fitness (Dewi, et al, 2020).

Physical fitness is the body's ability to accept loads continuously without the slightest excessive fatigue (Aulia et al., 2022; Yuda, A. W., Fachrezi, F., & Rahmatullah, M. I., 2024), fitness is an important reason during the learning process, this is because

students often lack concentration due to excessive fatigue (Idham et al., 2022). To improve physical fitness, namely by exercising regularly to get the best results possible, with this the body can process incoming oxygen so that it has a significant impact on fitness (Azmi & Razak, 2020). In order to increase a student's physical fitness, there needs to be encouragement from various elements such as parents, teachers and the surrounding community in order to achieve the student's fitness level (Suhartoyo et al., 2019).

Active learning methods are one of the relevant approaches to overcome these challenges. Active learning refers to a series of strategies that treat students as learning subjects, motivating them to think critically, work together, and be directly involved in the learning process (Susanti, W., Kom, S., & Kom, M., 2021). In the Physical Education context, the application of this method allows students to experience learning directly through physical activities that are fun, competitive and educational.

Several previous studies have shown that active learning methods are able to drive motivation, participation and learning outcomes, including in physical education subjects. For example, the study by Jamlean, I. P. S., Solissa, J. O., & Souisa, M. (2024). found that the use of active game-based cooperative learning strategies significantly increased student enthusiasm and engagement. However, there is not enough research that examines in detail the implementation of active learning methods within the framework of Classroom Action Research (PTK) in the Physical Education context. This creates a gap between the urgency of practice in the field and the lack of in-depth studies regarding the effectiveness of this strategy in increasing student engagement in Physical Education classes through a qualitative approach.

The phenomenon of low active participation of students in Physical Education learning shows a mismatch between the learning practices that occur and constructivist pedagogical principles which emphasize the importance of meaningful learning experiences. While theoretically, active learning is believed to be a solution to these challenges, in reality, practice in the field does not fully reflect the optimal implementation of this strategy. This shows that there is a gap between theory and practice that needs further research.

This research uses a qualitative descriptive approach to explore how active learning designs implemented through PTK can increase student contributions in Physical Education lessons. The main focus of the research is to describe the experiences of teachers and students during the action process, as well as identifying factors that support and hinder student involvement. It is hoped that the results of this research can be a guide for Physical Education teachers in designing highly effective learning and student-centered learning.

METHOD

The research method currently used uses a qualitative descriptive approach with Classroom Action Research (PTK). This approach was used because it is suitable for exploring the process and impact of using active learning methods in the real context of Physical Education (PJOK) classes, with the main focus on increasing direct student involvement through systematic and reflective learning improvement actions (Kemmis & McTaggart, 1988). The type of data in this research uses qualitative data, which reflects phenomena in depth through direct observation, interviews and documentation. The main data was obtained from learning interactions in the PJOK class, especially through:

1. Direct observation of student activities when active learning activities take place;

2. Interviews with PJOK students and teachers to explore student perceptions, motivation and involvement in the learning process;
3. Documentation, such as photos of activities, RPP (Learning Implementation Plan), and teacher field notes.

The main data source in this research was class X students at SMA Negeri Madiun. PJOK teachers are also a source of additional data as implementers of actions as well as collaborators in reflection. Data analysis was carried out interactively and continuously following the Miles and Huberman (1994) model, which includes three main stages: data reduction, data presentation, and conclusion drawing/verification. The analysis process begins when data collection takes place and continues to be carried out simultaneously.

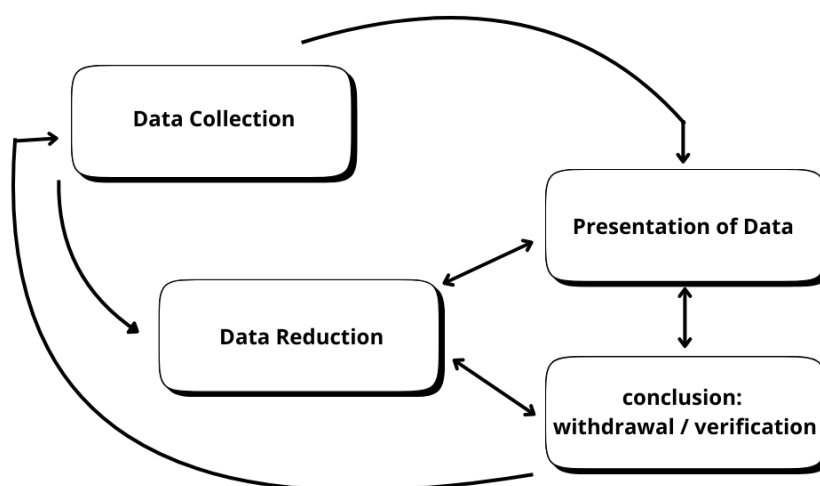


Figure 1. Miles and Huberman (1994)

1. Data reduction was carried out by compiling a summary of the results of observations and interviews into themes of student involvement (such as active participation, enthusiasm, and collaboration in groups).
2. Data presentation is carried out through thematic tables and narrative descriptions to describe the dynamics of active learning.
3. Conclusions are drawn based on patterns of student engagement that emerge from the data, accompanied by teacher reflection on the actions that have been taken.

To ensure the validity of the data, triangulation of sources and techniques was used, namely comparing the results of observations with interviews and documentation.

RESULT AND DISCUSSION

Result

This research aims to find the impact of implementing active learning design on increasing student involvement in physical education subjects. The subjects in this research included class X students at State High School in Madiun. Data is combined through field observations, interviews with teachers and students, and documentation of the learning process.

Data analysis was carried out using the Miles and Huberman model (1994), which includes three main stages: data reduction, data presentation, and conclusion drawing/verification.

During the learning process, it was found that student involvement increased with the application of active learning methods such as group discussions, strategic games, and joint reflection. Observation data shows that the number of students who actively ask, answer, and follow instructions increases from week to week. Interviews with teachers also revealed positive changes in student enthusiasm.

Table 1. Result

Aspect	Cycle I	Cycle II	Remarks
Student Active Involvement	35%	75%	Significant increase in active participation

The data in this research is presented in qualitative narrative format, observations of student involvement, and interview excerpts. In cycle I, there were 35% of students who showed active involvement, whereas after implementation in cycle II this increased to 75%. The teacher stated: "After I tried PTK, the students were more enthusiastic and not embarrassed to participate."

Based on the data that has been reduced and presented, it can be concluded that the use of active learning methods has a positive impact on increasing student involvement in physical education learning. This conclusion was verified through triangulation of data from observations, interviews and documentation.

The results of this research are in line with constructivist learning theory which emphasizes the active role of students in the learning process. In the context of physical education, active learning facilitates students to not only move physically, but also think tactically and work together in teams. This adds to students' essential motivation, self-confidence, and sense of ownership of learning.

In addition, the use of active strategies makes the learning process more meaningful and contextual. For example, games designed with specific learning objectives encourage students to understand the value of cooperation and sportsmanship. Teachers not only act as instructors, but also as facilitators who guide students for reflection and self-evaluation. Overall, this approach is effective in creating an interactive and enjoyable learning environment, thereby significantly increasing student engagement.

Discussion

The Talking Stick model has been shown to enhance student engagement by encouraging active participation and allowing learners to contribute more freely in discussions (Zavitri & S, 2023). Similarly, the sociodrama method has demonstrated positive effects in increasing student activity and interest in the learning process (Untari, 2018). This rise in engagement is closely associated with improved learning outcomes, as various studies have found that active learning methods often lead to higher average student scores (Zavitri & S, 2023; Gitawati et al., 2022).

For instance, the application of the Problem-Based Learning (PBL) model increased student activity from 55% to 77% over two learning cycles, which was accompanied by a notable improvement in academic achievement (Gitawati et al., 2022). While these findings emphasize the effectiveness of active learning strategies in fostering both engagement and performance, it is also important to note that not all students may respond positively. Some learners may still prefer traditional learning environments, highlighting the need for a balanced and flexible pedagogical approach.

CONCLUSION

Based on the results of qualitative descriptive research exploring the use of active learning methods in Physical Education through the Classroom Action Research (PTK) approach, it can be simplified so that the use of active learning strategies significantly increases student involvement in the learning process. Active learning encourages students to be more physically and mentally engaged, and provides space for students to express and interact constructively. Apart from that, teachers also become more reflective in designing learning activities that are relevant to students' needs and characteristics. These results indicate that PTK with an active learning approach is an effective strategy for improving the quality of Physical Education learning at primary and secondary school levels.

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