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by Windi Irawati

Submission date: 19-Aug-2025 05:16PM (UTC+0800)

Submission ID: 2731819349

File name: Article_Windi.docx (59.3K)

Word count: 3518

Character count: 19595

SPRINT SIAGA: A GAME INNOVATION TO IMPROVE LEARNING MOTIVATION IN PHYSICAL EDUCATION ON 100-METER SPRINT FOR SEVENTH-GRADE STUDENTS

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Abstract

The purpose of this study is to determine the increase of students' learning motivation in PJOK learning through the Sprint Siaga game. The method used in this study is the class action research method (PTK). The stages of this research are divided into two cycles, from the data obtained in cycle 1, namely the average learning motivation of students is 43.9%, and the data obtained in cycle 2 is 74.72%, with this there is an average increase of 39.37%. Thus, there is a considerable increase in students' motivation to learn. The acquisition of this data is also proof of the success of providing green and black games to increase students' learning motivation in PJOK learning.

Keywords: Motivation, Physical Education, Sprint Siaga Games

INTRODUCTION

Education is the main means that has a major role in the progress of the nation and state in all sectors. As a dynamic force in everyone's life, education has a significant impact on physical growth, intellectual development, social interaction, and morality (Budi et al., 2024). Basically, education is a conscious effort to develop the ability of students' resources by providing motivation in the form of encouragement and supporting their learning process (Rozi et al., 2023). Education plays an important role in producing quality student resources supported by a comfortable learning environment for students as well as facilities and infrastructure that can support student development. Education has the goal of producing human resources with character, creativity, and innovation that adapt to the current era. According to (Arisandi et al., 2023). Education is an effort to form human beings who have character and have ideas and innovations that are in accordance with the changing times. Education also goes through a prolonged and gradual process, both formally and non-formally. Education is a long process of activities carried out by a person to develop themselves in a formal and non-formal scope (Rachmadani Santoso, 2023).

Physical education, health, and sports are very important subjects for the survival of students, because PJOK aims to improve the quality of students'

physical fitness. According to Hartati et al., (2024) One of the goals of physical education, health, and sports is to improve and maintain the physical fitness and health of students, therefore PJOK subjects in the realm of education are needed.

Physical education, sports, and health not only aim to improve the physical fitness of students, but can also develop students' abilities as a whole. Physical education, sports, and health are learning activities that involve physical activity as a whole because it includes many aspects including affective, cognitive, and psychomotor (Fauzan et al., 2024). According to Linaldo et al., (2022) Physical education is a conscious and planned activity in the learning process so that students do not feel tired easily. Motivation.

Physical Education, Sports, and Health provides opportunities for children or participants to provide movement learning experiences through physical activities, sports, and play that are systematically and directed (Asmajaya, 2021). Physical education is an important component of the education system that aims to train and improve abilities through physical activity, with the hope of achieving health and encompassing various aspects of education such as knowledge, skills, and attitudes (Shah et al., 2024). In the PJOK learning process, the teacher's task is to teach basic movement skills, techniques, and game or sports strategies, as well as encourage students to internalize values such as sportsmanship, honesty, cooperation, and so on. (Febriati, 2022). Therefore, there needs to be motivation for students so that learning goals are achieved (Yandi et al., 2023). By participating in Physical Education, Sports and Health learning, it is hoped that students will get a sense of pleasure, increased creativity, innovative, skilled, improvement and maintenance of physical fitness as well as an understanding of human movements (Hartati et al., 2020). The scope of Physical Education, Sports, and Health includes aspects of games and sports, rhythmic gymnastics, floor gymnastics, aquatics and extra-class education. In accordance with the characteristics of junior high school students aged 12-15 years, they tend to like to play. Therefore, teachers need to carry out effective and innovative learning. Selecting and developing appropriate learning techniques can help convey messages accurately, effectively and efficiently,

creating experiences. rich learning, describing events as well as possible, and improving student performance and skills(Hartati et al., 2020)

Students' learning motivation can affect the goals to be achieved in a learning process. According to Rahmandani et al., (2024) Motivation is a psychological state that affects the drive in a person consciously to achieve a certain goal, motivation can also be applied to certain efforts to foster a desire to achieve a certain goal and to obtain personal satisfaction. If students have high motivation to learn, then they will be enthusiastic and enthusiastic, so that the initial goal of learning will be achieved optimally. If there is motivation in students, they will be more capable and have a greater desire to carry out activities, including in the learning process. According to Nurianto Ramadhani et al., (2023) Motivation is one of the important pillars in a learning process. Therefore, the motivation of students is very important.

To foster student motivation, it is necessary to have interesting learning that is not boring. According to Destriani et al., (2019) The use of the right way in learning can encourage students to be more motivated and can provide support in terms of psychology. There needs to be variety in each learning. One of the variations that can be done is to provide a game in learning. According to Ali et al., (2023) Games are a form of entertainment that is liked by students. Children love to play because children are involved in fun activities. Students will be motivated to do physical activities so that the body becomes fit and healthy. Previous research on students' motivation for learning Physical Education, Sports and Health using the play approach explained that 88% of students were motivated to follow PJOK teaching (Putera et al., 2023). By providing a play approach to students, it will foster a sense of pleasure in PJOK learning, so that learning goals are achieved. Another study that also explains students' interest in learning sports activities with a play approach states that after being given learning with a play approach, students are more motivated to do activities(Rosyda, 2025). Another study conducted on junior high school students in grade VII also explained that there was an increase in PJOK learning outcomes in physical fitness materials through a play approach (Amiruddin et al., 2024).

Students of SMPN 3 Palembang have a lack of ¹ interest in PJOK learning, this is because during PJOK lessons the field conditions are hot and the provision of material is still monotonous. Therefore, the researcher decided to innovate learning to foster students' interest in PJOK learning through research on classroom actions with a play approach. ¹ This study aims to increase the learning motivation of students in learning PJOK Class VII at SMPN 3 Palembang on the material of short distance running (sprint) 100m. The benefit of this research is that it can help PJOK teachers to create learning that is not boring and fun for students. The researcher hopes that this standby sprint game can increase students' learning motivation in PJOK learning.

METHOD

² The method used in this study is the classroom action research method (PTK). Classroom action research (PTK) is one of the obligations for an educator as a step to improve teachers' competence in improving the quality of learning (Destriani et al., 2020). Classroom action research (PTK) focuses on improving learning through the stages of planning, action, observation and reflection. The purpose of PTK is to address problems that arise during the learning process, design solutions to overcome these problems, implement planned actions and then evaluate the results of these actions in the process of improving learning

Research Design

In this study, the stages used are the cycle model stages. ² The stages of this research are divided into two cycles. In the first cycle, the researcher carried out planning, action, observation, and reflection. While in the second cycle, the process is almost the same as the first cycle, but it is expected that there will be improvements or improvements resulting from the previous cycle so that there will be an increase ³ from the first cycle to the second cycle.

The sample in this study is grade VII ³ students of SMP Negeri 3 Palembang for the 2024/2025 school year, the students in the class are 32 students with 15 male students and 17 female students. The data of this study was collected through the distribution of questionnaires filled out by students. This research was carried out in March 2024, with the implementation of a cycle consisting of two meetings. The

data collection technique in this study uses a non-test method, namely through observation, documentation, and distribution of questionnaires to students related to the learning carried out. The following is a questionnaire statement used to obtain data on research taken from (Ali et al., 2023)

Table 1. Student Learning Motivation Questionnaire Statement

No.	Statement	Answer	
		Yes	Not
1	I am happy with this learning		
2	From this learning I was motivated to exercise		
3	Today's learning is more interesting than last week		
4	I'm disappointed that today's class is empty		
5	I want today's learning to be done again next week		
6	The games given are very interesting		
7	I understand today's material after being given the game		
8	I can't wait to learn next week		
9	I will be very interested when the game is given		
10	I was able to master the material and also practice after the game was played.		

1 Data Analysis

The data analysis tactics in this study used a questionnaire calculated with the percentage of students' answers, the results of the questionnaire were used to evaluate whether there was an increase in students' learning motivation towards the learning that had been delivered.

3 RESULT AND DISCUSSION

This study aims to find out the results of the provision of the Sprint Siaga game to foster and increase students' learning motivation in the 100 m short distance running material (sprint) class VII SMP Negeri 3 Palembang. In this study, the stages used are the cycle model stages which are divided into two cycles. The data of this study was collected through the distribution of questionnaires filled out by students to obtain results regarding increasing students' learning motivation through the provision of the Sprint Siaga game on the 100m short distance running material (sprint) at SMP Negeri 3 Palembang. Students were given a questionnaire about learning motivation consisting of 10 questions that must be filled out based on the actual conditions and situation.

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Table 2. Questionnaire Results in Cycle I

Question No	Answer "Yes"	Percentage %	Answer "No"	Percentage %
1	18	56.25	14	43.75
2	16	50.00	16	50.00
3	14	43.75	18	56.25
4	12	37.50	20	62.50
5	13	40.63	19	59.38
6	16	50.00	16	50.00
7	15	46.88	17	53.13
8	16	50.00	16	50.00
9	14	43.75	18	56.25
10	13	40.63	19	59.38
Average		45.94%		54.06%

From the table above, 32 students gave very varied answers to the questionnaire during the implementation process of cycle 1. In cycle 1, the answer with the "Yes" option obtained an average percentage of 52.50%, while the answer with the "No" option reached an average percentage of 47.50%. With these results, the average difference between the two answer options was 8.12%, where the answer "No" was higher than the "Yes" answer on the motivational questionnaire. This shows that in cycle 1, some students are still not fully interested in PJOK learning.

The steps that need to be taken to overcome this problem are to increase students' enthusiasm and interest in PJOK subjects in cycle 2 learning. One of the things that can be done is to provide games that can increase the enthusiasm and interest of students in participating in learning. Therefore, in this 2nd cycle, teachers provide Sprint Siaga games in the hope of growing and increasing students' learning motivation in PJOK subjects.

Table 3. Results of the Questionnaire in Cycle II

Question No	Answer "Yes"	Percentage %	Answer "No"	Percentage %
1	29	90.63	3	9.38
2	25	78.13	7	21.88
3	27	84.38	5	15.63
4	29	90.63	3	9.38
5	30	93.75	2	6.25
6	25	78.13	7	21.88
7	24	75.00	8	25
8	27	84.38	5	15.63

9	28	87.50	4	12.50
10	29	90.63	3	9.38
Average		85.31%		47.50%

The data contained in the table above shows the results of filling out questionnaires by 32 students in the learning process cycle 2. Of the total listed, students answered "Yes" much more than those who answered "No". The average difference in the percentage of answers is 37.81%. From the data, it is stated that most students have higher motivation in PJOK subjects through the provision of Sprint Standby games. The significant average percentage difference shows a positive change in students' interest and motivation for learning after the Sprint Standby game is given. This shows that the provision of Sprint Standby games can have a positive impact on increasing students' motivation in participating in learning. With this, the changes that occur in the learning process cycle 2 can provide an increase in students' motivation in participating in PJOK learning in the 100m short distance running material (sprint). From the data obtained in cycle 1, the average learning motivation of students was 45.94%, and the data obtained in cycle 2 was 85.31%, with this there was an average increase of 39.37 if percentaged, an increase of 85.70% from the results of the previous cycle. Thus, there is a considerable increase in students' motivation to learn. The improvement can be seen in the following graph

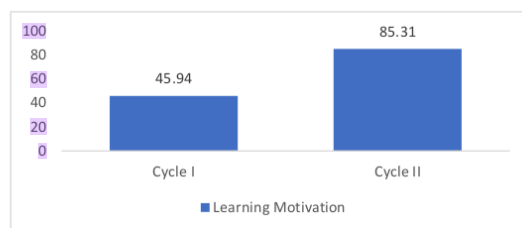


Figure 1. Graph of Increasing Students' Learning Motivation

Discussion

The acquisition of this data is also proof of the success of providing green and black games to increase students' learning motivation in PJOK learning. Therefore, fun, cooperative, interactive, and competitive learning can affect the

level of motivation ³ of students in following the learning process, especially in physical education, sports, and health subjects. This is in line with the results of the research conducted Imamy et al., (2024) which states that the provision of learning with a game approach in PJOK subjects is able to ³ have a positive impact on students. If students have high motivation in learning, then students will be more enthusiastic and enthusiastic in exercising, so that students' fitness can increase drastically. Another research that discusses the use of a game called Next level to increase student learning motivation carried out by Putera et al., (2023) which suggests that the playing approach is very effective in growing PJOK's interest. In playing, students are able to express themselves, shout, express emotions, and feel happy. In addition, students will also unconsciously learn many aspects such as social-emotional, cognitive, and learning movement.

The approach to play is an important activity that aims for fun and is related to education (Saputra & Gusniar, 2019). This understanding also strengthens this research that playing is very related to the world of education, especially Physical Education, Sports and Health. Previous research examining increased learning motivation using poison ball games has been shown to increase students' learning motivation (Amiruddin et al., 2024). Another study that discussed the Application of Kasti Ball Modification Game with Volleyball in PJOK Learning to Increase PJOK Learning found that there was an increase in learning motivation after being given a game of modification of kasti ball with volleyball (Makhrus et al., 2024)). From the findings of previous research, many found that the play approach was very effective in increasing students' motivation to learn against PJOK. So there needs to be ¹ innovative learning such as taking a play approach so that students have a high interest in PJOK learning and the goals of teaching are achieved. The limitation of this research lies in the ¹ lack of discussion about improving students' techniques in a material. Because the approach to play is an approach that implements technique into the game (Ali et al., 2023). Therefore, from further research by examining the relationship between the play approach and the learning techniques or outcomes of students, it is necessary to do

CONCLUSION

From the research that has been conducted, the provision of the Sprint Standby game in grade VII of SMP Negeri 3 Palembang can increase students' learning motivation in participating in the PJOK presentation on the 100m short distance running material (sprint). The provision of standby sprint games has been proven to foster students' interest and enthusiasm, so that students are more motivated to follow the learning process. This study shows that the provision of standby sprint games in PJOK subjects is able to have a positive impact on students. If students have high motivation in learning, then students will be more enthusiastic and enthusiastic in exercising, so that students' fitness can increase drastically.

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