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by Nurul Dewi

Submission date: 30-Jan-2026 10:50AM (UTC+0800)

Submission ID: 2866747349

File name: Article_Nurul.docx (44.87K)

Word count: 2794

Character count: 16554

LEARNING MOTIVATION LEVELS OF PRIMARY SCHOOL STUDENTS IN PHYSICAL EDUCATION CLASSES USING KIDS ATHLETICS

Nurul Sofinianta Dewi¹, Heryanto Nur Muhammad²

⁸ Universitas Negeri Surabaya^{1,2}
nurul.23205@mhs.unesa.ac.id¹, heryantomuhammad@unesa.ac.id²

Abstract

⁴ This study aims to determine the level of learning motivation of primary school students in Physical Education, Sports, and Health (PJOK) learning using the Kids Athletics approach, as well as to identify the factors that influence it. The research method used was descriptive quantitative research with 30 fifth-grade students from SDN Babatan 1/456 Surabaya as subjects. Data collection was conducted through a learning motivation questionnaire that had been tested for validity and reliability, then analysed using percentage techniques and motivation score categorisation. The results showed that the level of student learning motivation in PJOK learning using the Kids Athletics approach was in the high category with an average score of 3.70 on a scale of 4.00. These findings indicate that Kids Athletics running lessons are able to create a fun learning atmosphere, increase student active participation, and foster enthusiasm and interest in learning in PJOK activities. Thus, Kids Athletics can be used as an alternative effective learning model to increase the learning motivation of primary school students.

Keywords: Learning Motivation; Pjok; Kids Athletics; Primary School Students

INTRODUCTION

Physical Education, Sports, and Health (PJOK) is an integral part of the overall educational process because it plays a role in developing motor skills, physical fitness, critical thinking skills, emotional intelligence, and social skills in students. At the primary school level, PJOK learning is an important foundation in shaping a healthy, active, and characterful generation. However, in its implementation, PJOK learning often faces various obstacles, one of which is low student motivation, especially in athletics material, which is considered monotonous and uninteresting (Pradana Putra et al., n.d.).

⁶ Learning motivation plays a very important role in determining the success of PJOK learning. Students with high learning motivation tend to show enthusiasm, perseverance, and active participation during learning, while students with low motivation tend to be passive, easily bored, and less enthusiastic in participating in physical activities (Alfiah, n.d.). Based on preliminary observations at SDN Babatan 1/456 Surabaya, it was found that the learning motivation of fifth-grade students in running lessons was still relatively low, as evidenced by suboptimal

attendance, low active participation, and minimal enthusiasm among students in participating in lessons (Pradana Putra et al., n.d.).

One alternative learning ⁷method that can be applied to increase student motivation in athletics ¹²is Kids Athletics. Kids Athletics is a programme developed by the International Association of Athletics Federations (IAAF) that aims to introduce athletics to children through activities that are safe, fun, and appropriate for their stage of development. This approach incorporates basic athletics movements such as running, jumping, and throwing into varied and interesting games, thereby creating a more enjoyable and participatory learning atmosphere (Imron & Hasibuan, 2023; Saleh et al., 2024).

The implementation of Kids Athletics in PJOK learning is expected to increase students' interest, enthusiasm, and active involvement. ¹However, the reality in the field shows that not all ²students have the same level of motivation to learn in Kids Athletics running lessons. These differences in motivation levels can be influenced by various factors, both internal and external, such as interest, self-confidence, teaching strategies, and the learning environment (Ryan & Deci, 1985; Ieuk Sugiarto et al., 2023). Low learning motivation among students can certainly have an impact on the suboptimal learning outcomes that are expected.

Based on this description, research on the level of ¹learning motivation of fifth-grade students at SDN Babatan 1/456 in Kids Athletics running PJOK learning is important to conduct. This study aims to determine the level of student learning motivation and the factors that influence it. ⁹The results of this study are expected to serve as a reference for PE teachers in developing more effective, innovative learning strategies that are in line with the characteristics of primary school students, particularly in athletics learning (Vika Fatikha Rahmawati & Hariyoko, 2024).

⁶METHOD

This study utilised a quantitative method with a descriptive approach. This method was chosen to objectively describe the level of learning motivation of primary school students in Physical Education, Sports, and Health (PJOK) lessons using the Kids Athletics approach. The research was conducted at SDN Babatan

1/456 Surabaya for two weeks with two face-to-face offline meetings (Maksum, 2018).

¹ The subjects of this study were 30 fifth-grade students at SDN Babatan 1/456. All fifth-grade students were used as research samples, so the sampling technique used was total sampling. The selection of subjects was based on preliminary observations that indicated problems with student motivation in learning running in physical education classes (Saleh et al., 2024).

⁵ The instrument used in this study was a student learning motivation questionnaire compiled based on learning motivation indicators, including perseverance in learning, interest and enjoyment of learning, attention to material, active participation, and achievement orientation. The questionnaire consisted of positive and negative statements with a four-point Likert scale. Before use, the instrument was first tested for validity and reliability to ensure its suitability as a data collection tool (Maksum, 2018).

The research procedure began with a preliminary study through observation of physical education learning in Grade V. Next, the researchers developed and tested a learning motivation questionnaire. Once the instrument was declared valid and reliable, the questionnaire was distributed to all respondents to be filled out according to the conditions experienced by the students. The collected data were then processed and analysed quantitatively (Alfiah, n.d.; Icut Sugiarto et al., 2023).

The data analysis technique used in this study was quantitative descriptive analysis by calculating the average score, percentage, and categorising ⁷ the level of student learning motivation. The results of the analysis were then classified into high, medium, and low learning motivation categories based on predetermined score ranges. This analysis aims to obtain an overview of students' learning motivation levels in PJOK learning using Kids Athletics (Imron & Hasibuan, 2023).

RESULTS AND DISCUSSION

This research was conducted at SDN Babatan 1/456 involving 30 fifth-grade students as respondents. Data were obtained through a questionnaire measuring the level of learning motivation of elementary school students in PJOK learning using Kids Athletics. From the data collection results, it was found that most respondents

agreed and strongly agreed with the statements indicating the level of learning motivation of students in athletics.

Data Analysis

Table 1. Data Description

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Total	30	3.00	4.00	3.7	0.29
Motivation					
Category	30	1.00	4.00	2.60	1.28

The results of the table above show that there were a total of 30 student responses, with total motivation scores ranging from 3.00 to 4.00 and an average of 3.70. This indicates that the respondents' motivation levels were high, as they were close to the maximum score (4.00). The standard deviation score of 0.29 means that the differences between respondents in terms of motivation scores are not too large, indicating that some respondents have the same score. The average motivation category score is 2.60 with a standard deviation of 1.28, indicating that the average is in the medium to high category, with considerable variation between respondents.

Total Motivation Frequency

Table 2. Total Motivation Frequency

Value	Frequency	Percentage (%)	Cumulative (%)
3.00	1	3.3	3.3
3.2	3	10.0	13.3
3.30	1	3.3	16.7
3.50	3	10.0	26.7
3.60	2	6.7	33.3
3.70	6	20.0	53.3
3.80	2	6.7	60.0
3.90	4	13.3	73.3
4.00	8	26.7	100.0
Total	30	100.0	100.0

The results of the table above show that most respondents have motivation scores ranging from 3.6 to 4.0, indicating a tendency towards high motivation. A score of 3.7 is the most representative value for this group, in line with the average value, which is also at the same point. With Thus, it can be concluded that the respondents' motivation levels were generally very good and stable, with little difference between individuals.

Table 3. Results of Learning Motivation Level Categories

Score Range	Category
3.00 – 3.50	Low
3.51 – 3.70	Medium
3.71 – 3.80	High
3.81 – 4.00	Very High

The results of the table above show that the average of 3.70 falls into the "High" category. This means that the learning motivation of primary school students in PJOK learning using Kids Athletics is relatively high.

DISCUSSION

Level of Student Learning Motivation in Athletics

Based on the analysis of the questionnaire data, the average learning motivation score of students was 3.70 on a scale of 4.00 with a standard of 0.29. This figure shows that, in general, the level of student learning motivation is in the high category and the data distribution is relatively homogeneous. This means that almost all students responded positively to the application of Kids Athletics in PJOK learning. This finding shows that the Kids Athletics model can build.

A pleasant, active, and participatory learning environment that encourages deeper student engagement. In learning motivation theory (Ryan & Deci, 1985), this situation can be explained through a self-determination approach. This theory states that students will be more motivated if they feel skilled, independent, and connected to their learning environment. Athletic children, who emphasise the aspects of healthy play and competition, indirectly help to fulfil these three needs.

A study (Jannah et al., 2022) found that physical activity-based learning packaged in games can increase student enthusiasm and perseverance in PJOK. Your research results are in line with this, where students are highly motivated to learn with the Kids Athletics approach. Children engaged in athletic activities such as running, jumping, and throwing not only improve their motor skills but also feel more competitive and confident, which enhances their intrinsic motivation.

Learning that emphasises active participation and enjoyment has a significant impact on pupils' motivation to learn in primary school. In this context, Kids Athletics can be considered not only as a learning approach, but also as a pedagogical strategy that focuses on meaningful learning experiences. Students not

only "learn to move" but also "move to learn". This is in line with the new paradigm of physical education that centres on experience.

Results with low standard deviations should also be considered. Although the homogeneity of student motivation usually indicates positive acceptance, it can also indicate that there is no room for differentiation or adaptation of learning to the unique characteristics of students. Not all students have the same interests, motor skills, or confidence in field practice. According to research published by (Icuk Sugianto et al., 2023) in *Kinesthetic Journal*, PJOK teachers must be more aware of the varying abilities of students. Approaches such as Kids Athletics can be successful for students who are already active, but they can also encourage students who are less confident or passive.

From a theoretical perspective, the success of athletic children in increasing their motivation is also related to the idea of learning through experience (The Motivation to Work, n.d.). Students gain understanding and meaning from learning through direct experience and reflection on physical activities. Experience-based activities increase a sense of ownership of the learning process. This means that motivation no longer comes from teachers or grades, but from within students themselves. However, the affective and cognitive aspects are not the only topics of discussion. Contextual factors such as teacher support, school facilities, and the amount of time spent on PJOK are also important. According to research conducted by (Petros et al., 2016), active methods such as Kids Athletics can be ineffective if learning resources and time are limited. This means that even if students are highly motivated to participate in the survey, the effect is highly dependent on the consistent application of methods and a good learning environment.

In terms of education, students with high levels of motivation are not the ultimate goal in primary education. Instead, it is an indicator of the success of student-centred learning strategies. Therefore, PE teachers must continue to create new methods to keep learning relevant, flexible, and focused on enjoyable experiences. Given that motivation is a variable psychological factor, teachers must ensure that athletics learning for children is a challenging and motivating

exploration experience (Adi et al., 2025).

Critically, the findings of this study (Adi Jaya & Warni, 2025) reinforce the idea that a game-based active learning approach has the ability to change the student paradigm towards Physical Education, transforming it from merely "sports lessons" into "a learning space that fosters enthusiasm and confidence." However, in the long term, this method still needs to be further tested through a mixed-method approach to comprehensively understand the motivational aspects.

CONCLUSION

Based on the results of the questionnaire data analysis and the discussion above, an average score of 3.70 and a standard deviation of 0.29 were obtained, indicating that the level of learning motivation of primary school students for PJOK learning packaged with the Kids Athletics approach is in the high category. This shows that most students are very interested and actively involved in the learning process. This finding critically shows that athletic children can be a useful learning method to increase students' intrinsic motivation.

Self-confidence, enthusiasm for achievement, and enjoyment when participating in class can be increased through activities that emphasise elements of play, healthy competition, and group cooperation. Self-determination theory suggests that when people feel capable, independent, and socially connected, they will have more motivation. These results are also supported by previous studies showing that direct experiences and physical activities can increase students' motivation and participation in PE, as well as their learning outcomes. Thus, it can be concluded that PE learning through athletics is a pedagogical tool that enhances motivation, character, and active lifestyle habits among primary school students.

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