



Improving Students' Motivation to Learn in Physical Education Through Game-Based Activities

Hafiz Firman Saprida ^{1ABCD}, Sapto Adi ^{1ABCD}

¹ Universitas Negeri Malang, Indonesia

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Corresponding Author: Hafiz Firman Saprida, hafizsaprida@gmail.com

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ABSTRACTS

Purpose	This study aimed to improve students' learning motivation in Physical Education, Sports, and Health through the implementation of game-based activities at Brawijaya Smart School Junior High School.
Materials and Methods	This study employed Classroom Action Research (CAR) based on the Kemmis and McTaggart model and was conducted in two cycles. Each cycle consisted of four stages: planning, action implementation, observation, and reflection. The participants were 31 seventh-grade students. Data were collected through observation, documentation, and a learning motivation questionnaire. The data were analyzed using descriptive quantitative methods by calculating the percentages of questionnaire responses.
Result	The findings showed that the implementation of game-based activities improved students' learning motivation. The percentage of positive responses increased from 52.26% in Cycle I to 86.13% in Cycle II, while negative responses decreased from 47.74% to 13.87%. These findings indicate that game-based activities created a more interesting and enjoyable learning environment, encouraging students to participate more actively in physical education lessons.
Conclusion	Game-based activities can be used as an alternative teaching strategy to improve students' learning motivation in Physical Education, Sports, and Health. By providing enjoyable and interactive learning experiences, this approach can encourage active participation and enhance students' engagement in the learning process.
Keywords	Learning motivation; Physical education; Classroom action research.

INTRODUCTION

Sports is a very important part of people's lives. When we do physical activities regularly, it makes our daily tasks easier. Sports is a type of physical activity that we can do often to stay healthy and fit (Damai & Yuliasitri, 2022). In schools, this is taught through the subject called Physical Education, Sports, and Health, which is part of the school program (Fadriana et al. 2024). The goal of physical education is to help students learn how to move well, keep their bodies fit, learn good sports behavior, work with others, and build healthy habits. In learning, motivation is one of the most important things that helps students do well (Mulyana et al., 2024). Students who want to learn usually join in more, show more interest, and take part fully in class. So, teachers need to plan

physical education lessons that are fun and interesting to make students want to learn more (Iqbal, 2021). Physical education is a way of learning using physical activities. These activities are planned to improve students' strength, movement skills, knowledge, behavior, and ability to work with others (Syafuruddin et al. 2022). Simply put, it is a planned learning process that uses exercise and movement to make students healthier and more skilled (Santoso et al 2025). It also teaches students how to live actively and healthily, as well as good values such as being honest, following rules, believing in themselves, not giving up easily, controlling feelings, working together, and helping others (Azzahra et al. 2024). In short, physical education helps students grow in many ways – physically, mentally, socially, and emotionally. Even so, many students still do not feel motivated to learn in physical education classes (Sari, 2024). This can happen for many reasons, such as teaching methods that are not exciting, not enough different kinds of activities, or differences in what students like and what they are able to do (Adawiyah, 2021).

Learning motivation is an important factor that affects students' success in the learning process (Fernando et al. 2024). Students with high motivation usually take part more actively in class, show greater enthusiasm, and try their best to achieve good learning outcomes (Azis, 2023). On the other hand, students with low learning motivation tend to participate less during lessons, making it more difficult to achieve the learning objectives of Physical Education, Sports, and Health (Hidayat et al. 2025). In many schools, physical education classes still rely on traditional practice methods. As a result, students may feel bored and become less interested in joining the learning activities. Based on the early observation at Junior High School Brawijaya Smart School, many students showed low interest in participating in Physical Education, Sports, and Health classes (Hidayat et al., 2025). This was seen from their low participation, lack of attention, and passive behavior during movement activities (Novansyah et al. 2026). Several students also showed little enthusiasm, were less involved in learning, and had difficulty staying focused during the lesson (Darani et al. 2023). In addition, some students were easily distracted and could not concentrate well throughout the learning process (Asagie & Wulandari, 2025). These problems may be caused by several factors, such as teaching methods that are not varied enough, limited use of games or enjoyable learning activities, and low student involvement during the lesson (Karimah, 2025). As a result, the learning objectives of PJOK cannot be achieved effectively (Wangi & Hita, 2026). One possible reason for this problem is the lack of variety in teaching methods. Therefore, using game-based activities is expected to create a more enjoyable learning environment and encourage students to participate more actively in the learning process (Ningtyas & Pradikto, 2025).

While earlier research has indicated that using games and interactive teaching methods can boost excitement and involvement among students in Physical Education, most of this research focused on younger students or looked at traditional games in various learning settings (Melinda et al., 2026). There is limited research specifically looking at how a planned, repetitive method like Classroom Action Research can help measure changes in the motivation of junior high school students before and after participating in game-based activities (Maulidiyah, 2025). This shows a missing area in the existing studies about the impact of organized, game-oriented strategies through a Classroom Action Research approach on the motivation of junior high school students in Physical Education, Sports, and Health (Aprilia & Maliki, 2025). This current study aims to fill this gap by introducing game-based tasks within a two-cycle Classroom Action Research plan at SMP Brawijaya Smart School Junior High School and assessing the changes in student motivation using a detailed questionnaire given at the end of each cycle.

Using games in physical education is a way of learning that mixes fun, challenges, and active student involvement (Hakim et al. 2025). When students play games, they can get better at basic

movements, and also learn important social skills like working in a team, talking well with others, and feeling sure of themselves (Sudaryanti et al. 2024). This kind of activity works well for school students because most of them prefer learning through things that are fun and interactive (Raharjo et al. 2022). When teachers add games to their lessons, they can make the class more enjoyable and keep students moving (Setyawan et al. 2025). Because of this, students who used to stay quiet or take little part will want to join in, feel more excited, and take a bigger role during the lesson (Angga & Sari, 2025). Therefore, this study aims to examine the effect of implementing game-based activities within a two-cycle Classroom Action Research design on the learning motivation of seventh-grade students in Physical Education, Sports, and Health (PJOK) lessons at SMP Brawijaya Smart School Junior High School.

METHODS

Study Participants

The population of this study consisted of 157 seventh-grade students at SMP Brawijaya Smart School during the 2025/2026 academic year, distributed across five classes. The participants were 31 students from one seventh-grade class, consisting of 16 male students and 15 female students. The class was selected because the researcher had taught the students and was familiar with their learning characteristics.

Study Organization

This research employed a Classroom Action Research (CAR) design, following the model developed by Kemmis and McTaggart, which links research work with real classroom teaching in order to fix learning problems while also improving how students learn (Azizah, 2021). The research was conducted in two cycles, each consisting of four stages: planning, action, observation, and reflection. These stages were repeated to evaluate the learning process and improve the implementation of learning activities (Machali, 2022). During the planning stage, the researcher collaborated with the classroom teacher to identify students' learning problems and difficulties in understanding the learning materials. During the action stage, the researcher implemented the prepared lesson plan. Observation was conducted simultaneously with the learning activities to monitor the teaching process and students' participation. In the reflection stage, the researcher analyzed and evaluated the collected data to identify weaknesses in the first cycle and determine improvements for the second cycle (Wisnawati, 2022).

Statistical Analysis

The statistical analysis in this study employs percentage descriptive analysis. The percentage formula $P = \frac{F}{N} \times 100\%$ is used to measure the level of student learning motivation through descriptive quantitative analysis. In this analysis, variable (P) represents the percentage of students who demonstrate learning motivation, obtained by comparing the frequency or number of students who respond according to the criteria (F) to the total number of students participating as research subjects (N).

Data were collected through classroom observation, documentation, and a structured learning motivation questionnaire administered at the end of each cycle. The questionnaire consisted of 10 items with dichotomous response options (Yes/No), designed to measure students' learning motivation during Physical Education, Sports, and Health (PJOK) lessons. The questionnaire data were analyzed using descriptive quantitative methods by calculating the percentages of positive and

negative responses. The results from Cycle I and Cycle II were compared to identify changes in students' learning motivation following the implementation of game-based activities.

Table 1. Ten Questionnaire Items

No	Question
1	I try to take part in all game-based activities during the Physical Education lesson.
2	I do not give up easily when I face difficulties during the games.
3	I keep trying to stay active even when the Physical Education lesson is tiring.
4	I think it is important to participate well in Physical Education lessons.
5	I learn Physical Education to help me stay healthy in the future.
6	I think Physical Education is important for my daily life.
7	Getting good grades in Physical Education makes me more motivated to learn.
8	I feel more motivated when Physical Education lessons include games.
9	I enjoy joining Physical Education lessons that use game-based activities.
10	I feel comfortable during Physical Education lessons at school.

This questionnaire was made to gather information about how motivated students feel to learn after taking part in P.E lessons that use games. It only had two possible answers: *Yes* or *No*. We analyzed the numbers using the answers from the questionnaires. The results were then turned into percentages to show how motivated students were during PJOK lessons with games. These findings are explained in the discussion part to check how well this teaching method worked. The main goal of this research was to increase students' interest and motivation in Physical Education by using game-based activities at SMP Brawijaya Smart School.

Training Program

The intervention was carried out through game-based activities integrated into PJOK lessons over two research cycles. In Cycle I, the researcher implemented the planned learning activities and evaluated students' motivation using a questionnaire at the end of the cycle. The results were analyzed to identify aspects of the learning process that required improvement.

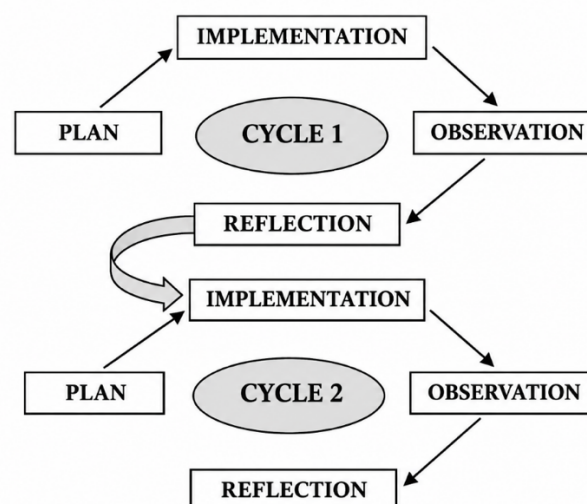


Figure 1. Kemmis and McTaggart's Classroom Action Research Model

In Cycle II, the researcher introduced Dodgeball as a game-based learning activity to create a more enjoyable and engaging learning environment. At the end of the second cycle, students completed the same learning motivation questionnaire. The results from both cycles were then compared to evaluate changes in students' motivation to participate in PJOK lessons.

RESULT

From the questionnaire results of students at Brawijaya Smart School Junior High School in the first cycle, it can be seen that their interest and motivation in Physical Education lessons were average..

Table 2. The Result of Questionnaire 1

Amount (Yes)	%	Amount (No)	%
20	64,52%	11	35,48%
17	54,84%	14	45,16%
14	45,16%	17	54,84%
20	64,52%	11	35,48%
14	45,16%	16	51,61%
17	54,84%	14	45,16%
16	51,61%	15	48,39%
15	48,39%	16	51,61%
14	45,48%	17	54,84%
14	45,16%	17	54,84%
	52,26%		47,74%

Base on Table 2, 31 students filled out the survey after the first round of PE lessons. The results showed that 52,26% gave positive answers, while 47.74% gave negative ones. The difference between the two was only 4.2%, which is very small. This means students still need more motivation to learn PE. Three questions got more negative answers than the others. The first: "I keep taking part even when PE feels tiring" – 17 negative replies. The second: "I like PE lessons that include games" – also 17 negative replies. The third: "I feel comfortable during PE at school" – another 17 negative replies. These results show there are still difficulties in raising students' interest and motivation in Physical Education at Brawijaya Smart School Junior High School.

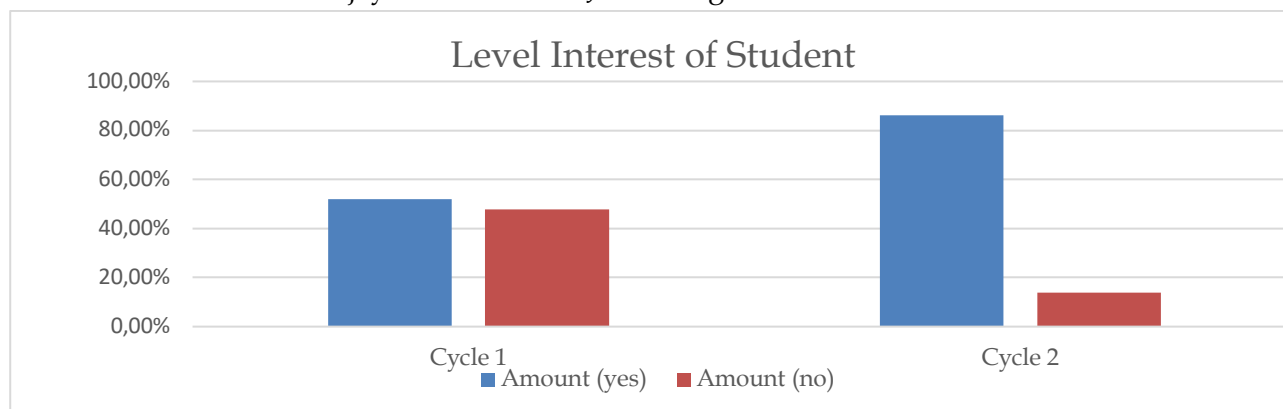
From the results of Cycle I, it was clear that students' interest in Physical Education at Brawijaya Smart School Junior High School needed to be improved. So in Cycle II, the researcher tried to reach this goal by using a game called "Dodgeball." This game was chosen to make the lessons more fun and attractive for the students. The answers from the survey in Cycle II are shown in the table below.

Table 3. The Result of Questionnaire 2

Amount (Yes)	%	Amount (No)	%
29	93,55%	2	6,45%
25	80,65%	6	19,35%
26	83,87%	5	16,13%
26	83,87%	5	16,13%
27	87,10%	4	12,90%
28	90,32%	3	9,68%
29	93,55%	2	6,45%
28	90,32%	3	9,68%
25	80,65%	6	19,35%
24	77,42%	7	22,58%
	86,13%		13,87%

From the results in the table above, 31 students answered the survey after the PE lesson in Cycle II at Brawijaya Smart School Junior High School. The results showed that 86.13% gave positive answers, while only 13.87% gave negative ones. The gap between the two was 72.26%, which means students' motivation to learn PE improved a lot in this cycle. This shows that students became much more interested in PE after lessons used games to make them more fun and active. Two questions got the highest positive score – 93.55% each: "I try to join all PE game activities" and "Getting good marks in PE makes me want to learn more." This proves students were very happy to take part in PE lessons. In Cycle I, the most negative answers were for: "I enjoy PE lessons with games" and "I feel

comfortable during PE at school." In Cycle II, these two items got much better results – 25 and 24 students respectively agreed with them. This confirms that using games in PE lessons helped raise students' interest at Brawijaya Smart School Junior High School.



Graph 1. Amount Interest of Students based on Cycle

The graph shows that using games in PE lessons worked well to improve students' motivation. The number of positive answers went up clearly, from 52,26% in Cycle I to 86.13% in Cycle II. At the same time, negative answers fell from 47.74% in Cycle I to just 13.87% in Cycle II. This also supports the results. The study proves that adding games to PE lessons is a good way to make students join in more and feel more motivated to learn.

DISCUSSION

The results indicate that students' interest in PE increased substantially from Cycle I to Cycle II, with positive responses rising from 51.94% to 86.13% and negative responses declining correspondingly. This pattern suggests that introducing game-based activities had a clear positive effect on students' motivation to learn PE (Agustriyani et al. 2020). The results of the data analysis indicate that using game-based activities in Physical Education (PE) lessons successfully increased students' motivation to participate actively in the learning process (Dewiyanti, 2018). This improvement can be explained by more than the numerical increase alone (Cone et al. 2025). Game-based activities shift the classroom atmosphere away from repetitive drills toward one that is enjoyable, socially interactive, and physically engaging (Yusnia, 2025); according to self-determination theory, motivation improves when students experience a sense of autonomy, competence, and relatedness, and the Dodgeball game introduced in Cycle II appears to have supported these needs by giving students choice in how they engaged with the game, opportunities to demonstrate skill, and frequent positive interaction with peers (Wibowo, 2024). Because Classroom Action Research is iterative, the reflection conducted after Cycle I also allowed the teacher to adjust the type of game used in Cycle II, which appears to have contributed to the larger increase in motivation observed in the second cycle (Gunawan, 2024). Previous research indicates that boys generally show higher levels of physical activity than girls, although both boys and girls have been found to enjoy participating in group games and activities (Faisol et al. 2024); whether a similar pattern applies to the present participants cannot yet be confirmed, since the sex/gender distribution of this study's sample has not been reported.

Though past studies have shown that using games and interactive teaching approaches can increase participation and excitement among students in Physical Education, most of this study concentrated on younger kids or on conventional games in several classroom settings (Setyawan et al., 2025). Research especially on how a methodical, repetitious approach such Classroom Action

Research may assist evaluate variations in motivation among middle school pupils before and following involvement in game-based activities is scarce. This reveals a gap in the current research on the effects of structured, game-oriented techniques on the motivation of junior high school kids in Physical Education, Sports, and Health using a Classroom Action Research approach. Using a thorough survey administered at the conclusion of every cycle, this ongoing study seeks to close this deficit by introducing game-based activities inside a two-cycle Classroom Action Research plan at SMP Brawijaya Smart School Junior High School and evaluating the changes in student motivation. Cycle II appears to have contributed significantly to the increased motivation observed during this second cycle. New research on middle schoolers have also discovered variations in physical education motivation depending on gender. Since the ratio of boys and girls in this study has not been disclosed, it is still unknown if the same trend applies to the participants. These findings taken together support more recent research showing that games-related activities can help children to be more motivated by creating a fun learning environment, motivating them to get involved, and helping them to interact nicely with their friends (Mubarak et al. 2025). These findings are consistent with previous studies showing that game-based activities can improve students' motivation by creating a fun learning environment, encouraging active participation, and promoting positive interaction among classmates

CONCLUSION

Based on these findings, PE teachers are encouraged to include different types of game-based activities in their teaching, selected according to students' abilities and learning needs, while regular evaluation of students' motivation across teaching cycles can help teachers monitor the effectiveness of the learning process and make necessary improvements. As this study was limited to 31 students at a single school, these conclusions should be interpreted within that context, and further research involving larger and more diverse samples is recommended to confirm the generalizability of these findings.

CONFLICT OF INTEREST

The authors declare no conflict of interest regarding this research.

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INFORMATION ABOUT THE AUTHORS

Hafiz Firman Saprida; hafizsaprida@gmail.com; <https://orcid.org/0009-0008-8907-9013>; Universitas Negeri Malang, Indonesia

Sapto Adi; sapto.adi.fik@um.ac.id; <https://orcid.org/0000-0001-6801-524X>; Universitas Negeri Malang, Indonesia

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