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Efforts to Increase Student Learning Motivation Through Small Games in Physical Education Learning

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ABSTRACT	ARTICLE INFO
This study aims to investigate whether the use of small games can effectively enhance students' learning motivation in physical education. The research employed a Classroom Action Research (CAR) methodology, utilizing the John Elliott model as the design framework. The participants in this study consisted of 30 members of a Futsal Club, representing active learners engaged in physical activity programs. Data were collected through a combination of motivation questionnaires, observation sheets, and field notes, ensuring a comprehensive capture of both quantitative and qualitative aspects of student motivation. The collected data were analyzed using descriptive statistical techniques via the SPSS program, including a Normality Test based on the Kolmogorov-Smirnov Test and an Improvement Test employing the Paired Sample Test approach. The findings demonstrate a significant increase in student motivation across each cycle and intervention phase, as indicated by the statistical outcomes of the paired comparisons. Based on these results, it can be concluded that the implementation of small games prior to formal physical education lessons effectively boosts students' learning motivation. The study highlights the potential of integrating playful, engaging activities into physical education curricula to stimulate enthusiasm, enhance participation, and foster a positive learning environment. These findings offer important implications for physical education teachers seeking innovative strategies to improve student engagement and learning outcomes.	Article History: <i>Submitted/Received 09 Jan 2025</i> <i>First Revised 21 Jan 2025</i> <i>Accepted 22 Feb 2025</i> <i>First Available online 25 Mar 2025</i> <i>Publication Date 01 Apr 2025</i> Keyword: <i>small games,</i> <i>learning motivation,</i> <i>physical education,</i> <i>futsal</i>
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1. INTRODUCTION

Education has a very broad scope, one of which is physical education. Physical education is an integral part of the overall education system, aiming to develop aspects of health, physical fitness, critical thinking skills, emotional stability, social skills, reasoning, and moral action through physical activities and sports (Macnamara et al., 2011). To achieve the overall goals of physical education, student participation is necessary (Bailey, 2006). According to (Abuid, 2014), active student participation is essential in achieving learning objectives. (Reeve, 2014) One of the factors that support student participation is the presence of learning motivation from within the students themselves. as stated by (Frederick-recascino & Schuster-smith, 2003) that intrinsic motivation is the drive that originates from within students or athletes that causes them to participate in an activity. In other words, children must have the motivation to follow the ongoing learning or educational activities.

Motivation is very important in the learning process, as stated by Djamarah (in Hasgimianti, Putri, & MRA, 2018) that in the learning process, motivation is very necessary; someone who does not have motivation in learning will not be able to carry out learning activities. Not only that, motivation is also a key element in the learning process, as motivation can determine the direction of student learning behavior, increase the intensity of learning efforts, ensure the continuity of activities, and encourage the emergence of new strategies relevant to the objectives (Williams & Williams, 2011). Efforts to increase student interest and motivation in following the learning process can be done by presenting challenging and interesting games (Jang, 2008).

One of the games that can be given to students before the learning process is small games (Bangun, 2016). Small games are adaptations of traditional games, called adaptations because small games are simpler, both in terms of equipment used and the field, but without eliminating the elements contained therein (Rozen et al., 2015). According to (Ullrich-french et al., 2013), small games have many benefits. Among the benefits obtained are improving physical fitness, motivation, physical growth and development, intellectual development, formation of social-emotional cooperation, and learning achievement. (Burguillo, 2017) From the benefits mentioned above, one of them is increasing motivation, therefore in this study, the author uses small games as an effort or strategy to generate learning motivation in students. (Papastergiou, 2009) In addition, small games are very necessary to be given to students because they influence the learning process of physical education, sports, and health. This is in line with what (Berns et al., 2016) said in several previous studies, which also stated that with various forms of small games, students' interest and motivation in learning increased, and with increased interest and motivation, learning outcomes would also improve.

Based on the description above, the author conducted this research with the aim of determining that small games can increase students' learning motivation in physical education learning.

2. METHODS

The research method used in this study is Classroom Action Research (CAR). The research design used in this study is the John Elliott CAR model design, which is implemented in several stages that cycle through multiple cycles, including planning, implementation, observation, and reflection. These four stages constitute a rotation called a cycle. In this research the physical education material used in this research is Futsal, specifically regarding Passing and Dribbling.

The participants involved in this study are members of the Futsal Club. The population in this study consists of 45 members of Futsal Dua. The sample for this study comprises 30 members of the Futsal Club.

The sampling done in this Classroom Action Research is based on the results of preliminary observations at the Futsal Club, which showed a lack of motivation and enthusiasm for the learning and training process. Therefore, in this case, the sample taken is the members of the Futsal Club. This club needs to be given an intervention to increase motivation in carrying out learning and training.

In this study, the instrument used for the data collection process is a Motivation Questionnaire. The motivation scale used is based on the development of intrinsic and extrinsic motivation, "supported the notion that IM is a global construct that can be differentiated into three more specific motives, the intrinsic motivation to know, to accomplish, and to experience stimulation." "Three types of extrinsic motivation are defined in the self-determination theory tradition: external regulation, introjection, and identification." For the scoring technique used on the motivation questionnaire in this study, a Likert scale is employed. In addition, this study also uses supporting data from observation sheets and field notes.

2.1. Procedures

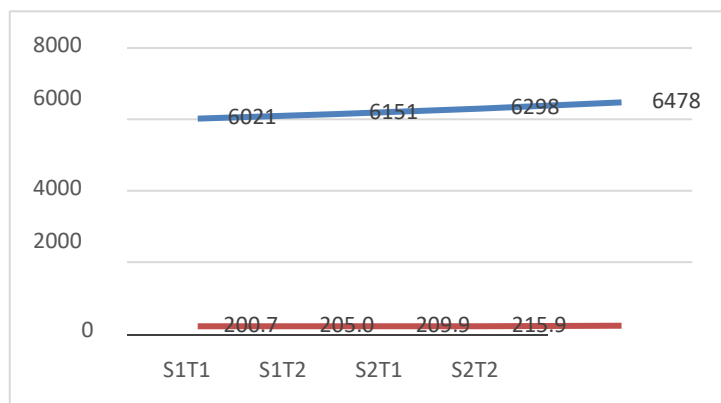
The research procedure conducted in this study involves identifying field problems through observation, followed by problem analysis. Data collection is carried out based on the identified problems related to learning motivation. This is followed by developing an action plan by preparing instruments, then executing the action plan with the aim of enhancing learning motivation, and finally, reflecting on the process.

2.2. Design or Data Analysis

The data analysis in this study is carried out in two stages. The first stage involves analyzing the pilot test of the questionnaire instrument by evaluating its validity and reliability. The second stage involves analyzing the data from the implementation of actions. The data analyzed combines results from the questionnaires and observation sheets. Data analysis is conducted using the SPSS program, with the sequence of analysis including Descriptive Statistics, Normality Test using the Kolmogorov-Smirnov Test approach, and Improvement or effect test using the Paired Sample Test approach.

3. RESULTS

From the data collected through the motivation questionnaire, the total scores and average scores of students for each cycle and each action were obtained, as shown in Figure 1. From the figure, it can be seen that there is a significant improvement in the total scores from Cycle 1 to Cycle 2 and for each action taken.

Figure 1. Graph of Improvement in Learning Motivation

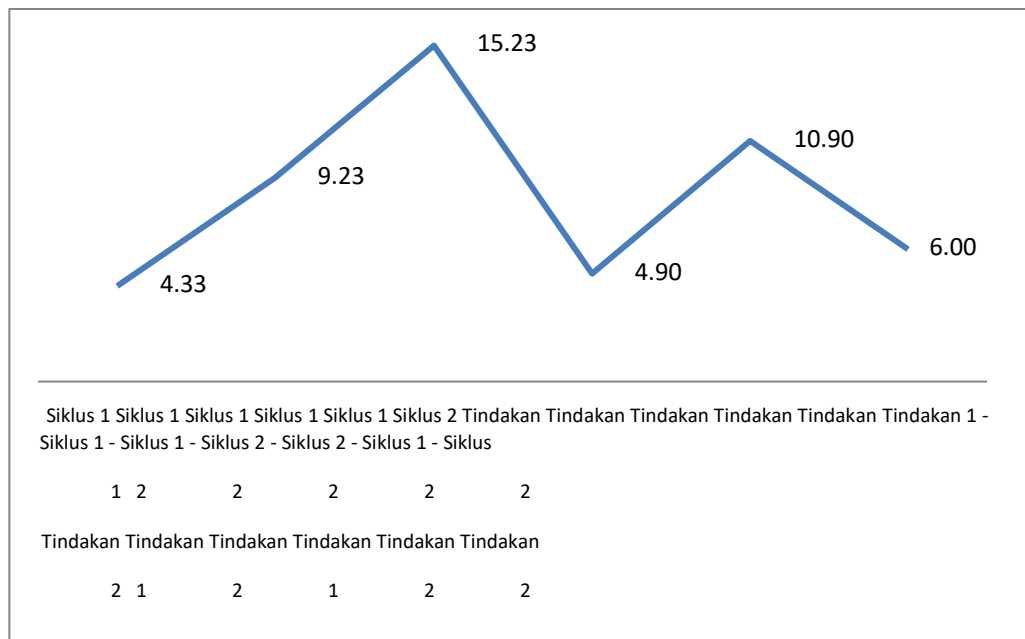
After obtaining the data on learning motivation from each cycle and each action, a normality test was conducted on each variable to determine whether the data is normally distributed. The results of the normality test using the Kolmogorov-Smirnov test approach yielded significance values as shown in Table 1. Since the significance value (sig.) is greater than 0.05, the null hypothesis (H_0) is accepted. This means that all four variables tested are normally distributed.

No	Variable	Value	α	Conclusion
1	Siklus 1 tindakan 1	0.353	0.05	Normal
2	Siklus 1 tindakan 2	0.763		Normal
3	Siklus 2 tindakan 1	0.595		Normal
4	Siklus 2 tindakan 2	0.795		Normal

Tabel 1. Normality Test

Next, hypothesis testing was conducted through an improvement test to determine the extent of the increase in students' learning motivation. The results of the improvement test provided the mean values for each cycle and each action, referring to the previous cycles and actions, as presented in Figure 2.

Figure 2. Increase in mean between cycles



4. DISCUSSION

The objective of this study was to determine whether small games could enhance students' learning motivation in physical education. The researcher assumed that the small game model could improve students' motivation in physical education classes. Based on Figure 1, there was a significant increase in each cycle and action at every meeting. This increase is attributed to small games being a new activity for students, serving as an alternative to traditional warm-ups during training. Small games can be used for warm-ups if they meet the criteria, which are being inexpensive, easy, engaging, lively, and inclusive. Essentially, after participating in these small games, students are more motivated and can engage effectively in club activities.

Data analysis indicates that there is an improvement in students' learning motivation using small games. Therefore, the research provides evidence that small games can be effectively used in the learning process. Assertion that good education incorporates play as an educational tool. Furthermore, small games have been shown to enhance students' motivation to learn. Various forms of small games increase students' interest and motivation in learning. Through this research, we can gain valuable insights into the extent to which small games can enhance students' motivation in physical education learning. A significant improvement was observed in each cycle and session, indicating that using small games as a new approach in warm-up activities has a substantial positive impact on student engagement and motivation. Several factors may contribute to the success of small games in this context, one of which is that the games meet the criteria, such as being low-cost, simple to play, and appealing to players. These characteristics make small games a perfect solution. for physical education teachers to refresh the classroom atmosphere and increase student participation.

It seems that the novelty factor of small games plays a significant role in attracting students' interest. By replacing traditional warm-up exercises with these games, teachers can create a more varied atmosphere in physical education classes, boosting students' enthusiasm for learning and physical activity. This aligns with the broader pedagogical principle that variation and innovation in teaching methods can significantly enhance student engagement and motivation. It is important to note that an increase in motivation was

observed after the implementation of small games. This indicates that these activities offer a dual benefit, serving as both an effective warm-up and creating a positive atmosphere throughout the entire physical education session.

The findings of this research support the regarding the importance of incorporating games as an educational tool to enhance the quality of education. In this context, the success of small games confirms the significance of integrating play elements into the learning process. Particularly in subjects like physical education, active participation is crucial. By turning physical activities into games, teachers can leverage students' natural interest in play, making the learning process more enjoyable and ultimately more effective.

This research also on the positive benefits of various small games in increasing students' interest and motivation. With many small game options available, teachers can continuously introduce new activities to students, keeping their interest high over time. Additionally, the variety of games helps cater to different preferences and abilities within the class. However, it is crucial to consider some limitations and areas for future research. While this study shows that small games are effective in enhancing motivation, it is important to investigate the long-term impact of this approach. This includes examining how long the motivational benefits last and their influence on actual learning outcomes.

Overall, the results of this research provide valuable insights into the potential of using small games as a means to enhance student motivation in physical education learning. By utilizing these games, the study offers practical and accessible strategies for physical education teachers to boost student motivation, engagement, and enthusiasm. As educators strive to find innovative ways to make physical education more engaging and effective, the integration of small games has emerged as a promising method worthy of further exploration.

The findings of this study reveal that the implementation of small games before physical education lessons significantly boosts student motivation. Which emphasizes the importance of incorporating play into the educational process to enhance student engagement.

One possible explanation for the increased motivation observed in this study is the novelty and appeal of small games. By breaking away from traditional warm-up routines, these games introduce an element of fun and unpredictability, which likely contributes to higher levels of student interest and participation. This is consistent with pedagogical theories that advocate for varied and innovative teaching methods to sustain student engagement.

Furthermore, the variety of small games available allows educators to tailor activities to the diverse needs and preferences of students. This adaptability not only helps maintain student interest over time but also ensures that all students, regardless of their physical abilities or interests, can actively participate and benefit from the lessons.

However, while the short-term benefits of small games in enhancing motivation are clear, it is important to consider the potential long-term effects. Future research should explore whether the motivational benefits observed in this study are sustained over time and whether they translate into improved learning outcomes in physical education. Additionally, it would be valuable to examine how small games impact other aspects of student development, such as teamwork, communication skills, and overall physical fitness.

In conclusion, the integration of small games into physical education lessons offers a practical and effective strategy for increasing student motivation. As educators continue to seek innovative ways to engage students, small games present a promising approach that warrants further investigation.

5. CONCLUSION

Based on the research findings and discussion, it can be concluded that small games given to students before physical education lessons can enhance their learning motivation. This is evidenced by the significant improvement observed in each cycle and action taken during the study.

6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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