



## **INCREASING MOTIVATION TO LEARN FLOOR EXERCISE THROUGH GAME-BASED WARM-UPS**

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### **ABSTRAK**

Learning motivation will affect student learning outcomes. Students will be interested in learning if what they learn is fun and the benefits are already known. The low motivation to participate in PJOK learning on Floor Gymnastics material in class IX of SMPN 21 Pontianak, in some students makes learning less effective and causes low learning outcomes. The purpose of this study is to increase motivation to learn floor gymnastics. The type of research used in the study is classroom action research. The research subjects were 33 students, there were 19 females and 14 males. The research instrument used to measure motivation was a learning motivation questionnaire. The results obtained in Cycle I were 54% which increased and in Cycle II as much as 81%. Based on the results of the discussion of research data on Increasing Motivation to Learn Floor Gymnastics Through Game-Shaped Warm-Ups, the researchers concluded that there was an increase in Motivation to learn floor gymnastics using game-shaped warm-up learning models in students at SMPN 21 Pontianak.

**Keyword:** Development, Videos, Learning, and Swimming

### **INTRODUCTION**

Education is a crucial and integral part of developing intelligent and skilled human resources. Physical education is an integral part of the Indonesian education system. Physical education achieves educational goals through physical activity, developing not only the physical aspect but also the cognitive aspect, which includes critical thinking and reasoning skills, as well as the affective aspect, which includes social skills and character traits such as caring and cooperation (Triansyah et al., 2020). Motivation is crucial for students in learning. Each student's motivation to learn depends on factors such as ambition, background, environment, and the desire to achieve specific goals.

Learning motivation is "the power within students that encourages them to want to and be diligent in learning, to make the best and most focused efforts in the learning process to achieve the best results which are the goals they have and maintain during the learning process (Ricardo & Meilani R I, 2017). Motivation plays a role in learning outcomes through the interaction between stimuli (thoughts, feelings, or movements) and responses (also thoughts, feelings, and movements). Learning motivation is a factor that determines a student's attitude, willingness, and persistence in learning.

Motivation plays a role in student effectiveness in learning activities. Students will not be able to understand the material during learning without motivation. Lack of motivation means a

lack of desire to learn. To optimize student motivation, the principles of motivation in learning must be understood and applied in learning activities. The five principles of motivation in learning are: 1) Motivation as the driving force that drives learning activities; 2) Intrinsic motivation is more important than extrinsic motivation in learning; 3) Motivation in the form of praise is better than punishment; 4) Motivation is closely related to learning needs; 5) Motivation can foster optimism in learning. (Arianti, 2019).

The importance of learning motivation in students when participating in physical education lessons must be considered, because it also has an impact on student learning outcomes. Motivation in learning is the internal and external motivation (encouragement) of students to learn in order to obtain good achievements. With motivation to learn, students are more enthusiastic in participating in learning so that it is easier to convey the material that will be given (Lestari et al., 2019). Learning motivation is divided into two, namely "basically it can originate from within a person (intrinsic motivation) and can also originate from outside a person (extrinsic motivation). Learning motivation from within and outside a student will influence a student's learning outcomes, so the motivation given to students must be able to encourage students to develop further (Abbas, 2013). Factors influencing students include intrinsic factors such as motivation, desire, and encouragement. Extrinsic factors include role and influence indicators, as well as facilities and infrastructure indicators such as condition, completeness, and quality (Imansyah, 2018).

Based on the opinions of several experts above, researchers conclude that learning motivation is the drive to engage in learning, whether it comes from within the student (intrinsic) or from outside (extrinsic). Intrinsic learning motivation has several factors, such as interest, attention, and activity, which researchers use to measure students' motivation levels. Extrinsic learning motivation has several factors, including school and environment, which researchers use to measure students' motivation levels. Floor gymnastics is a type of gymnastics performed with a similar goal: physical fitness.

Floor gymnastics is a gymnastic exercise performed on a mat, the elements of the movement consist of rolling, jumping, leaping, spinning in the air, supporting with hands or feet to maintain a balanced position or when jumping forward or backward. The function of the mat is to avoid injury or reduce the risk of injury, because this sport is in direct contact with the floor (Widowati & Rasyono, 2013). Floor gymnastics is one of the sports performed on a mat or in an open space and on the ground, floor gymnastics also involves all organs of the body in performing each floor gymnastics movement, and gymnastics also really requires speed, strength, agility, speed and coordination in each floor gymnastics movement (Agung et al., 2016).

Floor gymnastics is divided into several types, namely Forward Roll, Back Roll, Hands Stand, Head Stand, Kayang, Tiger Sprong, Cartwheel, Straddle Jump, Squat Vault, Round of, and somersault (Widowati & Rasyono, 2013). In a lesson in junior high school, not all types of movements are given, but only a few movements are given such as forward rolls, back rolls, and cartwheels, depending on the class level. Based on the opinions of several experts above, the author concludes that floor gymnastics is a type of exercise performed on a mat, featuring many different movements aimed at improving fitness and flexibility. The researcher will use the results of several floor gymnastics movements above, including forward and backward rolls.

The core activity in physical education learning naturally begins with a warm-up. The importance of a warm-up is that it prepares students' bodies for sports activities. Warming up gradually increases heart rate and blood circulation. Warming up is an activity carried out at the beginning of the core activity, intended to prepare body parts such as muscles, body tissues, and joints for more strenuous activities (Farlin et al., 2017). A warm-up is a preliminary activity before beginning strenuous activity. Students can become bored if the warm-up is monotonous and uninnovative, resulting in suboptimal performance and increased risk of injury during the learning process.

Presenting a less effective learning process, teachers must be able to create a learning atmosphere that suits the character of the students. Warming up in the form of games is a solution for teachers to apply during the learning process. Games are an effective and efficient means and

are important for entertaining, educating, providing a positive impact, and nurturing each individual (Uliyah & Isnawati, 2019). The play approach is one method that is often used and proven to be able to increase student motivation in participating in learning. The implementation of a game, all circles and social groups enjoy it, because basically every human being does enjoy playing (Aditama, 2013). Games are a very important part of human life. In everyday life it seems that everyone, men and women, children and adults, rich and poor, all enjoy games (Imansyah, 2018).

Observations made by researchers found low motivation to participate in PJOK learning on Floor Gymnastics material in class IX G of SMPN 21 Pontianak, in some students making learning less effective and causing low learning outcomes. Seen in the learning process, students tend to be lazy and reluctant to do some floor gymnastics movements and several students were seen complaining when entering the learning process, so that in the end it has an impact on student learning outcomes. With this problem, researchers are interested in conducting a study entitled Increasing Motivation to Learn Floor Gymnastics Through Game-Based Warm-Ups in Students of SMPN 21 Pontianak.

## **METHOD**

Classroom Action Research (CAR) is a type of research conducted in the classroom by teachers/researchers to determine the effects of actions taken on a subject in the classroom (Afandi, 2014). This type of research aims to improve the quality of classroom learning. This study took the research subjects, namely students of class IX G SMPN 21 PONTIANAK, where the students numbered 33 students, where there were 19 girls and 14 boys. The research conducted by the researcher was collaborative, namely where the researcher collaborated with the teacher. In carrying out the research, the researcher asked the physical education teacher at SMPN 21 Pontianak to be a collaborator to help the author conduct class research to carry out learning.

The data collection technique will be conducted twice per cycle. The data collection technique will be applied in the research, which will be carried out in several stages: Pre-Cycle, Cycle I, and Cycle II. The instruments used in this study are questionnaires, observation sheets, and lesson plans. In the data analysis technique, the author will use descriptive methods to determine the success or failure of the actions taken. Success is seen from changes in student learning motivation and data analysis of value calculations based on the questionnaire.

Analyzing and processing data with the aim of presenting various information according to its function. The data analysis used by the researcher in this study is as follows: 1) Observation Sheet. The data analysis used was descriptive to explain the results of observations of teacher and student activities during the floor gymnastics learning process using a game-based warm-up model. The data was processed into meaningful sentences. 2) Questionnaire Analysis. The data analysis of the floor gymnastics learning motivation questionnaire using a game-based warm-up was carried out using quantitative data analysis techniques. The steps were as follows: a) Summing the scores obtained by students. b) Determining the class average score and the maximum score of the student learning motivation questionnaire. c) Finding the percentage of the learning motivation questionnaire using

## **RESULTS**

This research was conducted at State Junior High School 21 Pontianak, located at Tanjung Raya 2, Saigon Village, East Pontianak District, Pontianak City. The subjects were 33 ninth-grade G students at SMPN 21 Pontianak. The research took place from January to February 2023, in the even semester of the 2022/2023 academic year. The research findings are as follows:

### **1. Pre-Cycle.**

Before the classroom intervention, the researcher conducted initial observations to collect data on the initial conditions of the students who would be receiving the intervention: the ninth-grade G students at SMPN 21 Pontianak. The pre-cycle consisted of two stages: reviewing data from observation sheets related to student motivation and assessing the final results of student

learning. In the results of the data on the motivation to learn PJOK for class IX G students of SMPN 21 Pontianak, it is found that students have not achieved the success indicator, namely 75% of students who got the "Good" category. Of the 33 students, there are results from student learning motivation, only 14 students (42%) are in the "Good" category; 18 students (54%) are in the "Enough" category; and 1 student (4%) is "Poor". And the data from the results of learning floor gymnastics is also very low where only 13 students (40%) are COMPLETE and as many as 20 students (60%) are Incomplete.

2. Cycle I.

Actions are carried out in the learning process, which is carried out in one cycle with two meetings. After the learning activities are completed, a questionnaire will be administered to students to gather their opinions/responses regarding the sprint learning process implemented in Cycle I. After completing the learning cycle stages, such as Planning, Implementation, Observation, and Reflection, the following results were obtained: Results of the observation sheets conducted with students during the learning process using game-based warm-ups in Cycle I. The following is a description of the observations made on the student observation sheets that received scores:

Table 1. Results of student observations in the cycle

Category	Amount	%
Good	19	58%
Sufficient	13	39%
Poor	1	3%
Total	33	100%

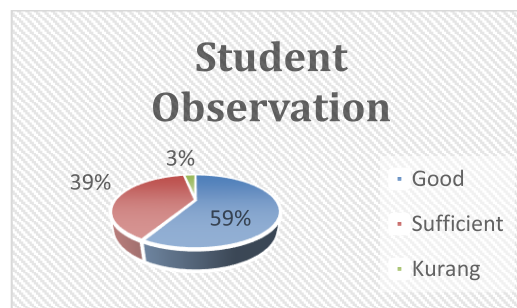


Figure 1. Student observation diagram

The results of the assessment of student motivation using a questionnaire to see the motivation to learn using game-based warm-ups can be seen in the percentage of the results of the learning motivation questionnaire as follows:

Table 2. Results of student motivation in Cycle I

Category	Interval	Value	%
Excellent	86-100	4	13%
Good	76-85	14	42%
Fair	60-75	14	42%
Poor	<59	1	3%
Total		<b>33</b>	<b>100%</b>

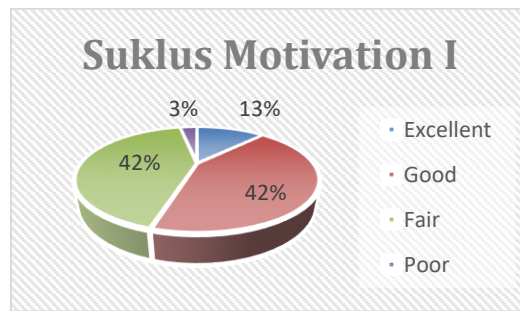


Figure 2. Motivation Diagram of Cycle I

### 3. Cycle II

Learning in Cycle II will be conducted in two meetings, similar to Cycle I. During the learning process, student motivation will be assessed through observation sheets. In the second meeting, a learning motivation questionnaire will be administered at the end of the lesson. After completing the Cycle II learning steps, including Planning, Implementation, Observation, and Reflection. Observations of students during the learning process will be conducted using a game-based warm-up. The observation sheets will record the following observations of students who received the following scores:

Table 3. Results of student observations in Cycle II

Category	Amount	%
Good	26	79%
Sufficient	6	18%
Poor	1	3%
<b>Total</b>	<b>33</b>	<b>100%</b>

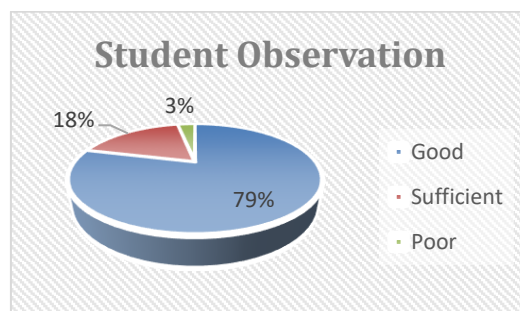


Figure 3. Student observation diagram

The results of the assessment of student motivation using a learning motivation questionnaire using a game-based warm-up can be seen in detail in terms of the number and percentage of the results of the learning motivation questionnaire. In general, students who got the following results:

Table 4. Results of student motivation in Cycle II

Category	Interval	Value	%
Excellent	86-100	11	33%

Good	76-85	16	49%
Fair	60-75	5	15%
Poor	<59	1	3%
<b>Total</b>		<b>33</b>	<b>100%</b>

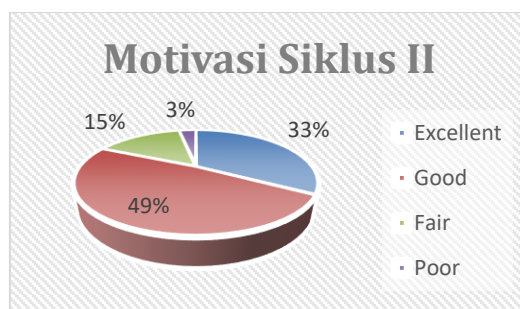


Figure 4. Cycle II Motivation Diagram

## DISCUSSION

The results of the actions in Cycle I and Cycle II showed that after being given an action using a game-based Warm-up learning model to increase learning motivation in class IX G students of SMPN 21 Pontianak, there was an increase in each cycle. Where in cycle I, from the results of the review using the student observation sheet, who received a score of "Less" was 1 student or (3%); a score of "Enough" was 13 students (39%); and a score of "Good" was 19 students (58%). In cycle II, the aspects to be achieved in increasing student learning motivation on the student observation sheet experienced an increase, where students who received a score of "Less" were 1 student or (3%); a score of "Enough" was 6 students (18%); and a score of "Good" was 26 students (79%).

The results of student learning motivation measured using a questionnaire showed that in Cycle I, 1 student (3%) received a "Poor" score; 14 students (42%) received a "Good" score; 14 students (42%) received a "Good" score; and 4 students (13%) received a "Very Good" score. Meanwhile, in Cycle II, student learning motivation also increased, namely 1 student (3%) received a "Poor" score; 5 students (15%) received a "Sufficient" score; 16 students (49%) received a "Good" score; and 11 students (33%) received a "Very Good" score.

The use of a game-based warm-up learning model can increase the motivation to learn floor gymnastics for class IX G students at SMPN 21 Pontianak. By using a game-based warm-up learning model, it shows that students' learning motivation increases in each cycle and also has an impact on learning outcomes. There is a significant influence of warm-ups in the form of games on the effectiveness of learning physical education, sports and health for students (Satrianingrum & Prasetyo, 2021). This occurs because by using a learning model with a game-based warm-up, students can increase their learning motivation, so that the desired learning outcomes can be achieved in a fun way, where learning motivation also greatly influences learning outcomes. The learning process will be successful if adolescents have motivation in learning (Setyawan & Dimiyati, 2015).

## CALCULATION

Discussion of research data on Increasing Motivation to Learn Floor Gymnastics Through Game-Based Warm-Ups, the researcher concluded that there was an increase in motivation to learn floor gymnastics using a game-shaped warm-up learning model for students at SMPN 21 Pontianak, namely Cycle I research 53%, student learning motivation in Cycle II 81%. The increase

in learning motivation occurred after improvements in actions in each cycle, by providing a floor gymnastics learning model by increasing learning motivation at the beginning using game-shaped warm-ups. The action in cycle II was stopped because it had achieved success.

Based on the conclusions of this study, the following suggestions can be made:

1. For teachers, increasing motivation in floor gymnastics through game-based warm-ups can significantly improve learning outcomes. Therefore, teachers can use game-based warm-ups in different materials, using more innovative game models, to prevent students from getting bored during the Physical Education (PJOK) learning process.
2. For students, this research can increase student engagement and learning outcomes, making PJOK learning activities more engaging and enjoyable.
3. For future research, it is recommended that future researchers develop research using game-based warm-ups to measure learning outcomes and student motivation levels in other PJOK materials.

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