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## STUDENT MOTIVATION IN LEARNING PHYSICAL EDUCATION BASED ON THE IMPLEMENTATION AND UTILIZATION OF LEARNING MEDIA

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### **Abstract**

This study aims to describe students' learning motivation in physical education learning based on the implementation and utilization of learning media at SMP PGRI I Cimahi. The research method used is descriptive qualitative with three eighth grade female students as subjects. Data collection techniques include observation, interviews, and documentation, while data analysis is carried out with the help of the NVivo program through the stages of data collection, data reduction, data display, and conclusions. The results of the study indicate that the use of varied and interesting learning media greatly influences students' learning motivation, characterized by an increase in students' desire to succeed, creating a higher motivation to learn, and building students' hopes and ideals for the future. In addition, learning media is also able to create a conducive learning environment and more enjoyable learning activities. when learning uses varied media. Students show high enthusiasm for audio-visual learning media packaged in the form of interactive games. The conclusion of this study is that the use of appropriate learning media can have a positive impact on students' learning motivation in physical education, so teachers are advised to continue to innovate in designing learning media so that the teaching and learning process becomes more effective.

**Keywords:** Learning motivation, Physical education learning, Learning media.

### **INTRODUCTION**

Physical education is an integral part of character building, the improvement of motor skills, and the instillation of sportsmanship values among students at all levels of education (Iyakrus, 2019). However, in reality, student motivation toward physical education learning at the secondary school level often remains at a less than ideal level. This phenomenon is also observed at SMP PGRI I Cimahi, where the interest and participation of students, particularly among female 8th graders, are relatively low in participating in physical education classes.

These conditions can potentially hinder the optimal achievement of physical education goals, in terms of physical, social, and affective aspects (Yusuf Effendi, Olivia

Dwi Cahyani, & Adi S, 2022) Learning motivation is an internal and external drive that provides energy, direction, and perseverance for someone to learn (Urhahne & Wijnia, 2023) here are two types of motivation, namely intrinsic and extrinsic motivation. Intrinsic motivation arises from within the individual or is driven by their own desire to learn more (Firmansyah, 2022), Meanwhile, according to Ryan & Deci extrinsic motivation is a drive from outside or an environmental influence. The environment referred to can include nature, peers, living conditions, and facilities (Khaliq, 2023), Low learning motivation can lead students to be passive and less involved in the learning process, including in Physical Education, Sports, and Health (PJOK), which should emphasize active involvement and the formation of positive character (Santoso, Sunanto, Nafiah, & Hartatik, 2022), Learning motivation is greatly influenced by various factors, including the use of relevant, varied, and interesting learning media (Husna & Supriyadi, 2023)

relevant research results affirm that the use of interactive learning media can significantly increase students' learning motivation in physical education subjects. Appropriate learning media can provide concrete learning experiences, overcome time and space limitations, and create a pleasant and interactive learning atmosphere (Husna & Supriyadi, 2023), In the context of SMP PGRI I Cimahi, field observations show that facilities, infrastructure, and learning media do not fully support the PJOK learning process, causing the implementation of learning to be monotonous and less motivating for students.

Based on the presentation above, this study aims to describe the condition of students' learning motivation in physical education learning according to the implementation and utilization of learning media. This study aims to address the main issue: "What is the description of students' motivation in learning physical education during the use of learning media?" The research results are expected to provide tangible recommendations regarding the importance of innovative learning media as a strategy to enhance motivation and the effectiveness of the teaching and learning process in physical education.

## **METHOD**

This research uses a qualitative descriptive approach. This approach aims to deeply describe students' learning motivation in physical education learning based on the implementation and utilization of teaching media. Qualitative descriptive is chosen because it can provide an understanding of phenomena that occur naturally in the context of learning without manipulating variables and allows for an in-depth exploration of meaning, perceptions, and experiences of students (Busetto, Wick, & Gumbinger, 2020), According

to Lexy J. Moleong, a qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior (Lexy.J. Moleong, 2022)

The population in this study is all students of SMP PGRI I Cimahi. The sampling technique used is purposive sampling, which is sampling based on certain considerations. The research sample consists of three eighth-grade female students who have a low interest in physical education learning. The selection of samples is based on the characteristics of the subjects that are expected to provide in-depth information related to the issues being studied. The instruments used in this research include an interview guideline developed based on the theory of learning motivation (Hamzah B. Uno), as well as a documentation sheet. The data collection techniques used in this research consist of three main methods: Observation, Interview, Documentation, and the data analysis techniques in this study are assisted by NVivo software to make the process of managing qualitative data more systematic (Tri Priyatni, Wilujeng Suryani, Fachrunnisa, Supriyanto, & Zakaria, 2020), The collected data is then analyzed using the data analysis stages of the Miles & Huberman model, which are : Data reduction, Data presentation, verification, and conclusion drawing.

## ***RESULTS AND DISCUSSION***

This study aims to determine the picture of students' learning motivation in physical education learning based on the implementation and utilization of learning media at SMP PGRI I Cimahi. Based on the analysis results conducted using the NVivo application to map the informants' responses to the main themes of learning motivation, data was obtained through observation techniques, in-depth interviews with three eighth-grade female students, and documentation. It was found that students' learning motivation in physical education is influenced by several factors, namely:

### **1. Aspirations and Desire to Learn**

Students have a passion and desire to learn. The use of engaging learning media, such as interactive videos and physical game aids, sparks students' enthusiasm to actively participate in learning. All research subjects revealed that they were more enthusiastic and motivated to demonstrate their best performance when learning media was used appropriately. These findings are in line with Jean Piaget's theory which states that students construct knowledge through positive experiences and interactions with the environment. (Ulya, 2024)

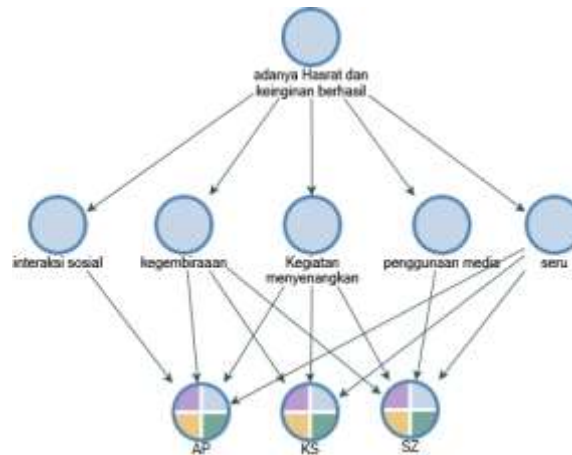


Figure 1  
Diagram about the desire and wish to learn

## 2. Encouragement and Learning Needs

The subject stated that physical education learning that uses learning media is more capable of explaining abstract material into in concrete terms, especially in movement techniques.

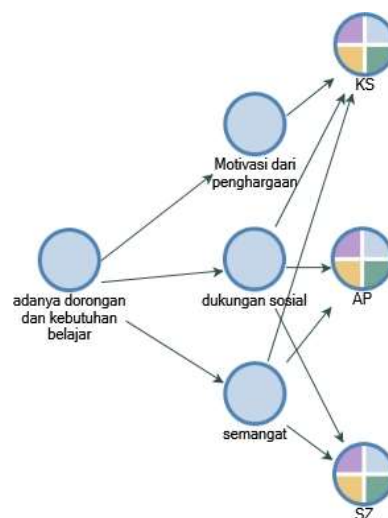


Figure 1  
Diagram Encouragement and Learning Needs

This creates an urge to understand and practice the material more earnestly, unlike conventional learning which tends to be monotonous. This supports Albert Bandura's social learning theory which emphasizes the importance of social environment in the learning process.(Yanuardianto, 2020)

### 3. Hopes and Aspirations for the Future

The use of media displaying simulations of activities or sports branches makes students aware of the connection between physical education and career potential or long-term health.

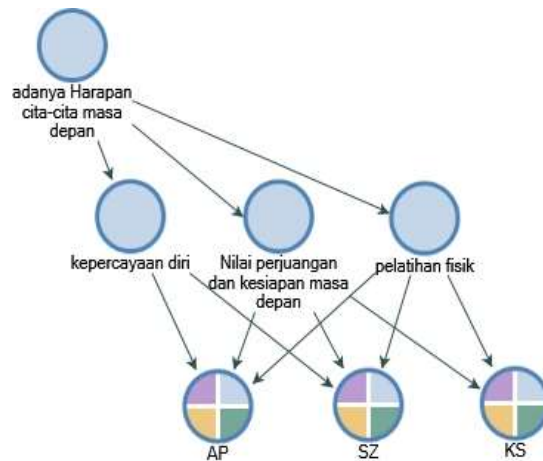


Figure 2  
Diagram Hopes and Aspirations for the Future

This enhances their motivation in participate in physical education subjects. These findings are consistent with Achievement Goal Theory, which states that goal orientation influences learning behavior and achievement.(Chazan, Pelletier, & Daniels, 2022)

### 4. Awards in Learning

Awards or forms of recognition for students' efforts and achievements in physical education learning play a significant role in enhancing learning motivation. The increase in interest in learning, the emergence of pride, the importance of awards as motivation, and the boost in self-confidence are all interconnected. Learning media allows teachers to provide more personalized and visual feedback, such as interactive scores or praise for success. This enhances the feeling of being valued and strengthens students' self-efficacy. These findings support B.F. Skinner's theory of positive reinforcement strengthens desired behaviors.(Putu, Wedanthi, Suarni, & Margunayasa, 2025)

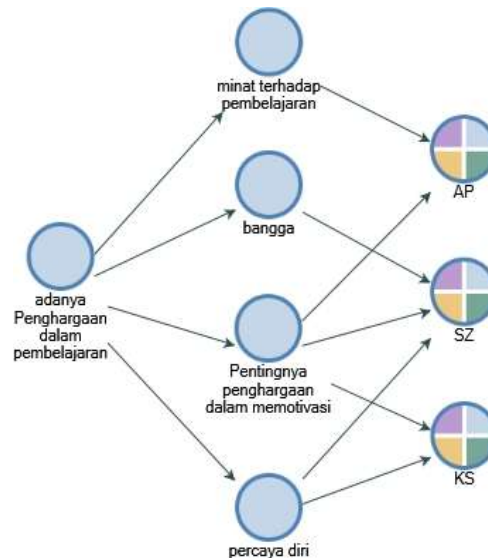


Figure 3  
Diagram Awards in Learning

#### 5. Interesting activities in learning

Media-based activities have been proven to overcome student boredom. Students feel more focused and engaged when learning is packaged through interesting media activities such as social interactions, fun games, and the use of attractive media that are interrelated and can enhance student motivation. This shows that the role of teachers in designing creative and interactive learning is very important for creating a pleasant learning atmosphere. This is in line with Gee's view on game-based learning; he states that games have great potential to create interactive and enjoyable learning experiences (Bahari, 2024).

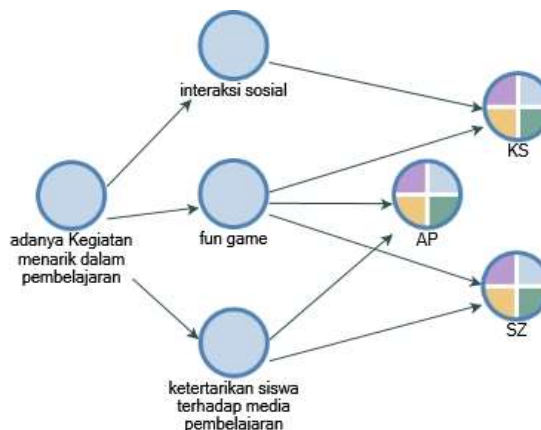


Figure 4  
Diagram Interesting activities in learning

#### 6. Conducive learning environment

A conducive learning environment plays an important role in encouraging active student participation during learning. One important aspect is the social support from peers,

which serves as a key factor in triggering student engagement during the learning process. A conducive learning environment is not only related to physical aspects, such as the comfort of the learning space but also involves psychological and social aspects that support the learning process. This aligns with expert opinion; according to Rahmi, the learning environment is not just the physical environment surrounding the learners (Amelia & Rusman, 2022).

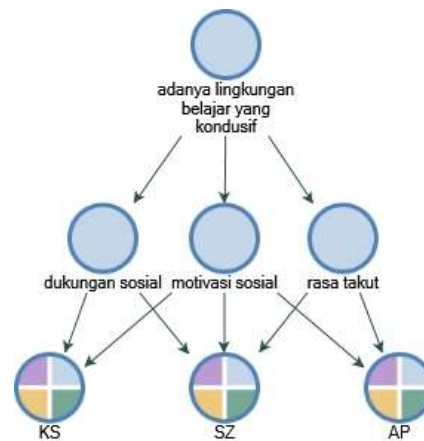


Figure 5  
diagram conducive learning environment

#### 7. Students' response to the use of media

students feel more confident and motivated to actively participate in learning when learning media is used. In addition, students also assess that learning with media is much more interesting and effective compared to learning without media, which tends to be monotonous and difficult to understand.

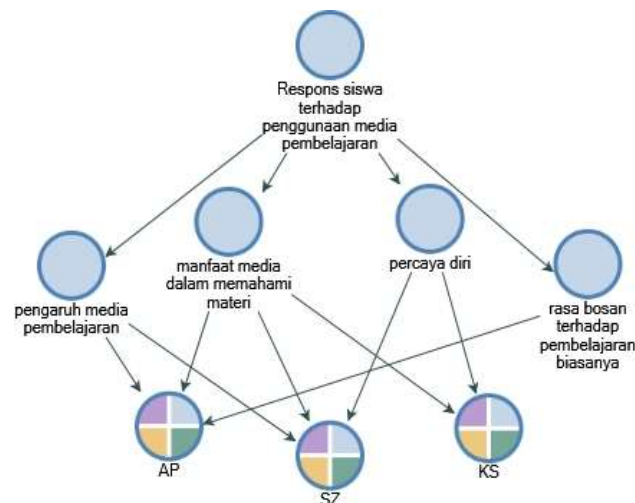


Figure 6  
Diagram students' response to the use of media

this is in line with John M. Keller's opinion about the ARCS motivation model. He argues that the ARCS learning model (Attention, Relevance, Confidence, Satisfaction) in its context or relationship is Attention: Engaging learning media can spark students' curiosity. Then, Relevance: Media that meets students' needs makes learning feel more meaningful. Confidence: Media helps students feel more capable of following lessons and completing assignments. Lastly, Satisfaction: Engaging and effective learning increases students' satisfaction and motivation to learn..(Chang, 2021)

#### 8. Varied learning media

Varied learning media has a significantly positive impact on student motivation and engagement in the learning process. Varied learning media make the learning process more enjoyable, interesting, and less boring compared to traditional methods that rely solely on lectures and practice. This shows that learning media not only aids students' understanding of the material but also creates a competitive and interactive learning atmosphere. This is in line with Hamalik's opinion, which states that the use of educational media in the teaching and learning process can awaken new desires and interests, boost motivation, stimulate learning activities, and even have psychological effects on students (Utami, 2020). It is the use of varied learning media that triggers this.

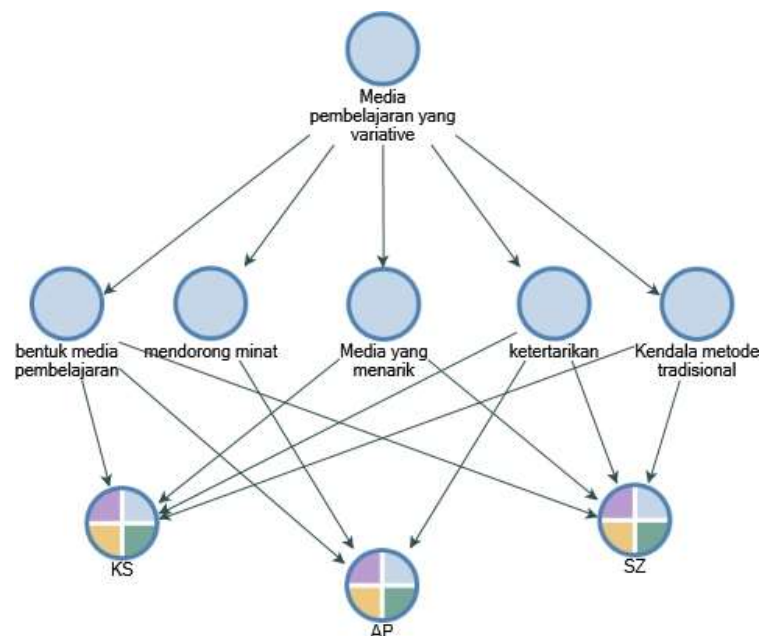


Figure 7  
Diagram varied learning media

Overall, the implementation of appropriate learning media not only significantly enhances student motivation but also creates a more participatory learning atmosphere



focused on developing self-potential. Therefore, the use of learning media needs to be made a primary strategy for improving the quality of physical education learning.

## **CONCLUSION**

This study shows that the implementation and utilization of learning media have a significant impact on increasing students' motivation in physical education learning at SMP PGRI I Cimahi. Various learning media such as visual media (snake and ladder game), audio (instructions with music), and audiovisual (interactive videos via mobile phones) can enhance aspects of student learning motivation including the desire to succeed, learning drive, future hopes, as well as creating engaging learning experiences and conducive learning environments. Students who previously showed low interest in physical education become more enthusiastic and actively involved when learning media is applied appropriately. This proves that learning media is not just an aid, but also a strategic means in shaping meaningful learning experiences that motivate. Therefore, physical education teachers are encouraged to continue innovating in choosing and developing learning media that are relevant to the characteristics of students and learning needs, in order to create a learning process that is more effective, interactive, and enjoyable..

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