

Investigation of Students' Interests and Motivations Engaging in PJOK Instruction at SD Negeri Karang Waringin, Lampung

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Abstrak

Penelitian ini bertujuan untuk menilai tingkat minat dan motivasi siswa dalam mengikuti pelajaran Pendidikan Jasmani, Olahraga, dan Kesehatan (PJOK) di SD Negeri Karang Waringin Lampung. Penelitian ini menggunakan metode deskriptif kuantitatif dengan populasi sebanyak 167 siswa dari SD Negeri Karang Waringin, dengan sampel sebanyak 89 siswa dari kelas IV, V, dan VI, yang dipilih menggunakan teknik sampling purposif. Instrumen penelitian berupa kuesioner yang telah tervalidasi untuk mengevaluasi minat dan motivasi siswa, dengan keandalan yang ditentukan oleh koefisien Cronbach's Alpha. Data dianalisis menggunakan statistik deskriptif untuk menentukan persentase tingkat minat dan motivasi siswa. Hasil menunjukkan bahwa 42% siswa diklasifikasikan sebagai baik, 30% sebagai cukup, 18% sebagai sangat baik, dan 10% sebagai buruk. Temuan menunjukkan bahwa secara umum, siswa menunjukkan minat dan motivasi yang kuat terhadap pembelajaran PJOK; namun, beberapa siswa memerlukan bantuan tambahan untuk meningkatkan keterlibatan dan antusiasme mereka. Oleh karena itu, pendidik PJOK didorong untuk menerapkan metode pengajaran yang lebih bervariasi, partisipatif, dan menyenangkan untuk meningkatkan keterlibatan dan antusiasme siswa terhadap aktivitas fisik.

Kata kunci: Minat, Motivasi, Pengajaran Pendidikan Jasmani, Siswa Sekolah Dasar

Abstract

This study aims to assess the level of interest and motivation among students in participating in Physical Education, Sports, and Health (PJOK) instruction at SD Negeri Karang Waringin Lampung. This study utilised a quantitative descriptive methodology with a population of 167 students from SD Negeri Karang Waringin, with a sample including 89 students from grades IV, V, and VI, selected by purposive sampling techniques. The research instrument is a validated questionnaire that evaluates students' interests and motivations, with reliability determined by Cronbach's Alpha coefficient. The data was analysed using descriptive statistics to ascertain the percentage of students' interest and motivation levels. The results revealed that 42% of students were classified as good, 30% as fair, 18% as very good, and 10% as poor. The findings reveal that, in general, students demonstrate a robust interest and motivation for PJOK learning; yet, certain students necessitate further assistance to improve their engagement and enthusiasm. Therefore, PJOK educators are urged to implement more varied, participative, and pleasant teaching methods to improve student involvement and enthusiasm for physical activities.

Keywords: Interest, Motivation, Physical Education Instruction, Elementary School Students

1. INTRODUCTION

Physical Education, Sports, and Health (PJOK) is essential in primary education, greatly aiding students' physical and mental growth. PJOK helps children develop fundamental movements like walking, running, and jumping, while improving motor skills, body coordination, and overall fitness. Castillo and Rivera (2025) found that PJOK positively correlates physical exercise in schools with student motivation. Rosdiyani (2026) states that PJOK is a discipline utilising physical activities to achieve educational goals, including skill enhancement, positive attitudes, and physical fitness in students. Permana (2024) highlights

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that PJOK/PE effectively supports character education through organised physical activities. Nurdin (2024) claims that PJOK improves students' social skills through collaborative activities and structured games. Martinez and Singh (2024) stated that PJOK promotes a social environment that encourages interaction, collaboration, and interpersonal skill development. PJOK emphasises physical development alongside fostering positive attitudes like sportsmanship, discipline, and teamwork, allowing students to interact effectively with peers in various sports activities. The 2022 guidebook from the Ministry of Education and Culture outlines that PJOK instruction in primary schools is based on varied activities and corresponds to children's developmental stages (Muhajir & Raushanfikri, 2022). This curriculum includes physical activities such as fundamental exercises, traditional games, and basic sports to enhance health maintenance knowledge. An activity-based approach allows students to learn through movement experiences, helping them understand and apply health and fitness concepts in daily life.

Physical Education, Sports, and Health (PJOK) significantly contributes to enhancing students' physical fitness. Optimal physical fitness is anticipated to facilitate students' movement development, hence enhancing their ability to engage in other learning activities more effectively. Ilić (2023) contends that the role of PJOK within the school system and contemporary curricular framework is crucial to uphold due to PJOK's inherent significance. PJOK encompasses a more extensive role than merely enhancing students' physical capabilities. PJOK not only influences personality but also fosters the development of social and cooperative skills through collaborative activities. Wang and Yang (2025) asserts that PJOK plays a crucial role in the comprehensive development of pupils, yet encounters obstacles in policy and execution. Sipayung (2024) asserts that students' physical fitness levels influence their PJOK learning outcomes, highlighting the significant impact of fitness on academic and motor performance. In every game or athletic activity, children acquire skills in social interaction, collaborative strategy formulation, and mutual support to attain shared objectives. These exercises enhance physical abilities while also cultivating social qualities, like communication, tolerance, and empathy. Consequently, PJOK serves as an educational instrument that amalgamates physical, social, and character dimensions into a cohesive learning experience. PJOK contributes to stimulating student learning alongside its social aspect.

Engaging physical activities can boost students' enthusiasm for learning and promote active participation. Zhao (2026) found that supportive environments in physical education enhance students' social-emotional skills and confidence. PJOK encourages active participation and underscores the significance of effective programs for student motivation (Adi, 2025). Rustandi (2026) asserts that PJOK instruction enhances student motivation and engagement significantly. Petrov and Kuznetnova (2024) found that student-led games in physical education enhance self-confidence and social skills. Physical education improves fitness and builds confidence, promoting a greater interest in learning among students. Physical education offers crucial movement experiences for students, promoting positive character traits over time. Recreational activities boost student engagement in physical education, highlighting the role of informal activities in encouraging participation (Aquino, 2023). Team games teach children to handle victory and defeat with sportsmanship. They develop skills in emotional regulation, adherence to game rules, and fairness towards peers. Liu and Wang (2025) assert that physical education exercises enhance emotional management, increase self-confidence, and strengthen resilience to stress. Zhao and Xu (2025) contended that effective solutions enhance PJOK inclusivity, increasing the confidence of students with diverse needs. An innovative teaching strategy is crucial for improving student engagement and

participation in PJOK (Mulyadi, 2025). These experiences are crucial for character development, as youth learn through practical application rather than theoretical instruction. PJOK integrates physical health, character development, and social interaction.

PJOK education in primary school encompasses more than physical activity; it is an integrated educational process that includes motor skills, physical fitness, character development, motivation, and social competencies. Islam (2025) stated that physical education is essential to general education, aimed at improving students' fitness and health. Insanistyo et al. (2025) argued that physical education plays a crucial role in developing students' soft skills such as communication, leadership, and collaboration through active learning methods. Jones and Green (2025) claimed that PJOK promotes a healthy lifestyle and sustained exercise behaviours. Hoyo-Guillot et al. (2025) argue that PJOK in physical education boosts students' academic motivation and pro-social behaviour. Ahmed and Youssef (2024) indicate that autonomy support in PJOK classrooms affects students' intrinsic motivation. Arifya et al. (2025) highlighted that physical education enhances students' health, character, and discipline. Mulyana et al. (2024) demonstrated that physical education enhances self-confidence and social skills in youth via physical activities. Physical education improves students' mental health, stress management, and self-confidence (Rajab & Kurniadi, 2025). Engaging and structured education enables students to develop their potential, promote positive attitudes, and establish beneficial habits for daily life and the future.

PJOK in primary education plays a crucial role in the physical, mental, and social development of children. Its execution faces obstacles such as inadequate facilities, insufficient teacher proficiency, and a lack of prioritisation for the subject (Muh. Faisal, Arismunandar, Suardi, 2024). Initiatives are needed to improve PJOK education quality via teacher training, adequate facilities, and the integration of character values in educational activities. PJOK is expected to greatly enhance the character development and well-being of primary school students. PJOK is essential for fostering a healthy, intellectual, and virtuous youth. Engaging education enables children to develop their physical, mental, and social potential.

Indeed, some pupils continue to exhibit minimal enthusiasm and motivation in PJOK education. This phenomenon is evidenced not only anecdotally in the field but also in local studies that identified a subset of students exhibiting diminished enthusiasm for physical education, sports, and health manifested through active absence during practice, passive attitudes, and minimal participation in motor tasks. Empirical evidence from multiple research in Indonesia indicates that this motivational issue persists as a significant obstacle to achieving PJOK learning objectives (Galeko & Lengmani, 2025).

A lack of drive to study may stem from several internal and environmental sources. A deficiency in self-assurance regarding physical capabilities, adverse views of sports instruction, and apprehension of failure frequently render students hesitant to engage actively in PJOK activities. Simultaneously, external variables such as a repetitive learning methodology, insufficient diversity in activities, and pedagogical approaches misaligned with student characteristics further aggravate this situation.

The school's social and cultural environment significantly influences students' participation in PJOK classes. Support from educators, peers, and adequate facilities are essential for enhancing student motivation. Engaging and participatory methodologies in physical

education lessons enhance student challenge and motivation for active participation. This aligns with Putra and Lestari (2023), who assert that positive learning experiences from physical activities can enhance students' self-confidence, learning satisfaction, and intrinsic motivation to engage in movement.

Passive student behaviour during the learning process frequently correlates with instructional settings and pedagogical paradigms that fail to address students' psychological requirements. Contemporary theories, including Self-Determination Theory, assert that teacher support for autonomy, competence, and social connectedness significantly influences students' intrinsic motivation in physical education; failure to satisfy these needs typically results in diminished student motivation and engagement. Consequently, teaching style and classroom climate are critical focal points in initiatives aimed at enhancing interest and motivation (White et al., 2021).

Besides pedagogical elements, curriculum design and instructional methods significantly contribute. Global research indicates that creative educational models, such as Sport Education or unconventional learning methodologies, can enhance students' enjoyment, engagement, and motivation for physical activity when executed appropriately. This indicates that altering physical education teaching approaches (e.g., implementing more engaging activities, diverse game variations, and defined student roles) can effectively address indifference (Tendinha et al., 2021).

Additional contextual aspects requiring analysis include peer influence, available facilities, and academic workload. Recent research indicate that peer influence and facility availability significantly impact student motivation; kids are more engaged while in the company of supportive peers and access to suitable facilities, but academic pressure or a demanding school schedule can diminish their energy and enthusiasm in participating in PJOK. Consequently, a comprehensive investigation must encompass elements of the social and structural environment within the school, rather than solely focusing on the individual characteristics of pupils (Ahmed et al., 2024).

Given these findings, it is prudent to conduct a thorough examination of the contributing factors (educators, methodologies, curriculum, peers, facilities, and academic workload) before developing treatments. Contemporary literature supports increasing teacher autonomy, emphasising enjoyable learning paradigms, and enhancing classroom facilities and social support. This strategy will strengthen initiatives to increase students' interest and motivation in PJOK learning, significantly impacting engagement and physical competency (White et al., 2021). This study was conducted at Karang Waringin Public Elementary School in Lampung to assess student interest and motivation in PJOK education. The study's results aim to provide evaluative resources for PJOK educators, improving the quality of learning to be more engaging and enjoyable.

2. METHOD

This study uses a quantitative descriptive design that aims to describe the level of interest and motivation of students participating in PJOK learning without providing experimental treatment. The quantitative descriptive approach was chosen because the focus of the research was on the exposure of actual conditions and the analysis of numerical data from scale instruments. (Sugiyono, 2021).

The population in this study is all students of SD Negeri Karang Waringin Lampung which totals 167 students from grade I to grade VI. This population was chosen because it represents all students who take part in Physical Education, Sports, and Health (PJOK) learning at the school. However, for the purposes of research, not all populations were sampled. The researcher only took 89 students in grades IV, V, and VI as a research sample by considering the level of physical, mental, and cognitive development of students who were better than lower-class students. Therefore, the sampling technique used is purposive sampling, which is a sample determination technique based on certain considerations or objectives that are relevant to the characteristics of the research (Sugiyono, 2021).

This research has two main variables, namely students' interest and motivation in PJOK learning. The first variable (V1) is student interest, which includes affective and cognitive aspects, namely students' feelings of pleasure, interest, and desire to be actively involved in PJOK learning activities. Meanwhile, the second variable (V2) is student motivation, which includes two types, namely intrinsic motivation such as pleasure and desire to develop self-ability, and extrinsic motivation such as encouragement from teachers, parents, or the desire to obtain awards. The conceptual framework in this study refers to the theory of intrinsic and extrinsic motivation put forward by Ryan and Deci (2019).

The main instrument of the study was a questionnaire (interest and motivation test) which was prepared in the form of a closed statement using a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). The Likert scale was chosen because it is suitable for measuring attitudes/interests and motivation. (Likert, 2021).

Table 1. Instrument Grille

No	Construct	Indicator	Item (Number)	Scale/Response
1	Interest — Affective	Happy to participate in PJOK activities; Enthusiasm during lessons	1, 2	Likert 1–5
2	Interests — Cognitive	Consider PJOK material interesting; want to learn new techniques	3, 4	Likert 1–5
3	Interests — Behavior	Taking training at home/outside of school; Take the initiative to participate in extracurricular activities	5, 6	Likert 1–5
4	Motivation — Intrinsic	Participate because you feel happy/enjoy the activity; Feeling satisfied after activities	7, 8	Likert 1–5
5	Motivation — Extrinsic	Participate because of the encouragement of teachers/parents; want to	9, 10	Likert 1–5

		get an award/compliment		
6	Perseverance Motivation / Perseverance	Keep trying even if it's hard; Strive to improve abilities consistently	11, 12	Likert 1–5
7	Motivation Environmental Influence	— The availability of facilities, the support of friends, and the atmosphere of the classroom affect the desire to participate	13, 14	Likert 1–5
8	Conclusion/Intention	Short-term intention to stay active on PJOK and recommendations for friends	15, 16	Likert 1–5

The validity and reliability test of the instruments in this study was carried out to ensure the accuracy and consistency of the measuring instruments used. Content validity is carried out through *expert judgment* by two to three experts in the field of PJOK and psychometrics to assess the suitability of indicators and language clarity in each statement item (Sugiyono, 2021). Furthermore, an instrument (pilot test) was carried out on 25-30 students in other schools who had similar characteristics to test the clarity of language and statement structure. The validity of the construct is analyzed by using the correlation between the score of each item and the total score (*item-total correlation*) to see the relationship between items. Meanwhile, the reliability of the instrument was calculated using Cronbach's alpha coefficient, with a value of $\alpha \geq 0.70$ considered to have a good level of reliability (Tavakol & Dennick, 2019).

The data analysis technique in this study uses quantitative descriptive analysis by calculating mean values, standard deviation, frequency, and percentage to describe the level of interest and motivation of students. The results of the analysis were then categorized into five levels, namely very high, high, medium, low, and very low based on the score range (Sugiyono, 2021). In addition, if a comparison between classes IV, V, and VI is needed, comparative analysis such as *One-Way ANOVA* or *Kruskal-Wallis* is used according to the data distribution. To see the relationship between students' interests and motivation, a Pearson or Spearman correlation test can be performed. The validity and reliability test of the instrument is carried out through item-total correlation analysis and calculation of Cronbach's alpha coefficient to ensure the accuracy and consistency of the instrument used.

3. RESULT AND DISCUSSION

This study aims to analyze the level of interest and motivation of students in participating in Physical Education, Sports, and Health (PJOK) learning at SD Negeri Karang Waringin Lampung. The main focus of this study is to find out the extent to which students feel interested, happy, and encouraged to actively participate in PJOK activities held at school.

Interest and motivation are important factors in the success of PJOK learning, because they have a direct effect on the activeness, discipline, and achievement of student learning outcomes. Through this study, it is hoped that a comprehensive picture of the psychological condition of students in participating in PJOK learning can be obtained as a basis for the development of more effective learning strategies.

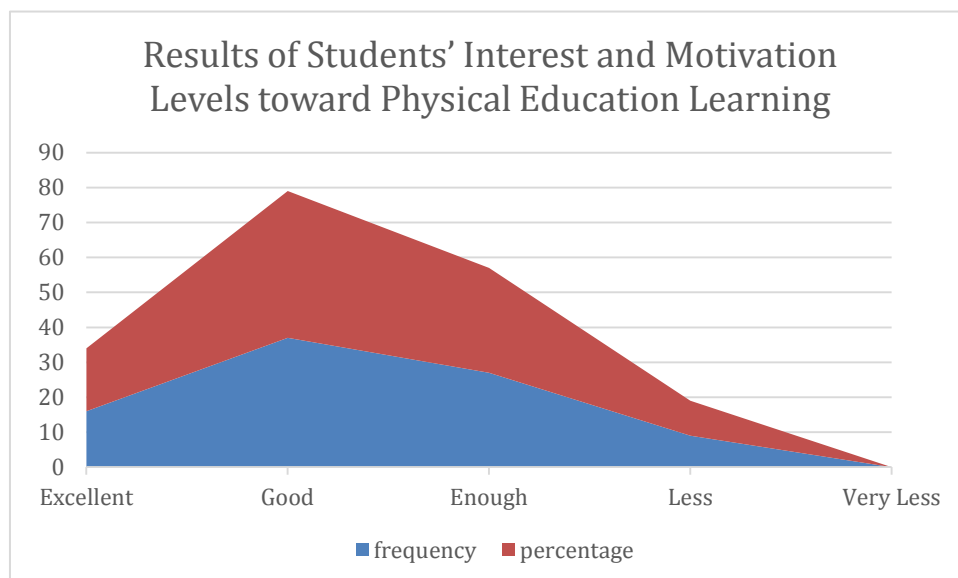
Data collection was conducted using a questionnaire designed to quantitatively measure students' interest and motivation. The questionnaire was administered to 89 students from grades IV, V, and VI as research samples who were considered capable of understanding the content of the statements well. Each statement in the questionnaire measured indicators such as enjoyment, desire to participate, motivation to learn, and support from the learning environment. After the data was collected, it was processed and analyzed descriptively to obtain the frequency distribution and percentage of students' interest and motivation in physical education, as shown in the following table.

Table 2. Frequency Distribution of Students' Interest and Motivation Levels for PJOK Learning

Category	Score Range	Frequency (f)	Percentage (%)
Excellent	21–25	16 students	18%
Good	16–20	37 students	42%
Enough	11–15	27 students	30%
Less	6–10	9 students	10%
Total	—	89 students	100%

Based on the frequency distribution table above, it can be seen that most students are in the **good** category with a percentage of 42%, followed by the fair category of 30%, excellent at 18%, and less by 10%. These results show that the majority of students have a fairly high interest and motivation in participating in PJOK learning, although there are still a small number of students who need more attention and encouragement so that their participation increases. To clarify the comparison between the categories, the results are presented in the form of the following diagram.

Figure 1. Result Diagram of Students' Interest and Motivation Levels for PJOK Learning



Based on the results above, it can be seen that most students have a good level of interest and motivation in PJOK learning, which is 42% of the total respondents. This shows that most students feel interest and positive encouragement in participating in PJOK activities at school. This finding is in line with the opinion of Hidayat and Kusuma (2023) who stated that high interest in learning affects students' active participation in physical education activities.

Furthermore, as many as 30% of students are in the sufficient category, which shows that there are still a number of students who have interests and motivations that are or are not optimal in participating in learning. This condition can be caused by internal factors such as a lack of confidence or external factors such as learning methods that are not yet fully interesting. According to Rahmawati et al. (2022), a variety of interactive learning methods can increase student motivation because they are able to create a fun and challenging learning atmosphere.

Meanwhile, 18% of students fall into the excellent category, which means they have a high interest and enthusiasm to participate in PJOK activities. This group generally shows an enthusiastic attitude, is active in practice, and has an awareness of the importance of physical activity for health. However, there are still 10% of students in the underserved category, which indicates that there is a small percentage of students who have not shown optimal interest and motivation. This is in line with Suryobroto's (2020) research which explains that lack of motivation in PJOK learning is often caused by a lack of variety of activities and a lack of support from the surrounding environment.

Thus, the results of this study show that PJOK learning at SD Negeri Karang Waringin Lampung has gone quite well in attracting students' interest and motivation. However, PJOK teachers need to continue to innovate in learning strategies, such as the application of educational games, project-based approaches, and providing positive feedback so that all students can have optimal interest and motivation for PJOK learning.

4. CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the level of interest and motivation of students in participating in PJOK learning at SD Negeri Karang Waringin Lampung is generally relatively **good**. Most students (42%) showed enthusiasm and positive involvement in PJOK activities, while 30% of students were in the category of adequate, 18% were very good, and only 10% still showed interest and low motivation. These findings indicate that PJOK learning at the school has been quite effective in attracting students, although a more varied and interactive learning strategy is needed to increase student motivation which is still low. Thus, PJOK teachers are expected to continue to develop fun learning methods, based on interesting physical activities, and provide positive feedback so that all students are more motivated and active in every learning activity.

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