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Interactive Learning Strategies as a Means of Increasing Motivation to Learn Sports at the Secondary School Level

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Abstract: This study aims to determine the influence of interactive learning strategies on students' motivation to learn physical education at the senior high school level. Using a quantitative research approach with a survey method, data were collected from 100 students through questionnaires distributed at a public high school in Jambi City. The independent variable in this study was the interactive learning strategy, while the dependent variable was learning motivation in physical education. The data were analyzed using descriptive statistics and simple linear regression. The results showed that interactive learning strategies had a significant positive effect on students' motivation to learn physical education. The coefficient of determination (R^2) was 0.422, indicating that 42.2% of the variation in learning motivation could be explained by the application of interactive learning strategies. These strategies, including group discussions, educational games, and the use of varied media, created an engaging and enjoyable learning atmosphere, which enhanced students' interest, participation, and enthusiasm. This study emphasizes the importance of interactive teaching methods in fostering student motivation and active involvement in physical education learning.

Keyword: Nteractive Learning Strategies, Learning Motivation, Physical Education, High School Students, Student Engagement.

INTRODUCTION

Physical education is an integral part of the national education system that plays a strategic role in character building, motor skill development, and improving the physical and mental health of students. At the secondary school level, sports lessons are a very potential medium for educating students not only in physical aspects, but also in the values of sportsmanship, teamwork, and discipline. However, in reality, there are still many students who view sports lessons as complementary subjects that are less interesting and do not make a significant contribution to their academic development. Learning motivation is one of the important aspects that influences the success of learning, including in physical education and sports learning. Motivation can be an internal driver that makes students actively involved, enthusiastic, and consistent in following the learning process. Low learning motivation in

sports lessons can cause students' reluctance to participate, lack of enthusiasm in practicing, and even decrease overall learning outcomes. Therefore, teachers need to design and implement learning strategies that can arouse students' interest and motivation to learn sports with more enthusiasm. One approach that can be used is an interactive learning strategy. This strategy emphasizes the active involvement of students in the teaching and learning process through various interesting, collaborative, and direct experience-based activities. Interactive learning strategies not only place students as objects of learning, but also as subjects who play an active role in seeking, processing, and applying knowledge. In the context of sports learning, this strategy can be in the form of educational games, group discussions, joint demonstrations, the use of digital media, and fun project-based learning.

The application of interactive learning strategies is considered capable of answering the challenges of traditional learning which tends to be monotonous and provides less space for students to express themselves. Various previous studies have shown that students who are actively involved in the learning process tend to have higher motivation, a greater sense of responsibility, and better social skills. In sports learning, this strategy also has the potential to improve students' motor skills, strengthen understanding of the concept of movement, and create a fun and non-boring learning atmosphere. In the current era of technological and information development, learning approaches must also be able to adapt to the characteristics of the younger generation who are accustomed to digital, visual, and fast interactions. High school students are generally in a dynamic adolescent development phase, where learning motivation is greatly influenced by environmental factors, teaching methods, and teacher communication styles. Therefore, it is important for educators, especially physical education teachers, to design learning strategies that are not only instructional, but also interactive, adaptive, and in accordance with the needs and character of students. Interactive learning strategies in physical education are also in line with the principles of the Independent Curriculum which emphasizes the importance of student-centered learning. Through this approach, students are given the freedom to explore their potential, develop creativity, and form independent and responsible learning habits. In physical education lessons, this strategy can help students understand that physical activity is not only a school obligation, but also a healthy lifestyle that is fun and has long-term value.

However, although interactive learning strategies have a lot of potential, their implementation in secondary schools still faces various obstacles. Some teachers still apply the single lecture or demonstration method without providing space for students to be actively involved. Limited facilities, large numbers of students, and lack of teacher training in developing innovative learning strategies are also obstacles in themselves. Therefore, it is important to conduct further studies on the effectiveness of interactive learning strategies in increasing student learning motivation, especially in the context of physical education lessons at the secondary school level. This study was based on concerns about the low interest and motivation of students in participating in sports lessons, as well as the importance of innovation in teaching methods that can revive students' enthusiasm for learning. By reviewing and implementing interactive learning strategies, it is hoped that a new approach will emerge that is more effective in fostering motivation, increasing student participation, and ultimately improving the quality of sports learning in schools. Furthermore, this study is expected to be a reference for physical education teachers, principals, and education policy makers in developing learning strategies that are responsive to the needs of today's students. Thus, sports lessons are no longer looked down upon, but rather as an important part of character education and holistic health of students. The purpose of this study is to analyze and describe the effectiveness of interactive learning strategies as a means of increasing motivation to learn sports at the secondary school level.

METHOD

This study uses a quantitative approach with a survey method. This approach was chosen because the study aims to determine the effect of interactive learning strategies on sports learning motivation objectively and measurably based on data obtained from a certain number of respondents. Quantitative research allows researchers to process data statistically to draw conclusions that can be generalized in a broader context. The type of research used is explanatory, namely research that aims to explain the causal relationship or influence between two variables, namely interactive learning strategies as an independent variable (X) and sports learning motivation as a dependent variable (Y). Thus, this study not only describes the phenomenon, but also analyzes the effect of one variable on another. The population in this study were all high school students who took physical education subjects at one of the state high schools in Jambi City. The sampling technique was carried out by random sampling, considering equal opportunities for all students to be selected as respondents. The number of samples was determined based on the Slovin formula with an error rate of 5%, so that it is expected to represent the population validly and reliably.

The research instrument used was a closed questionnaire compiled based on indicators of interactive learning strategies and learning motivation. This questionnaire was compiled using a Likert scale with five answer choices, ranging from strongly disagree to strongly agree. To measure interactive learning strategies, the indicators used include active student involvement, two-way communication, use of varied media, and group-based learning activities. Meanwhile, for sports learning motivation, the indicators used include interest, attention, enthusiasm for following lessons, and the desire to excel in sports. Before being used in the study, the instrument was first tested to determine the level of validity and reliability. The validity test was carried out using Pearson Product Moment correlation analysis, while the reliability test was carried out using the Alpha Cronbach technique. The results of the trial showed that all statement items in the questionnaire had high validity and strong reliability, so they were suitable for use in data collection. The data analysis techniques used were descriptive and inferential statistical analysis. Descriptive analysis was used to describe respondent data based on the variables studied, such as average values, standard deviations, and frequency distribution of answers. Meanwhile, inferential analysis was used to test the hypothesis regarding the effect of interactive learning strategies on sports learning motivation using simple linear regression analysis. Classical assumption tests such as normality and linearity tests were also conducted before the regression analysis to ensure that the data met the requirements for proper statistical analysis.

The data processing process was carried out using statistical programs such as the latest version of SPSS. The results of the analysis will show whether there is a significant influence between interactive learning strategies and students' motivation to learn sports. If the significance value (p-value) <0.05, then the alternative hypothesis (H_1) is accepted, which means that interactive learning strategies have a significant influence on motivation to learn sports. With this quantitative approach, the study is expected to provide strong empirical evidence regarding the effectiveness of interactive learning strategies in increasing student motivation. The findings of this study are also expected to be a basis for physical education teachers to choose the most appropriate learning methods to create an active, enjoyable learning atmosphere and motivate students to participate optimally in sports activit

RESULT AND DISCUSSION

1. Description of Research Data

This study involved 100 students from grades X and XI at one of the State Senior High Schools in Jambi City. Data were collected through a questionnaire that measured two main variables: interactive learning strategies (X) and motivation to learn sports (Y). The

questionnaire was compiled using a Likert scale with five answer choices, ranging from strongly disagree to strongly agree.

A. Description of Interactive Learning Strategy Variables (X)

The interactive learning strategy variable was measured through 20 statement items covering aspects such as active student involvement, two-way communication, use of varied media, and group-based learning activities. The results of the descriptive analysis showed that:

a. Average value (mean): 82.5
b. Standard deviation: 5.8
c. Minimum score: 70
d. Maximum score: 95

The distribution of data shows that most students gave a positive assessment of the implementation of interactive learning strategies in sports lessons. This indicates that the teacher has succeeded in creating a learning atmosphere that involves students actively and enjoyably.

B. Description of Sports Learning Motivation Variable (Y)

The sports learning motivation variable is measured through 20 statement items covering aspects such as interest, attention, enthusiasm for following lessons, and the desire to excel in sports. The results of the descriptive analysis show that:

a. Average value (mean): 80.2
b. Standard deviation: 6.3
c. Minimum score: 65
d. Maximum score: 92

These data indicate that students' learning motivation in sports lessons is in the high category. The majority of students show enthusiasm and passion in participating in sports activities at school.

2. Validity and Reliability Test of the Instrument

Before being used in the study, the questionnaire was tested for validity and reliability. The validity test was carried out using Pearson Product Moment correlation analysis, while the reliability test was carried out using the Alpha Cronbach technique.

a. The results of the validity test showed that all items had a correlation coefficient above 0.3, which means valid.
b. The results of the reliability test show a Cronbach's Alpha value of 0.89 for variable X and 0.91 for variable Y, which means it is reliable.

3. Classical Assumption Test

Before conducting the regression analysis, a classical assumption test was conducted to ensure that the data met the requirements for statistical analysis.

a. Normality Test

The normality test was conducted using the Kolmogorov-Smirnov test. The results showed that the significance value for both variables was more than 0.05, which means that the data was normally distributed.

b. Linearity Test

The linearity test was conducted to determine whether there was a linear relationship between variables X and Y. The test results showed that the significance value was 0.000 <0.05, which means that there was a linear relationship between interactive learning strategies and sports learning motivation.

4. Simple Linear Regression Analysis

To determine the effect of interactive learning strategies on sports learning motivation, a simple linear regression analysis was conducted. The results of the analysis show that:

a. Regression coefficient (β): 0.65
b. T-value: 8.45
c. Significance (p-value): 0.000 < 0.05
d. Determination coefficient (R^2): 0.422

These results indicate that interactive learning strategies have a significant effect on students' motivation to learn sports. The R^2 value of 0.422 means that 42.2% of the variation in motivation to learn sports can be explained by interactive learning strategies.

Discussion

1. The Influence of Interactive Learning Strategies on Sports Learning Motivation

The results of the study indicate that interactive learning strategies have a significant influence on students' sports learning motivation. This is in line with the theory of learning motivation which states that students' active involvement in the learning process can increase their intrinsic motivation. Interactive learning strategies, such as group discussions, educational games, and the use of varied media, can create a fun and challenging learning atmosphere. This can increase students' interest and attention to sports lessons, and encourage them to participate more actively in learning activities.

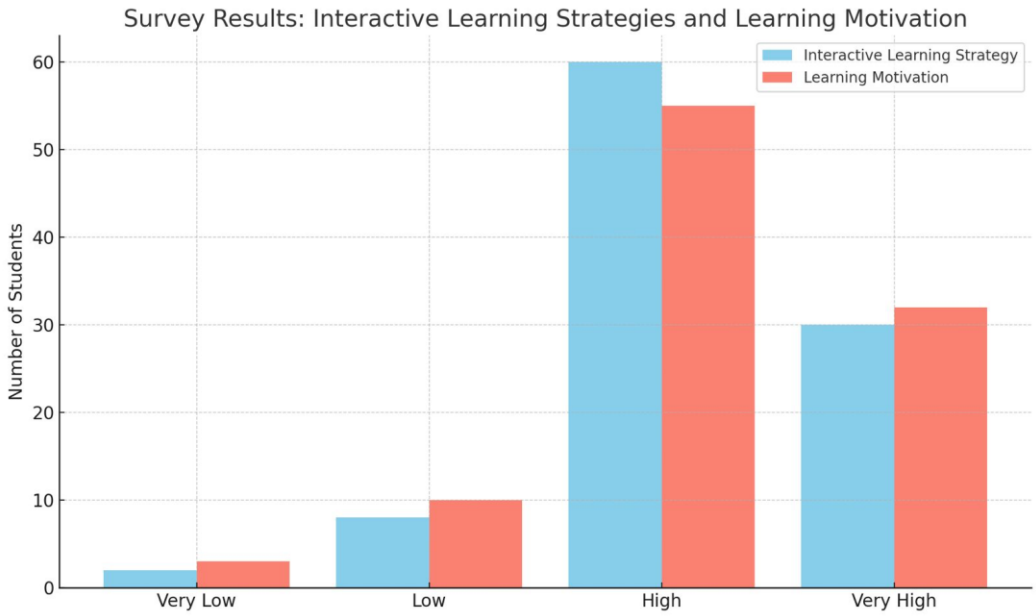
2. Practical Implications

These findings have practical implications for physical education teachers. Teachers are advised to continue to develop and implement interactive learning strategies in sports lessons. By creating a learning atmosphere that actively involves students, teachers can increase students' learning motivation and, ultimately, improve their learning outcomes.

3. Research Limitations

This study has several limitations, including:

a. Limited sample: This study was only conducted in one school, so the results may not be generalizable to other schools.
b. Other variables: This study only examined one independent variable, namely interactive learning strategies. Other variables that may affect sports learning motivation, such as environmental factors or parental support, were not examined.



The figure above shows the results of the distribution of student responses to two research variables, namely interactive learning strategies and sports learning motivation. Based

on the bar chart, it can be seen that most students are in the high and very high categories for both variables. For the interactive learning strategy variable, 60 students (60%) are in the high category and 30 students (30%) are in the very high category. Only a small number of students are in the low (8 students) and very low (2 students) categories. This shows that most respondents consider the implementation of interactive learning strategies in sports subjects to have gone well and according to expectations. Meanwhile, for the sports learning motivation variable, 55 students (55%) are in the high category and 32 students (32%) are in the very high category. Similar to the previous variable, only a few students showed low (10 students) and very low (3 students) motivation levels. These data indicate that students' learning motivation in sports lessons is also in the good category. In general, the distribution pattern of the two variables shows harmony, where the better the interactive learning strategy applied, the higher the students' motivation in learning sports. This finding strengthens the results of the statistical analysis which shows a positive and significant relationship between the two variables.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that interactive learning strategies have a significant influence on increasing students' motivation to learn sports at the secondary school level. This strategy is able to create a more enjoyable learning atmosphere, actively involve students, and encourage two-way interaction between teachers and students. The application of methods such as group discussions, educational games, and the use of varied media have been proven to increase students' interest, attention, and enthusiasm in participating in sports lessons. In other words, the more interactive the learning process is, the higher the students' motivation to learn and actively participate in sports activities at school. This finding underlines the importance of the role of teachers in designing learning strategies that not only focus on material, but also on emotional involvement.

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