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Implementation of Innovative Learning Models to Increase Interest in Learning Sports Among Teenagers

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Abstract: This study aims to examine the implementation of innovative learning models to increase teenagers' interest in learning sports. Using a quantitative approach, data were collected through online questionnaires from 120 secondary school students. The results indicate that innovative learning models such as game-based learning, collaborative learning, and blended learning significantly enhance students' enthusiasm, active participation, and motivation in sports education. Statistical analysis shows a positive and significant effect of these models on students' learning interest, with a coefficient of determination (R^2) of 0.48. Students reported that interactive and engaging methods make sports lessons more enjoyable and easier to understand. However, challenges such as limited facilities, time constraints, and technological access were noted as obstacles to optimal implementation. This study highlights the importance of adopting diverse and student-centered learning strategies in physical education to foster not only physical fitness but also social skills and self-confidence among teenagers. It is recommended that schools and educators support the continuous development and application of innovative learning approaches to improve educational outcomes in sports.

Keyword: Innovative learning models, Sports education, Teenagers, Learning interest, Game-based learning, Collaborative learning, Blended learning.

INTRODUCTION

Physical education is an integral part of the education system that plays an important role in character building, improving physical health, and developing students' social skills. At the adolescent level, physical education is a very potential means to support physical and mental growth, build a spirit of sportsmanship, and form an attitude of discipline and cooperation. However, in practice, physical education in various schools is still unable to attract optimal learning interest from students, especially adolescents. The low interest in learning sports among adolescents is a serious problem that can affect the effectiveness of the learning process. Many students consider sports lessons only as physical activities without significant academic value. In addition, conventional learning methods, such as lectures or monotonous exercises, often cause students' enthusiasm to decrease in following lessons. In this context, an innovative

approach in the learning process is very important to create a more interesting, challenging, and enjoyable learning experience. Innovation in sports learning is not only about changing the form of physical activity, but also involves the development of methods, strategies, and media that are adaptive to the needs and characteristics of students. Innovative learning models such as game-based learning, collaborative learning, project-based learning, and technology-based approaches have been widely used in various disciplines to increase student engagement. The application of these models in the context of physical education is considered capable of increasing students' intrinsic motivation and building a deeper understanding of the values of sports.

Adolescents are an age group that is at a complex stage of development. They experience significant physical, emotional, and social changes. Therefore, the learning approach applied to them must consider their psychological needs, learning styles, and interest tendencies. Innovation in sports learning that is able to combine interactive, competitive, and collaborative elements is believed to be able to answer these challenges. Several previous studies have shown that innovation-based learning can have a positive impact on increasing students' interest and motivation in sports lessons. For example, the application of a game-based learning model has been shown to be able to increase students' active participation because they feel that learning is more enjoyable. Likewise, a collaborative learning approach can increase social interaction and strengthen teamwork between students. However, further research is still needed to examine how the application of various innovative models specifically affects interest in learning sports, especially among adolescents. The shift in the paradigm of sports learning from a traditional approach to a more innovative and student-centered approach is in line with the demands of the Independent Curriculum which emphasizes meaningful and contextual learning. Teachers as facilitators are required to be able to create a learning environment that encourages students to be active, think critically, and have learning experiences that are relevant to their lives. In this case, physical education teachers have a strategic role in developing learning models that not only teach motor skills, but also character values, such as cooperation, honesty, and sportsmanship.

Interest in learning is a very important psychological factor in the learning process. When students have a high interest in a subject, they will show active involvement, enthusiasm, and high learning motivation. Therefore, increasing interest in learning sports among adolescents is very important to be studied and pursued through appropriate and relevant learning approaches.With this background, this study aims to examine the application of innovative learning models in physical education as an effort to increase interest in learning sports among adolescents. This study is also expected to provide theoretical and practical contributions to the development of more effective learning strategies, as well as provide input for educators and education policy makers in managing sports learning at the secondary school level. This study aims to:

1. Identify and analyze the application of innovative learning models in the context of sports learning at the secondary school level, especially among adolescent students.
2. Evaluate the effectiveness of the implementation of innovative learning models (such as game-based learning, collaborative learning, and other models) in increasing students' interest in learning sports subjects.
3. Identify the challenges and obstacles faced by teachers in implementing innovative learning approaches in physical education classes.
4. Provide practical recommendations for physical education teachers, principals, and education policy makers regarding effective learning strategies to increase interest in learning sports.

5. Develop an innovative, participatory, and relevant sports learning framework with the characteristics of adolescent development in order to improve students' learning experiences as a whole.

METHOD

This study uses a quantitative approach with a quantitative descriptive research type. The purpose of this study is to analyze the extent to which the implementation of innovative learning models can increase interest in learning sports among adolescents. This approach allows for objective data collection through the distribution of questionnaires, the results of which are analyzed using descriptive and inferential statistical techniques. The main focus of this study is to measure students' responses to the use of learning models such as game-based learning, collaborative learning, and blended learning in the physical education learning process. The population in this study were high school students spread across various schools, without being limited by a particular area. The sample was taken using the accidental sampling technique, namely based on anyone who was willing to fill out the questionnaire voluntarily. The instrument used in this study was an online questionnaire compiled in Google Form format and distributed to respondents via digital platforms such as social media, study groups, and email. The number of respondents collected was 120 students, consisting of various age backgrounds, genders, and education levels. The questionnaire used in this study contained a number of closed statements compiled based on indicators of learning interest, such as interest in sports material, enthusiasm for following lessons, consistency of attendance in sports lessons, and motivation to practice independently outside of class hours. The measurement scale used is the Likert scale 1–5, ranging from “strongly disagree” to “strongly agree”. Before distribution, the instrument was validated by experts and tested first to determine its validity and reliability. The collected data were analyzed using descriptive statistics (mean, percentage, and standard deviation) to describe the tendency of student responses, as well as simple regression analysis to see the effect of implementing innovative learning models on interest in learning sports. All data were processed using statistical software such as SPSS. With this method, the study is expected to be able to provide an objective picture of the effectiveness of innovative learning models in increasing interest in learning sports among adolescents in various educational environments. This study also serves as a basis for developing physical education learning strategies that are more relevant and interesting for today's young generation.

RESULT AND DISCUSSION

1. General Description of Respondents

This study involved 120 respondents of secondary school students (SMP and SMA) who were randomly distributed and filled out the questionnaire online. As many as 45% of respondents came from SMP and 55% from SMA. The gender composition consisted of 62 male students (51.7%) and 58 female students (48.3%). All respondents stated that they had received sports learning with an innovative approach, either directly at school or online through digital media. This shows that the use of innovative learning models is starting to be widely introduced in physical education.

2. Level of Student Learning Interest

The results of descriptive statistical analysis of questionnaire data show that the level of student learning interest in sports subjects is relatively high. Based on the average score of all learning interest indicators, a mean value of 4.1 was obtained on a Likert scale of 1–5. This indicates that in general students show interest, activeness, and enthusiasm for sports lessons delivered through an innovative approach. In more detail, the indicator of “interest in the material” has the highest score, which is an average of 4.3. This indicator reflects that

students feel that sports lesson material is more interesting when delivered through games or group work. Meanwhile, the indicator of "consistency in following lessons" obtained an average score of 3.9, which means it is quite high even though there are still obstacles such as limited class hours or activities outside of school.

3. Student Perception of Game-Based Learning

One of the innovative learning models studied is game-based learning. Based on the results of the questionnaire, 78% of respondents stated that they strongly agree or agree that this approach makes learning more enjoyable. They feel freer to move, express themselves, and feel a healthy competitive atmosphere in the classroom. Students also stated that learning through games makes it easier for them to understand the material, because it is delivered through direct practice that is not boring. In addition, 71% of respondents stated that they felt more motivated to actively participate in sports lessons when the game model is used. This shows that this approach is able to encourage students' intrinsic motivation, such as curiosity and the desire to win. This is in accordance with the constructivist learning theory which states that direct experience and emotional involvement can increase learning effectiveness.

4. Student Perceptions of Collaborative Learning

The collaborative learning model also received a positive response from the majority of students. Around 74% of respondents stated that they were more comfortable learning in groups, because they felt supported by friends and could exchange ideas. They felt that collaborative activities such as making gymnastics movements together, devising strategies in games, or presenting training results made lessons more interesting and less monotonous. As many as 69% of students stated that they learned more when discussing and working together with friends. In addition, group activities also build the confidence of students who were previously passive in sports lessons. In more traditional instructional learning, students tend to only follow the teacher's directions. With a collaborative approach, students are given an active role as problem solvers, group leaders, or activity planners, which ultimately increases their overall involvement.

5. Impact of Blended Learning on Learning Independence

The blended learning approach is also widely applied, especially during and after the pandemic. In the questionnaire, students stated that they were helped by additional materials in the form of videos, digital guides, and sports applications provided by teachers. Around 66% of respondents stated that digital-based materials helped them review lessons independently, especially when they did not have time to attend face-to-face lessons. However, blended learning also faces challenges. Around 21% of students admitted to having difficulty accessing digital materials due to limited devices or internet networks. However, blended learning still provides great benefits in terms of flexibility and access to information. In this context, blended learning is considered to support the principle of lifelong learning and foster students' responsibility for their own learning process.

6. Regression Analysis of the Effect of Innovative Learning Models on Learning Interest

To determine the extent to which innovative learning models affect students' learning interest, a simple regression test was conducted. The independent variable (X) is the use of innovative learning models (a combination of game-based, collaborative, and blended learning), while the dependent variable (Y) is interest in learning sports. Based on the results of the regression analysis, a determination coefficient (R^2) of 0.48 was obtained, indicating that 48% of the variation in students' learning interest can be explained by the use of innovative learning models. The results of the t-test also showed a significance value of 0.000 ($p < 0.05$), which means that there is a significant influence between the application of innovative learning models on students' learning interest. The positive regression coefficient indicates that the higher the intensity of the use of innovative learning models,

the higher the students' interest in sports lessons. This finding strengthens various previous studies that conclude that interesting, participatory, and contextual learning strategies can significantly increase students' motivation and interest in learning.

7. Comparison of Learning Interests between Junior High School and Senior High School Students

   This study also analyzed the comparison of learning interests between junior high school and senior high school students. The results of descriptive statistics show that junior high school students have an average learning interest of 4.2, while senior high school students have an average of 4.0. This difference is not too significant, but it provides an illustration that innovative approaches can be well received by various levels of education. This result can be explained by the psychological differences between junior high school and senior high school students. Junior high school students tend to be more enthusiastic and open to play methods in learning, while senior high school students begin to focus more on academic achievement and sometimes consider sports lessons as complementary. Therefore, teachers at the senior high school level need to design a more challenging and contextual approach, for example by linking sports to a healthy lifestyle or character building.

8. Obstacles and Barriers Faced

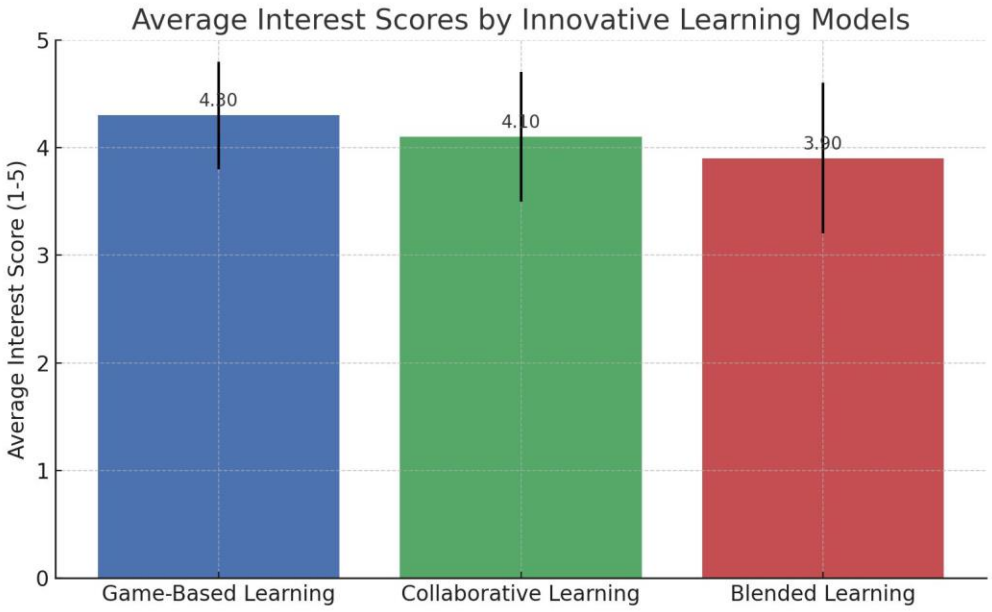
   Although the innovative learning model provides many benefits, there are also obstacles felt by students. Around 23% of respondents stated that collaborative learning is less effective if group members are not united, and 18% felt that the games used did not always match their preferences. In addition, in the blended learning model, technical constraints are a major challenge for students who do not have adequate facilities. Physical education teachers also have limitations in terms of time and resources. Because sports lessons are only given twice a week, the implementation of innovative approaches often cannot be carried out optimally. Teachers must be good at managing time, designing strategies, and evaluating the process in a limited time.

9. Theoretical Discussion

   The findings of this study are in line with the theory of learning motivation which states that interest is an internal factor that greatly influences learning success. According to John Keller in the ARCS (Attention, Relevance, Confidence, Satisfaction) model, learning that is able to attract attention, is relevant to students' lives, builds self-confidence, and provides satisfaction will be able to increase motivation and interest in learning. Innovative learning models naturally meet these criteria. Game-based learning attracts attention through elements of play and challenges, collaborative learning is relevant to the needs of adolescent social interaction, and blended learning provides confidence in independent learning. When students feel happy, appreciated, and given an active role, then interest in learning will grow by itself.

10. Research Implications

    The results of this study provide important implications for the world of education, especially physical education. Teachers need to be more open to the use of varied learning strategies and not just focus on one-way lecture or demonstration methods. The physical education curriculum also needs to be supported by teacher training and facilities that allow for the implementation of innovative models on an ongoing basis. In addition, schools and education offices need to facilitate the use of technology in sports learning, especially in the context of blended learning. Procurement of devices, digital literacy training, and equitable internet access are important factors in realizing inclusive and adaptive learning.



The graph illustrates the level of student learning interest based on three innovative learning models applied in sports learning. The Game-Based Learning model received the highest average score of 4.3 on a scale of 1 to 5, indicating that students felt very interested and enthusiastic when sports lessons were delivered through a game approach. This indicates that the elements of competition and fun inherent in game-based learning are able to attract attention and motivate students to participate more actively. The Collaborative Learning model is in second place with an average score of 4.1. This shows that students also feel quite helped and motivated when learning is done in groups or teams. Through social interaction and collaboration, students can support each other and learn together, which increases their self-confidence and involvement in sports lessons. Meanwhile, the Blended Learning model has an average score of 3.9 which is slightly lower than the two previous models, but still shows a fairly high level of interest. Although it provides the flexibility of independent learning with the support of digital media, blended learning may still face obstacles such as limited access to technology that affects students' learning experiences. Overall, these three innovative learning models have proven effective in increasing interest in learning sports among teenagers, with game-based learning being the most popular model. This shows the importance of implementing interactive and relevant learning methods to students' needs to create a fun and motivating learning atmosphere.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the implementation of innovative learning models has a significant influence on increasing interest in learning sports among adolescents. Learning models such as game-based learning, collaborative learning, and blended learning have been proven to be able to increase student involvement in learning, foster enthusiasm, and build intrinsic motivation to continue being active in physical activities. The majority of students stated that fun, interactive, and experience-based learning methods make sports lessons more interesting and not boring. In addition, an approach that provides space for collaboration and creativity also strengthens students' self-confidence and social skills. The results of statistical tests show that the use of innovative learning models has a significant effect on students' interest in learning, with a contribution of 48% to the variation in interest shown. This confirms that learning strategies designed with an innovative approach are one of the keys to improving the quality of physical

education in schools. However, the implementation of this model still faces various challenges, such as limited time, facilities, and technological readiness. Therefore, support is needed from various parties—teachers, schools, and the government—to create a sports learning environment that is more adaptive, fun, and relevant to the needs of today's young generation. By continuing to develop and implement innovative learning approaches, it is hoped that sports lessons will not only be a means of physical fitness, but also a vehicle for developing character, discipline, and cooperation that will be beneficial for students' future lives.

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