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The Role of Learning Media and Teacher Innovation on Student Interest in Sports Education

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Abstract: Literature Review of the role of Learning Media and Teacher Innovation in increasing Student Interest is a scientific article with the aim of analyzing whether Student Interest plays a role in Learning Media and Teacher Innovation. The method examines various studies, articles, and books relevant to the topic discussed. The results of this article are: 1) Learning Media plays a role in Student Interest 2) Teacher Innovation plays a role in Student Interest. Apart from these 2 exogenous variables that influence the endogenous variable of Student Interest, there are still many other factors including motivation, learning facilities, family environment.

Keywords: Learning Media, Teacher Innovation, Student Interest

INTRODUCTION

Physical education and sports play a crucial role in developing students' physical, mental, and social aspects. Through sports activities, students not only learn movement skills but also the values of discipline, teamwork, and sportsmanship. However, one of the main challenges in physical education learning is students' low interest in active participation. According to (Rahayu & Sari., 2021) interest in learning is an internal factor that significantly influences the success of the learning process, including in sports education. Therefore, innovative and engaging learning approaches are needed to ensure students are highly motivated to participate in physical education and sports activities.

One effective way to increase student interest is through the use of appropriate learning media. According to (Verawati, Dewi, & Destya., 2023) interactive learning media plays a crucial role in creating an engaging and enjoyable learning environment, particularly in sports learning. Innovative media such as animated videos, digital simulations, and educational games can help students understand movement techniques in a concrete and visual way. This makes the learning process more meaningful because students are actively engaged physically and cognitively. Therefore, the use of learning media can be a key factor in increasing student interest and participation.

In addition to learning media, teacher innovation also plays a crucial role in fostering student interest in learning. According to (Rahman & Sudarsih., 2021), innovative teachers are able to transform conventional teaching methods into interactive, collaborative, and enjoyable learning. Creative teachers not only deliver material but also act as facilitators, creating positive learning experiences for students. Teacher innovation can be realized through the development of varied training models, the implementation of technology-based learning, and approaches tailored to student characteristics. This encourages students to be more enthusiastic about participating in physical education lessons.

With the synergy between engaging learning media and creative teacher innovation, the physical education learning process can be more effective. According to (Yuliani, Hidayat, & Pratama., 2023), the combination of these two factors can increase student interest, motivation, and participation in physical education activities. Teachers who are able to utilize media innovatively will create a learning environment that is not monotonous, so students feel motivated to learn and practice actively. Therefore, it is important for educators to continuously develop competencies in learning innovation and media utilization to optimally achieve physical education goals.

This article aims to identify and analyze the key factors influencing student interest implementation in the context of implementing learning media and teacher innovation in physical education. A deeper understanding of these factors is expected to provide educators with insights into developing more effective and engaging learning strategies that can increase student participation and motivation in physical education activities.

This study aims to determine whether learning media and teacher innovation contribute to student interest. Based on the previously described research questions, the literature review questions are as follows:

1. Does learning media contribute to student interest?
2. Does teacher innovation contribute to student interest?

METHODS

This study aims to examine the role of learning media and teacher innovation in student interest in physical education. This article was compiled using a literature review method, which examines various studies, articles, and books relevant to the topic discussed. The main emphasis in this study is how learning media can increase student engagement and motivation in participating in physical education activities, as well as how teacher innovation plays a role in creating an interesting, interactive, and enjoyable learning environment.

RESULTS AND DISCUSSION

Results

The results of this article based on the background of the problem, objectives and methods are as follows:

Student Interest

According to (Fitriani., 2020), interest in learning is a persistent inclination toward learning activities accompanied by attention, enjoyment, and a desire to actively participate. In physical education, interest arises when students find learning enjoyable and aligned with their physical and emotional needs. Interest is a person's liking and attraction to an activity without coercion. In an educational context, student interest determines the extent to which they are actively involved in learning activities (Slameto., 2017).

According to (Hidayat & Rohani., 2018), student interest is an internal drive that arises from interest, curiosity, and satisfaction with the learning activities undertaken. The stronger a student's interest, the greater their participation and enthusiasm in learning.

According to (Lestari & Mokhammad., 2017), indicators of interest in learning include: 1) feelings of enjoyment; 2) interest in learning; 3) showing attention while learning; and 4) involvement in learning.

Student interest has been extensively studied by previous researchers, including: (Andira, P. A., Utami, A., Astriana, M., & Walid, A., 2022) , (Aprilianti, D., Herawati, M. N., & Isnaini, H., 2019), (Wulandari, S., 2020), (Nazirun, N., Gazali, N., & Fikri, M., 2019).

Learning Media

Learning media is a key supporting component in the teaching and learning process. It is a tool that helps teachers deliver material so that students develop interest and passion in the material being taught. The importance of selecting media that is appropriate to the material and student characteristics is also emphasized to prevent it from feeling monotonous and boring (Amelia Putri et al., 2023). Learning media, as an effective tool or medium, can create a more engaging, interactive, and relevant learning process for students. Learning media is viewed here as a means of delivering lesson material with variations that suit student characteristics (Netri Riau & Zaka H., R., 2023).

According to (Hasan et al., 2021), learning media are all tools used to convey messages and can stimulate students' thoughts, attention, feelings, and abilities, thereby triggering a deliberate, purposeful, and controlled learning process.

According to (Pratiwi and Meilani, 2018), there are five indicators for creating learning media: 1) Relevance; 2) Teacher Ability; 3) Ease of Use; 4) Availability; 5) Usefulness.

Learning media has been extensively studied by previous researchers, including: (Kaniawati, E., et al., 2023), (Daniyati, A., et al., 2023), (Dwistia, H., Sajdah, M., Awaliah, O., & Elfina, N., 2022), (Audie, N., 2019).

Teacher Innovation

Teacher innovation is the ability and effort of an educator to create, develop, and implement new ideas or methods in the learning process to improve the quality of student learning outcomes. According to (Mulyasa, 2017), teacher innovation is a creative process in learning that involves the application of new ideas, strategies, and approaches relevant to students' needs and characteristics to make learning more effective and meaningful. Innovative teachers have the courage to try new things and are able to adapt them to existing learning conditions.

According to (Sani, 2019), teacher innovation is the ability to develop learning methods, media, and techniques that can increase student interest and engagement in learning activities. Innovative teachers focus not only on delivering material but also on creating an engaging, challenging, and enjoyable learning environment.

According to (Husamah and Pantiwati, 2020), teacher innovation involves adapting to technological and social changes that impact the world of education. They emphasize that teachers must be able to integrate information technology into learning to create a more interactive learning experience.

Teacher innovation has been extensively studied by previous researchers, including: (Asbari, M., & Novitasari, D., 2020), (Mea, F., 2024), (Murni, D., Mudjiran, M., & Mirna, M., 2023), (Yantoro, Y., Hariandi, A., Mawahdah, Z., & Muspawi, M., 2021).

Discussion

a) Learning Media for Student Interests

Learning media plays a crucial role in increasing student interest in physical education, sports, and health (PJOK). According to (Verawati, Dewi, & Destya., 2023) interactive learning media can significantly increase student participation and interest in school sports

activities. Through engaging media, students feel more engaged and challenged to participate in learning activities. This demonstrates that presenting material with appropriate media not only helps understand movement concepts but also fosters students' intrinsic motivation to actively participate in sports lessons.

Furthermore, research conducted by (Kurniawan & Rachmawati., 2022) explains that the use of game-based learning media in sports lessons can create a fun and interactive learning environment. Students become more enthusiastic and less bored when the learning process is presented in the form of educational games. This game-based media fosters a healthy competitive spirit and builds students' self-confidence. Thus, media that combines elements of entertainment and learning can effectively increase students' interest in sports education. Another study by (Jupriadi, Mahmud & Nurhayati., 2025) showed that the use of simple games like Snakes and Ladders in elementary school physical education (PJOK) learning can gradually increase students' interest in learning from cycle to cycle. This media fosters students' curiosity and enthusiasm for learning by presenting physical activities in a creative manner. This finding reinforces the view that the effectiveness of learning media depends not only on sophisticated technology but also on the teacher's ability to adapt the media to the characteristics and needs of students.

Meanwhile, according to (Putri & Sari., 2022) visual media such as animated videos also have a significant influence on increasing student interest and achievement in physical education. Through visual displays, students can understand movement techniques more clearly and concretely, thereby reducing errors in practice. Furthermore, animated media creates a visually and emotionally engaging learning experience. Therefore, it can be concluded that various forms of learning media—whether interactive, games, or digital visuals—play a significant role in fostering student interest in physical education learning.

This research aligns with research conducted by: (Amaliyah, A., et al., 2021), (Sunami, M. A., & Aslam, A., 2021), (Nurfadhillah, S., et al., 2021), (Putri, V., & Sari, M., 2024).

b) Teacher Innovation towards Student Interests

Teacher innovation in the learning process plays a significant role in increasing student interest in learning, particularly in the context of physical education. According to (Rahman & Sudarsih., 2021), innovative teachers can transform the physical education (PJOK) learning environment into a more engaging and meaningful one through the application of various creative methods, such as project-based learning, games, or the use of digital technology. Teachers act not only as instructors but also as facilitators, creating a fun learning environment. When students experience physical education learning as less monotonous, their interest in participating significantly increases.

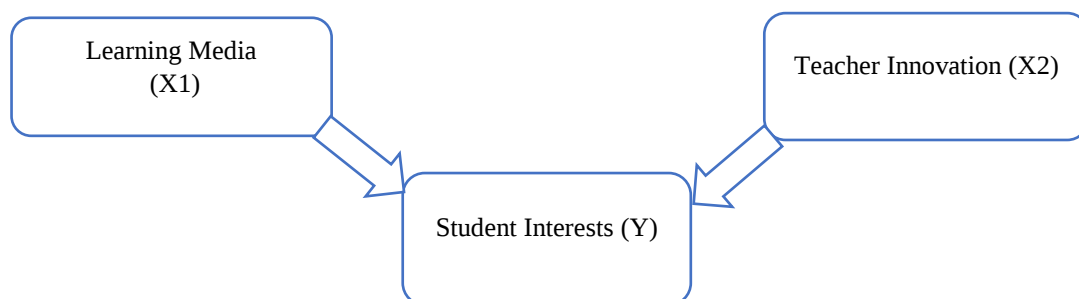
Furthermore, (Sulastris & Wibowo., 2020) state that teacher innovation in physical education can include developing training models tailored to students' needs and characteristics. For example, incorporating musical elements into gymnastics activities or using simple, readily available equipment for physical education practice. This approach helps students perceive that sports are not confined to the field but can be a creative activity related to everyday life. Such innovation can foster students' enthusiasm and motivation for physical education. Research by (Yuliani, Hidayat, & Pratama., 2023) also confirms that teacher innovations integrating learning technology, such as interactive learning videos and digital sports applications, can increase student interest and participation. The use of digital media allows students to understand movement techniques more easily and enjoyably, while also encouraging independent learning. Teachers who adapt to technological developments can create sports learning that is relevant to the times and builds students' emotional engagement in learning activities.

Furthermore, according to (Mulyana & Kurniadi., 2022), teacher innovation is not only related to teaching methods but also to the ability to build positive relationships between teachers and students. Innovative teachers are able to foster a passion for learning through a humanistic approach, appreciation for student effort, and creating a healthy competitive atmosphere. Thus, it can be concluded that teacher innovation is a key factor in increasing student interest in sports education, as teachers play a direct role in creating enjoyable, relevant, and meaningful learning experiences for students.

This research aligns with research conducted by: (Wulandari, H., & Nisrina, D. A. Z., 2023), (MUhammad, A., & Yusri, A. M., 2024), (Yoga, W. M., 2024), (Sari, W. N., Murtono, M., & Ismaya, E. A., 2021).

Conceptual Framework

Based on the formulation of the problem, theoretical studies, relevant previous research and discussion of the influence between variables, then obtained the framework of thinking articles such as below.



Picture 1. Conceptual Framework

And there are many other factors that influence student interest (Y), including :

- a) Motivation : (Aprelyani, S., 2025), (Fernando, Y., Andriani, P., & Syam, H., 2024), (Harahap, N. F., Anjani, D., & Sabrina, N., 2021), (Rahman, S., 2022).
- b) Learning Facilities: (Habsyi, F. Y., 2020), (Rahayu, D. S., & Trisnawati, N., 2021), (Lestari, P., Yohana, C., & Adha, M. A., (2023), (Mahrita, M., & Cahyono, R., 2022).
- c) Family Environment: (Wahid, F. S., et al., 2020), (Hermawan, Y., Suherti, H., & Gumilar, R., 2020), (Andriyani, J., 2020), (Putri, A. N., & Mufidah, N., 2021).

CONCLUSION

This study aims to determine whether student interest plays a role in improving learning media and teacher innovation. Based on the article's questions, the following conclusions can be drawn from this study: 1) Learning media plays a role in student interest; 2) Teacher innovation plays a role in student interest.

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