

**INCREASING INTEREST IN PARTICIPATING IN PHYSICAL EDUCATION
LEARNING THROUGH PLAYING METHODS
IN ELEMENTARY SCHOOL STUDENTS**

Rika Regita¹, Suaib Nur², Hadi pajarianto³
^{1,2,3}Universitas Muhammadiyah Palopo
[1rikaregita424@gmail.com](mailto:rikaregita424@gmail.com), [2suaibnur@umpalopo.ac.id](mailto:suaibnur@umpalopo.ac.id),
[3hadipajarianto@umpalopo.ac.id](mailto:hadipajarianto@umpalopo.ac.id)

ABSTRACT

This research explores the influence of play methods on students' interest in learning physical education at SDN 30 Mattirowalie. This research uses the Classroom Action Research (PTK) method which consists of 2 cycles. Each cycle consists of planning, implementation, action, observation and reflection. using research instruments in the form of pretest and posttest questionnaires. This research was carried out at SDN 30 Mattirowalie, Palopo City with a sample of 22 grade 5 students. Research findings show that the application of the play method significantly increases students' interest in physical education. This can be seen from the average pretest score of 34.27, while the posttest score was 66.59. This method has proven effective in creating a more interactive and enjoyable learning experience, which encourages active student participation.

Keywords: Student Interests, Playing Methods.

A. Introduction

Physical education learning is very important for developing students' psychomotor, affective and cognitive domains, as well as influencing the development of their personality and behavior. At SD Negeri 30 Mattirowalie, physical education classes are expected to help students develop their potential and achieve national education goals. Extracurricular activities and curriculum can improve students' athletic abilities and understanding of physical education (Hidayat, 2023).

To increase students' motivation in learning physical education, it is

necessary to apply appropriate playing methods. This method is believed to be able to adapt teaching to each student's developmental stage, thereby increasing their enthusiasm for effective learning (Sobah, 2022). In other words, when someone exhibits a behavior, it reflects their attitude, character, abilities, and interests (Jalil, 2021).

The play method is designed to help students actualize themselves through activities they like. Playing is a voluntary activity carried out without coercion or specific goals, creating a happy atmosphere according to the customs of the surrounding

community (Sobah, 2022). As with studying other sports, in learning students are taught various kinds of games and try to get to know them (M Husein,2021).

Apart from increasing students' interest in physical education subjects, the application of play methods in schools is also a forum for parents and school teachers to introduce play methods to students (Saputra, 2021). The games played by the community are cultural artifacts that should be preserved in society considering that folk games are a tool to maintain relationships with social comfort in addition to entertaining oneself (Lisa, 2022). Playing is no longer a physical activity in children's growth and development due to advances in science and technology (Husein, 2021).

B. Metode Penelitian

This research uses the Classroom Action Research (PTK) method, which aims to understand the cause-and-effect relationship between certain variables (Kahar, 2022). The treatment in this research was the application of the "cat and mouse" playing method to increase students' interest in learning physical education in class V at SDN 30 Mattirowalie. The

research instruments used were pretest and posttest questionnaires. This research design consists of two cycles, each cycle involving four stages: planning, action, observation and reflection.

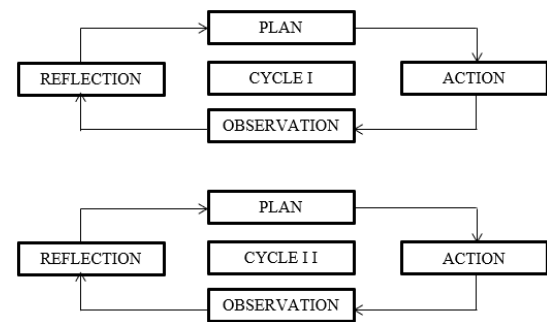


Figure 1. Classroom Action Research Cycle

This research was carried out at SDN 30 Mattirowalie, Palopo City from May to June 2024, involving all grade 5 students. Data collection was carried out through interviews, observation, documentation and tests. Data analysis was carried out using SPSS 23 to facilitate the analysis process. Data from the questionnaire was entered into SPSS 23 and analyzed using relevant statistical tests, including paired sample t-test.

C. Results And Discussion

Result

Table 1. Hasil Pretest dan Posttest

No	Pretest	Posttest
1	40	62
2	35	68
3	31	65
4	40	76
5	25	60
6	40	66
7	30	70
8	34	59
9	36	60
10	28	65
11	30	70
12	30	69
13	29	60
14	40	76
15	45	76
16	38	76
17	40	60
18	35	67
19	37	65
20	22	60
21	29	60
22	40	75
Average	34,27	66,59
Highest	45	76
Lowest	22	59

Based on this table, the average score for the pretest is 34.27 with the highest score being 45 and the lowest being 22, while for the posttest it is 66.59 with the highest score being 76 and the lowest being 59, this gives an indication that there has been an increase in students' interest in learning. physical education after conducting experiments in the form of applying play methods.

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pretest - Posttest	-32.318	5.931	1.265	-34.948	-29.688	-25.557	21	.000

The table above presents the statistical analysis results for the paired differences between pretest

and posttest scores in the study. The average difference between pretest and posttest scores is -32.318, with a standard deviation of 5.931 and a standard error of 1.265. The 95% confidence interval for this difference ranges from -34.948 to -29.688. The t-value is -25.557 with 21 degrees of freedom. The significance value (p-value) from the paired t-test is .000, indicating that the difference between pretest and posttest scores is statistically significant. This shows that the use of the play method in physical education has a significant impact on students' interest, as evidenced by the p-value < 0.025. This suggests a positive effect of implementing traditional games in physical education at SDN 30 Mattirowalie.

Discussion

This study reveals that the use of the play method significantly increases students' interest. Factors such as interactive and enjoyable activities, as well as the active involvement of all students, enhance their participation and interest. Additionally, this approach creates an inclusive and collaborative learning environment where students feel comfortable experimenting with various skills and techniques without fear of making mistakes.

The effectiveness of using the play method in physical education at SDN 30 Mattirowalie has been significantly proven by the research results. The findings indicate that the implementation of the play method has had a positive impact on increasing students' interest and engagement in physical education. By utilizing an approach that incorporates game elements, students become more active and involved in the learning process, which in turn enhances their understanding of the concepts taught in the subject.

Therefore, it can be concluded that the use of the play method has proven effective in enhancing the efficiency and effectiveness of physical education at SDN 30 Mattirowalie. The next steps could involve integrating the play method into the existing physical education curriculum at the school. This can be achieved by developing modules or lesson plans that incorporate play activities as an integral part of the learning process. Additionally, providing further training for teachers on the effective implementation of the play method will be crucial to ensure they have a thorough understanding of how to integrate games into teaching

and manage the classroom effectively during play activities.

E. Conclusions

Overall, the play method in physical education learning at SDN 30 Mattirowalie has proven to be effective in increasing student interest and involvement. Research shows that this approach enriches the learning experience and improves students' understanding of physical education concepts. Next steps include the integration of play methods in the curriculum, additional teacher training, and ongoing evaluation to ensure improvements in physical learning in the future. With proven benefits and a commitment to improving the quality of learning, play methods are a valuable approach to increasing the effectiveness of physical education in these schools.

To increase the effectiveness of the play method in physical education learning at SDN 30 Mattirowalie, several suggestions can be considered. First, it is recommended to develop learning modules that integrate play methods with physical education concepts. This module will help teachers plan and implement activities that are varied and interesting for students. Second, it is

important to provide further training to teachers regarding the implementation of play methods, including game selection strategies, classroom management techniques, and evaluation of learning outcomes. Third, involving parents in supporting play methods at home can create a consistent learning environment. Lastly, continue to evaluate and adjust playing methods based on feedback from teachers, students and parents. By following these suggestions, it is hoped that the play method can be more effective and sustainable in improving physical education learning at SDN 30 Mattirowalie.

REFERENCES

- Hidayat, R. N., Nur, S., Yusuf, M., & Pribadi, I. (2023). "Pengaruh Motivasi Dan Keterampilan Berolahraga Terhadap Pembelajaran PJOK Siswa SMK Negeri 1 Kota Palopo". *Musamus Journal of Physical Education and Sport (MJ PES)*, 5(02), 1-9
- Husein MR, M. "Lunturnya Permainan Tradisional." *Aceh Anthropological Journal* 5, no. 1 (2021): 1.
- Jalil, R., Riswanto, A. H., Aliah, H., & Reza, A. A. (2021). Sosialisasi Penanganan Sport Massage Persiapan Atlet Menuju Ajang PraPorda di Kota Palopo. *Abdimas Langkanae*, 1(2), 74-78.
- Kahar, I., Jalil, R., Ahmad, A., Hidayat, M., & Hairati, M. (2022). Meningkatkan kemampuan smash sepak takraw melalui media bola gantung siswa kelas X SMK Negeri 6 Luwu. *Jurnal Pendidikan Jasmani Indonesia*, 18(1), 78-88.
- Kurnia, D., & Septiana, R. A. (2020). *Implementasi Permainan Kecil Sebagai Bentuk Pemanasan Terhadap Minat Siswa dalam Pembelajaran Pendidikan Jasmani. Physical Activity Journal (PAJU)*, 2(1), 90-99.
- Lisa Hati, Nur Nisai Muslihah, and Dian Ramadan Lazuardi, "Analisis Nilai Pendidikan Karakter Dalam Permainan Rakyat Sebagai Salah Satu Folklor Sebagian Lisan Pada Anak Usia SD di Kelurahan Watas Kecamatan Lubuklinggau Barat 1 Kota Lubuklinggau," *Jurnal Language education and literature* 2, no. 1 (2022): 16–24.
- Mohammad, I., Purwaningsih, I. R., & Sumarno, A. (2022). Penerapan Permainan Tradisional Boy-boy untuk Meningkatkan Minat Belajar Pendidikan Jasmani Pada Siswa SMP Negeri 2 Majalaya Karawang. *Jurnal Ilmiah Wahana Pendidikan*, 8(24), 355-364.
- M Husein MR, "Lunturnya Permainan Tradisional," *Aceh Anthropological Journal* 5, no. 1 (2021): 1.
- Saputra, G. Y., & Aguss, R. M. (2021). "Minat siswa kelas vii dan viii dalam mengikuti pembelajaran pendidikan jasmani olahraga dan kesehatan SMP Negeri 15 Mesuji". *Journal Of Physical Education*, 2(1), 17-25.

Sobah, A., Diana, D., & Setiawan, D. (2022). *Penerapan Model Pembelajaran Outbound Anak Usia Dini Di TK Roudlotul Ilmi Jatibarang Brebes. Jurnal Pendidikan, 31(1), 37-44.*

Syafriadi, S., Kusuma, L. S. W., & Yusuf, R. (2021). Integrasi Permainan Tradisional Dalam Metode Pembelajaran Praktik untuk Meningkatkan Minat Belajar PJOK. *Reflection Journal, 1(1), 14-21.*