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EFFORTS TO IMPROVE STUDENTS' LEARNING MOTIVATION USING SIMPLE GAMES ON KASTI MATERIAL FOR CLASS VII A AT SMPN 13 BANJARBARU

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ABSTRACT

This study aims to increase students' learning motivation by using simple games in the subject of rounders (kasti) in Class VII A at SMPN 13 Banjarbaru. The background of this study is the low motivation of students in physical education learning, especially in the subject of rounders, indicated by the lack of active participation and enthusiasm of students during lessons. This Classroom Action Research (CAR) was conducted in two cycles with 29 students as research subjects. Data collection was carried out using a learning motivation questionnaire consisting of 30 statements covering six indicators: desire and wish to succeed, drive and need for learning, hopes and future aspirations, appreciation in learning, interesting activities in learning, and a conducive learning environment. The Minimum Mastery Criteria (KKM) for motivation is set at ≥75% (High category). The research results show that in the pre-cycle, the average student learning motivation was 59.43% (Medium category) with 0% of students reaching the KKM. After the implementation of simple game-based learning in Cycle I, the average increased to 72.83% (High category) with 82.8% of students reaching the KKM (24 out of 29 students). In Cycle II, with improvements in the implementation of learning, the average motivation reached 80.18%.

Keywoards : learning motivation; physical education; simple games; classroom action research

A. Introduction

Physical education is an integral part of the overall education system that aims to develop aspects of health, physical fitness, motor skills, critical thinking skills, social skills, reasoning, emotional stability, moral actions, aspects of a healthy lifestyle, and environmental awareness through physical activities, sports, and health (Mustafa, 2022). One of the materials in physical education learning at the junior high school level is small ball games, namely kasti. Kasti is a small team ball game that requires teamwork, agility, and a high competitive spirit.

Learning motivation is an important factor that determines the success of the learning process.

Sadirman, (2007) states that motivation is an inner driving force within the subject to carry out certain activities in order to achieve a goal. Without adequate motivation, learners tend to be passive, less enthusiastic, and not actively involved in learning activities, making it difficult to achieve learning objectives.

Based on the results of initial observations conducted by the researcher in Class VII A at SMPN 13 Banjarbaru, it was found that students' learning motivation in the subject of kasti is still relatively low. This is indicated by the average percentage of learning motivation in the pre-cycle of 59.43%, which falls into the Medium category, and not a single student has reached the Minimum Completion Criteria (KKM) for motivation of 75%. Students appear to be less enthusiastic, quickly get bored, and are not active in participating in the learning process.

The problem of low learning motivation needs to be addressed with a more interesting and enjoyable learning approach. One alternative solution that can be applied is the use of simple games. Simple games are playing activities that have easily understood rules, do not require complex equipment, but are able to stimulate joy, competitive spirit, and active involvement of students. Through simple games, the learning atmosphere becomes more dynamic, interactive, and motivates students to continue participating.

Several previous studies have proven the effectiveness of games in increasing motivation in physical education learning. Panjaitan & Fardana, (2023) found that the implementation of a game-based approach in physical education learning was able to significantly increase students' learning motivation. Along the same lines, Dinarta, (2021)concluded that the use of game modifications clearly increased students' learning motivation in PE learning. Similar results were also shown by Wulandari et al. (2022), who demonstrated that small games had a positive effect on students' motivation in physical education learning.

Although various studies have proven the effectiveness of small games in increasing motivation to learn physical education, most studies still focus on the use of games in general and have not specifically examined the implementation of simple games in the subject of kasti at

the junior high school level. In addition, previous research has focused more on improving learning outcomes or motor skills than on aspects of students' learning motivation. Therefore, this study is novel in the application of simple games to enhance students' learning motivation in kasti through a Classroom Action Research approach in junior high school.

Based on this background, this study was conducted to improve students' learning motivation using simple games on kasti material in Class VII A of SMPN 13 Banjarbaru through Classroom Action Research (CAR).

B. Method

This research is a Classroom Action Research (CAR) conducted collaboratively between teachers and researchers. CAR was chosen because it aims to directly improve and enhance the quality of learning in the classroom (Arikunto et al., 2021). The research was conducted at SMPN 13 Banjarbaru in the even semester of the 2024/2025 academic year.

The research subjects were all students of Class VII A at SMPN 13 Banjarbaru, totaling 29 students, consisting of 16 male students and 13 female students. The selection of this class was based on initial observations that indicated a low learning motivation among students in the subject of kasti.

The research procedure consisted of two cycles, each cycle covering four stages: (1) planning, (2) action, (3) observation, and (4) reflection (Arikunto et al., 2021).

In Cycle I, the actions taken included the implementation of several simple games such as paired catch-and-throw ball, relay baseball, and modified baseball with a smaller field. In Cycle II, improvements were made based on the reflections from Cycle I, namely by introducing more competitive game variations, providing rewards and recognition for the best team, and clarifying the game rules so that all students could participate optimally.

The research instrument used a learning motivation questionnaire consisting of 30 statements (20 positive statements and 10 negative statements) with a Likert scale of 1–5. The questionnaire covers six indicators of learning motivation according to Uno (2016): (1) desire and willingness to succeed, (2)

learning drive and needs, (3) hopes and future aspirations, (4) recognition in learning, (5) interesting activities in learning, and (6) a conducive learning environment.

The data analysis technique uses percentage descriptive analysis with the formula: P = (ΣX / ΣXi) × 100%, where P is the study motivation percentage, ΣX is the total score obtained by students, and ΣXi is the total ideal maximum score (30 × 5 = 150). The criteria for mastering study motivation are determined based on categories: Very High (85–100%), High (70–84%), Medium (55–69%), Low (40–54%), and Very Low (<40%). The motivation KKM is set at ≥75% (High category). The success indicator of this classroom action research is if ≥85% of students achieve the motivation KKM.

C. Result and Discussion

Result

The research results are presented based on the learning motivation questionnaire data obtained in the pre-cycle, Cycle I, and Cycle II. The following is a recap of the students learning motivation data.

Table 1. Recapitulation of Pre-Cycle Learning Motivation

No.	Category	Student	Presentase
1	Very High (≥85%)	0	0%
2	High (70–84%)	0	0%
3	Medium (55–69%)	27	93,1%
4	Low (40–54%)	2	6,9%
5	Very Low (<40%)	0	0%
Mean		59,43%	**Medium**
Students Reach KKM (75%)		0 student	0%

Based on Table 1, in the pre-cycle, the average learning motivation of Class VII A students was 59.43%, which falls into the Moderate category. As many as 27 students (93.1%) were in the Moderate category and 2 students (6.9%) were in the Low category. No students have reached the motivation KKM (≥75%). This condition became the basis for implementing improvement actions through the application of simple games.

Table 2. Recapitulation of Learning Motivation Cycle I

No.	Category	Student	Persentase
1	Very High (≥85%)	0	0%
2	High (70–84%)	24	82,8%
3	Medium (55–69%)	5	17,2%
4	Low (40–54%)	0	0%
5	Very Low (<40%)	0	0%
Mean		72,83%	**High**
Students Reach KKM (75%)		24 student	82,8%

Table 2 shows that after the implementation of simple games in Cycle I, the average student learning motivation increased to 72.83% (High category). As many as 24 students (82.8%) had reached the motivation KKM by being in the High category. However, there were still 5 students (17.2%) in the Medium category who had not reached the KKM, so it was necessary to continue to Cycle II.

Table 3. Recapitulation of Learning Motivation Cycle II

No.	Kategori	Student	Persentase
1	Very High (≥85%)	0	0%
2	High (70–84%)	29	100%
3	Medium (55–69%)	0	0%
4	Low (40–54%)	0	0%
5	Very Low (<40%)	0	0%
Mean		80,18%	**High**
Students Reach KKM (75%)		29 Student	100%

In Cycle II, all students (29 students / 100%) have reached the Minimum Competency Criteria (KKM) for learning motivation (≥75%) with a class average of 80.18% (High category). This improvement meets the established success indicator (≥85% of students complete), so the study was stopped in Cycle II.

Table 4. Comparison of Learning Motivation Between Cycles

Aspect	Pre Cycle	Cycle I	Cycle II
Mean(%)	59,43%	72,83%	80,18%
Category	Medium	High	High
Completed Student	0 (0%)	24 (82,8%)	29 (100%)
Increase	—	+13,40%	+7,36%

Discussion

The results of this study indicate that the consistent implementation of simple games can increase students' learning motivation in baseball materials in Class VII A at SMPN 13 Banjarbaru. The average motivation increased from 59.43% (Moderate) in the pre-cycle to 72.83% (High) in Cycle I, and increased again to 80.18% (High) in Cycle II, with a total increase of 20.76%.

The significant improvement in Cycle I occurred because the simple games applied were able to create a fun and competitive learning atmosphere. This aligns with Vygotsky's theory, which emphasizes the importance of the zone of proximal development through guided play activities (Ben-Eliyahu & Zeidner, 2020). Through paired catch-and-throw games and relay baseball, students are encouraged to move actively and interact with their peers, which in turn increases their desire

and motivation to succeed as well as their learning needs drive.

These findings are reinforced by the research results of (Athiroh & Hartati, 2026) which prove that the implementation of small games in physical education learning in junior high schools can significantly increase students' learning motivation. High intrinsic motivation reflects that students learn not because of external pressure, but because they experience enjoyment and satisfaction in carrying out the activity (Ryan & Deci, 2020).

In Cycle II, improvements in the form of adding variations of competitive games and a reward system proved capable of raising the motivation of students who were previously still in the medium category. The five students who had not completed Cycle I finally reached the KKM in Cycle II. Providing rewards in learning is one indicator of extrinsic motivation that is effective in encouraging students who initially have low motivation. These findings are in line with the research of Panjaitan & Fardana, (2023), which concluded that learning innovations through a game-based approach can increase the motivation and activeness of all students in participating in physical education learning.

The aspect of a conducive learning environment also experienced a significant increase in both cycles. An active classroom atmosphere, sounds of laughter, and a spirit of competition created from simple games fostered a positive psychological climate that supported learning motivation (Mustafa, 2022). Students who were previously inclined to be quiet and passive began to dare to try, shout with enthusiasm, and support their teammates.

The success of this research is also inseparable from the teacher's consistency in conducting inter-cycle reflections. The results of Cycle I reflection, which showed that some students were still hesitant to participate in the game, were followed up with a simplification of the rules and clearer demonstrations in Cycle II. This reflective approach is a characteristic of effective classroom action research (Arikunto et al., 2021). In line with this, Junianto et al. (2023) demonstrated that the consistent implementation of small games in physical education learning at

elementary schools can gradually increase students' learning motivation.

Similar findings were reported by Afrizal & Sahputra, (2022), which showed that the combination of small games and ice-breaking activities effectively encouraged an increase in physical education learning motivation among elementary school students. Furthermore, Gilang Ramadhan & Resita, (2020) confirmed that small games have a positive effect on the learning interest of junior high school students in physical education, while Beauty et al., (2020)added that a circuit-based game learning model has been proven to improve physical fitness as well as students' learning motivation. On a broader scale, a systematic review by (Camacho-Sánchez et al., 2023) demonstrated that game-based learning is a significant method for enhancing motivation, academic achievement, and student commitment in physical education across various education levels.

Yuliana et al. (2024) also reported that small games have a significant impact on junior high school students' interest in learning PJOK, underscoring the relevance of this strategy at the same level as this study. Meanwhile, ZalzaBilla et al. (2025) reinforced this finding by demonstrating that the use of small games in PJOK learning warm-ups significantly increases student engagement and enthusiasm from cycle to cycle. (Hidayatullah et al. (2026) also affirmed that the level of motivation in PJOK learning is influenced by the teaching methods applied by teachers, and game-based approaches become one of the most effective strategies in enhancing active student participation.

Overall, the findings of this study confirm that simple games are an effective learning strategy to enhance students' learning motivation in physical education. The use of simple games not only improves cognitive and affective aspects but also promotes students' psychomotor development in an enjoyable and meaningful way.

D. Conclusion

Based on the research results and discussion that have been presented, it can be concluded that the use of simple games can increase students' learning motivation on rounders material in Class VII A of

SMPN 13 Banjarbaru. This is evidenced by the increase in the average percentage of learning motivation from 59.43% (Medium) in the pre-cycle, to 72.83% (High category) in Cycle I, and reaching 80.18% (High category) in Cycle II with a total increase of 20.76%. The classical completeness of learning motivation increased from 0% in the pre-cycle, to 82.8% in Cycle I, and reached 100% in Cycle II. Thus, all students (29 students) had achieved the motivation KKM of 75% at the end of the study. This Classroom Action Research is declared successful and can serve as a reference for physical education teachers in designing learning that is active, enjoyable, and able to stimulate students' learning motivation.

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