



DOI: <https://doi.org/10.38035/sijse.v3i1>
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Analysis of the Influence of Learning Methods, Learning Environment, and Motivation on Interest in Learning PJOK (Literature Review Sport Education)

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Abstract: Literature Review analysis of the influence of Learning Methods, Learning Environment and Motivation on Learning Interest is a scientific article with the aim of analyzing whether Learning Interest influences learning methods, learning environments and motivation. Qualitative approach method with literature review method to explore and analyze the relationship between learning methods, learning environments, motivation and learning interest. The results of this article are: 1) Learning Methods influence Learning Interest; 2) Learning Environment influences Learning Interest; 3) Motivation influences Learning Interest. Apart from these 2 exogenous variables that influence the endogenous variable Learning Interest, there are many other factors including curriculum, learning style, atmosphere.

Keywords: Learning Methods, Learning Environment, Motivation, Learning Interest.

INTRODUCTION

Physical Education, Sports, and Health (PJOK) is an important part of the curriculum that aims to develop the physical, mental, and social aspects of students holistically. Through PJOK learning, students are not only invited to be active, but also learn about sportsmanship, cooperation, and a healthy lifestyle. However, in practice, students' interest in learning PJOK subjects is still relatively low in several schools. This can be seen from the low level of active participation of students in learning activities, disinterest in discussions, and lack of enthusiasm when participating in physical activities designed by teachers.

One of the important factors that influence students' interest in learning is the learning method used by the teacher. Innovative, fun methods that involve active student participation have been proven to increase their interest in PJOK subjects. Conversely, the use of monotonous methods that do not involve students often cause boredom and reduce interest in learning. Therefore, the selection of the right learning method by the teacher greatly determines the effectiveness of the PJOK learning process.

In addition to learning methods, the learning environment also has a significant influence on student interest. A conducive, safe learning environment supported by adequate facilities

can encourage students to be more enthusiastic in participating in PJOK lessons. Both the physical environment, such as sports fields and classrooms, and the social environment, such as interactions with peers and teachers, contribute greatly to student comfort and involvement in the learning process.

Motivation is also an internal factor that greatly determines learning interest. Students who have high learning motivation tend to show great curiosity, are active in learning activities, and are able to survive challenges. This motivation can grow from within the student or from external influences such as teacher support and the environment. Therefore, it is important to understand the extent to which learning methods, learning environments, and student motivation together influence their interest in participating in PJOK learning.

This study aims to determine whether learning methods, learning environments and motivations have an effect on learning interest. Based on references from the problems that have been explained previously. The questions of the scientific article Literature Review are as follows:

1. Does the Learning Method Influence Learning Interest??
2. Does the Learning Environment affect Learning Interest?
3. Does Motivation affect Learning Interest?

METHOD

This study uses a qualitative approach with a literature review method to explore and analyze in depth the influence of learning methods, learning environments, and motivation on learning interest. Literature reviews are conducted by reviewing various trusted scientific sources, including journals, books, articles, and research reports that are relevant to the topic.

RESULTS AND DISCUSSION

Results

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

Learning Interest

Students' learning interest is another element that can affect student performance during the learning process. An individual who is learning has an interest in what is taught to him accompanied by a desire to know and learn the material given to him or prove further information. This is known as interest in learning situations (Robiatul Adawiyah., 2019). Learning interest is an activity carried out by someone in the learning process that is based on feelings of pleasure and not because they are forced or forced by others, and the more learning interest students have, the more learning processes they will get (Setiawan et al., 2019).

According to (Nasution et al., 2018) the level of success of a student in a topic depends on their level of interest. The learning process is greatly influenced by interest, and if students lack interest during learning, their performance will decline. Students lose confidence in their ability to learn and feel dissatisfied with the courses they take.

According to (Syaiful Bahri D., 2011) indicators of learning interest are: 1) Feeling of liking/pleasure; 2) statements of preferring; 3) having a sense of interest; 4) having an awareness to learn without being told; 5) participating in learning activities and paying attention.

Learning Interest has been widely studied by previous researchers, including: (Setiawan, A., Nugroho, W., & Widyaningtyas, D., 2022), (Reski, N., 2021), (Wiliyanti, V., Ayu, S. N., Noperi, H., & Suryani, Y., 2024), (Sari, M., Elvira, D. N., & Aprilia, N., 2024).

Learning Methods

In the Big Indonesian Dictionary (KBBI) in Ilyas and Syahid (2018) a method is a regular and well-thought-out way to achieve an intention (goal). So it can be understood that a method means a way that must be passed in this case to present learning materials in order to achieve the teacher's goals. According to M. Sobri (2009) in (Prihatini., 2017) states that learning methods are ways of presenting learning materials carried out by educators so that a learning process occurs in students in an effort to achieve goals. The goal to be achieved in the learning process is of course the level of success of the learning.

Learning methods according to Reigeluch (2015) in (Dewi., 2018) are studying a process that is easy to know, apply and theorize in helping to achieve learning outcomes. According to Ahmadi and Prasetya (2005) in (Nasution., 2017) it is explained that the existence of the right learning method is basically aimed at creating learning conditions so that students can learn actively and enjoyably, which has a positive impact on optimal learning outcomes and achievements. Learning methods are used by teachers to present learning materials to students in the classroom, either individually or in groups, so that the learning materials can be absorbed, understood, and utilized by students properly. Learning methods have been widely studied by previous researchers, including: (Hasriadi, H., 2022), (Oktavia, P., & Khotimah, K., 2023), (Wulandari, D., 2022), (Jafar, A. F., 2021).

Learning Environment

According to (Irgi Ahmad Pahriji., 2021) states that the learning environment is everything that is outside the individual where all of a person's behavior is related to their environment, both directly and indirectly. The learning environment is related to the place of learning, learning support tools, atmosphere, time, and socializing. The learning environment is one of the factors that influences the smoothness or otherwise of a learning process. This condition has a significant influence on the smoothness and success of a learning process. The learning environment can include the family environment, school environment, and community environment (Anggraini et al., 2017).

The completeness of learning facilities and infrastructure and good environmental conditions have a significant influence on children's mindsets (Saragih, 2014). Completeness of facilities and supportive school environmental conditions can create a pleasant learning atmosphere, which ultimately affects students' intellectual development (Raharjo & Yuliana, 2016).

The Learning Environment has been widely studied by previous researchers, including: (Amrulloh, A., darajaatul Aliyah, N., & Darmawan, D., 2024), (Khunafah, K., Aliyah, N. D., & Darmawan, D., 2024), (Sulistiyowati, E. D., Hariyati, N., & Khamidi, A., 2024), (Susanto, G. B., & Anggresta, V., 2024).

Motivation

According to (Afandi., 2018) motivation is a desire that arises from within a person or individual because they are inspired, encouraged, and driven to carry out activities with sincerity, joy, and earnestness so that the results of the activities they do get good and quality results. According to (Hasibuan., 2020), motivation comes from the Latin word "movere" which means encouragement or to move. Motivation questions how to direct power and potential to work to achieve the specified goals.

Motivation can be interpreted as a psychological drive for someone to act. to achieve certain goals, both consciously and unconsciously (Badaruddin, 2015).

According to (Sitti., 2015) the function of motivation is as follows:

- 1) Encouraging humans to do, as a driving force for students to carry out activities. In other words, motivation can be interpreted as an encouragement from within or from outside the student to do something without coercion.
- 2) Determining the direction of action, with motivation can provide direction that must be done so that students know what to do.
- 3) Selecting actions, in this case, namely determining what actions must be done in harmony to achieve the goal

Motivation has been widely studied by previous researchers, including: (Hariri, M., Masnawati, E., & Darmawan, D., 2024), (Rahman, S., 2022), (Syachtiyani, W. R., & Trisnawati, N., 2021), (Anggraini, S., & Sukartono, S., 2022).

Discussion

a) Learning Methods for Learning Interests

The learning methods applied by teachers greatly influence the level of student interest in participating in PJOK learning. Methods that are varied, fun, and actively involve students can increase their enthusiasm and curiosity. According to Arends (2018), effective learning requires strategies that can activate students cognitively and physically, including in the context of physical education. When teachers use methods such as the Sport Education or Problem-Based Learning model, students are more encouraged to be actively involved in the learning process, compared to conventional methods that are one-way.

Active student participation is key to building interest in learning, especially in movement-based subjects such as PJOK. According to Hidayat and Sugiyanto (2019), the use of innovative learning methods that are in accordance with student characteristics can increase motivation as well as interest in learning. The cooperative learning model or game-based approach can create a more interesting learning atmosphere, so that students not only learn but also feel happy and motivated to continue participating. This is in line with the opinion of Nugroho (2020), who stated that when students feel actively involved in the learning process, their interest and learning outcomes tend to increase significantly.

The application of the right learning method can be one of the main factors in increasing interest in learning PJOK. Teachers who consistently use an approach that directly involves students will be more successful in creating a dynamic and enjoyable learning atmosphere. As explained by Wahyuni (2021), learning methods that are adaptive to students' conditions and needs contribute greatly to building interest in learning sustainably. Thus, increasing the competence of PJOK teachers in choosing and implementing learning methods is very important to support an effective learning process.

This research is in line with research conducted by: (Zebua, E., & Harefa, A. T., 2022), (Sholehatin, S., & Wirdati, W., 2021), (Damayanti, N. A., 2024), (Pramudya, P. A., & Safrul, S., 2022).

b) Learning Environment on Learning Interest

The learning environment is an external factor that greatly influences students' learning interest, especially in PJOK subjects that involve a lot of physical activity. A conducive learning environment, both physically and socially, can create comfort and increase students' enthusiasm in participating in the learning process. According to Supriyadi and Utomo (2018), a supportive learning environment such as adequate sports fields, clean changing rooms, and comfortable room temperatures can increase students' readiness and enthusiasm to learn actively. When students feel comfortable with the facilities and atmosphere of the school environment, they will be more open to receiving learning and show a high interest in PJOK activities.

In addition to the physical aspect, the social environment in the learning process also has a major influence on students' interests. Positive interactions between students and teachers and with peers create a supportive, healthy competitive, and enjoyable atmosphere. Research by Lestari and Widodo (2020) shows that a good social environment where students feel appreciated, supported, and not afraid to participate is positively correlated with increased student interest in learning in physical education. Teachers also have an important role in shaping this environment, namely through open communication, giving appreciation, and implementing fair discipline.

The findings in this study indicate that a good learning environment is one of the keys to increasing interest in learning PJOK. This is in line with Prasetyo's opinion (2022), which states that students will be more interested and motivated in following lessons when they are in an environment that is safe, orderly, and supports active learning activities. Therefore, schools and PJOK teachers need to work together to create a learning environment that is not only physically suitable, but also psychosocially healthy. Provision of adequate sports facilities, student-friendly learning space arrangements, and an inclusive school culture must be a priority to support an increase in overall learning interest.

This research is in line with research conducted by: (Afrizal, W., 2024), (Gultom, C. A et al., 2024), (Patmawati, S., 2024), (Ningsih, A., Kadir, A., La Fua, J., & Halistin, H., 2023).

c) Motivation towards Learning Interest

Learning motivation is an internal factor that greatly determines how much interest students have in participating in learning, including in PJOK subjects. According to Hamzah B. Uno (2016), learning motivation is an internal or external drive that creates enthusiasm for learning and maintains the continuity of learning activities. Students who have high motivation tend to be active, do not give up easily, and have clear goals in the learning process. In the context of PJOK, motivation can come from the desire to improve fitness, curiosity about sports techniques, or the drive to excel in sports.

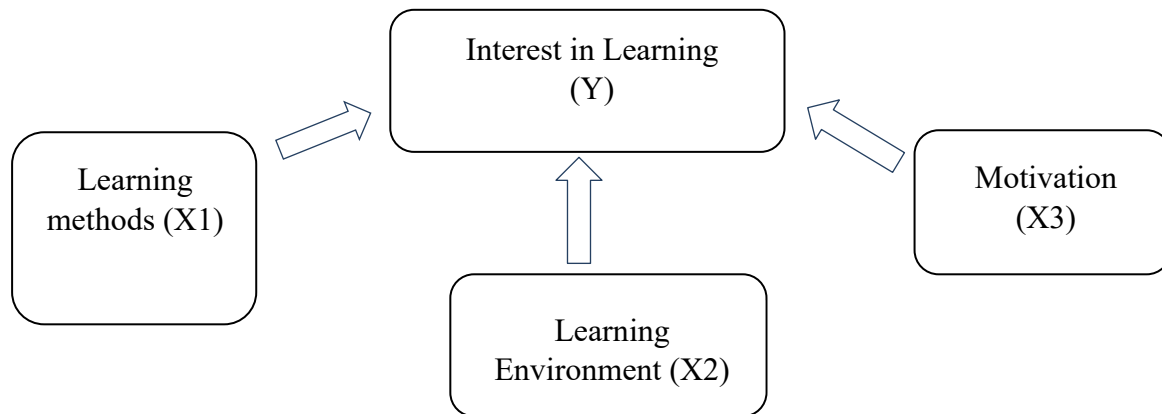
Motivation also plays a role as a driver of learning interest because it influences how students respond to the material and activities given by the teacher. The results of a study by Putri and Handayani (2019) showed that students with high levels of motivation showed greater perseverance, had the initiative to try new things, and were more enthusiastic when taking PJOK lessons. This is due to the drive from within students to achieve certain goals that are personal or social. In addition, motivation also strengthens student involvement in the learning process, which will indirectly increase their interest in learning.

The results of this study strengthen previous findings that student motivation has a significant influence on interest in learning PJOK. In line with the opinion of Yusuf and Sari (2021), students who have a positive motivational orientation will be more open to challenges in learning, and are better able to maintain their interest in the subject matter. Therefore, teachers have an important role in fostering and maintaining student learning motivation, one of which is by providing positive reinforcement, creating enjoyable learning, and linking PJOK material to students' real lives. If motivation can be formed consistently, then students' interest in learning PJOK will also increase significantly.

This research is in line with research conducted by: (Damayanti, H., Rizky, N. N., & Sofiyah, K., 2024), (Rista, N., 2022), (Azma, H., 2019), (Selvianda, N. P et al., 2024).

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 Learning Interest (Y), including:

- a) Curriculum: (Anggraini, D. L., et al., 2022) , (Retnaningsih, L. E., & Khairiyah, U., 2022) , (Fatmawati, I., 2021) , (Jannati, P et al., 2023).
- b) Learning Style (Himmah, F. I., & Nugraheni, N., 2023) , (Djara, J. I., Imaniar, M., Sae, E., & Anin, S., 2023) , (Marlina, I., & Aini, F. Q., 2024) , (Kusumasari, D. A., & Nugraheni, N., 2023).
- c) Atmosphere : (Prawidia, I., & Khusna, H., 2021) , (Maradita, F., & Susilawati, M., 2021) , (Nuha, M. K. S., 2021) , (Zikri, A., & Suwarno, H. H., 2024).

CONCLUSION

This study aims to determine whether learning methods, learning environments and motivations have an effect on learning interest. Based on the article's questions, the following conclusions can be drawn from this study: 1) Learning methods have an effect on learning interest; 2) Learning environments have an effect on learning interest; 3) Motivation has an effect on learning interest.

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