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Application of Modified Kids Athletics Based on Fun Learning to Improve Students' Motivation

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ABSTRACT

The purpose of this study was to investigate whether or not fourth graders at SD Hantakan were more motivated after participating in a modified version of Kids Athletics that focused on recreational learning. They used a one-group pretest-posttest design, which is a quantitative method. Roughly twenty-five fourth graders from SD Hantakan took part. The data was gathered by having students fill out a motivational questionnaire both before and after the intervention. To evaluate the data, descriptive statistics, the Wilcoxon Signed-Rank Test, and the Shapiro-Wilk normality test were used. Mean motivation scores rose 22.20 points, from 109.40 to 131.60, following the intervention, according to the results. Just before the intervention, twenty students, or 80% of the total, were classified as highly motivated, four students, or 16%, as moderately motivated, and one student, or 4%, as having low motivation. Nineteen students (or 72%) were found to have high levels of motivation after the intervention, while seven students (or 28%) were found to have extremely high levels of motivation. Students' motivation levels were significantly different before and after the intervention, according to the Wilcoxon Signed-Rank Test ($Z = -4.348$, $p < 0.05$). There was an uptick in motivation scores for 24 out of 25 kids (96%) as well. These results show that kids' interest in Physical Education significantly increased after the introduction of a fun-learning version of Kids Athletics.

Keywords: modified Kids Athletics, fun learning, student motivation, Physical Education.

INTRODUCTION

Physical Education, Sports, and Health (PJOK) plays an important role in supporting students' physical development, fundamental movement skills, and character development (Rahmawati et al., 2024). At the elementary school level, physical education learning needs to provide direct movement experiences that are appropriate to students' developmental characteristics. Effective learning strategies can encourage students to participate actively and make physical education activities more meaningful (Rahmadi dan Tri Irianto, 2020).

Student motivation is an important factor in learning because it encourages students to participate, maintain attention, and persist in completing learning activities. (Sardiman, A. M, 2018) explains that motivation functions as a driving force for individuals to engage in activities, while (Hamzah B. Uno, 2016) states that interesting learning activities can support students' learning motivation. Therefore, physical education learning needs to be presented through activities that are engaging and suited to elementary school students.

One approach that can create an enjoyable learning atmosphere is fun learning. This approach emphasizes enjoyable learning activities while maintaining learning objectives and active student participation (Amirudin et al., 2021). (Fitrianti, 2021) reported that fun teaching was associated with increased student motivation and learning outcomes. In physical education, an enjoyable approach can be implemented through games and modified movement activities.

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Running, jumping, and throwing are all essential components of athletics, which is why it is a vital component of physical education programs. Students' enthusiasm and engagement may decrease, though, if sports activities are repeated too often. Alternatively, children with special needs can participate in Modified Kids Athletics, which teaches them athletic skills through modified versions of popular games, obstacles, and activities. (Amirudin, 2019) proved the efficacy of a play-based method for teaching children sports, while (Salsyahbilla, 2024) and (Tresna Yolanda, 2025) provided examples of how Kids Athletics programs may be implemented with young athletes. According to (Mubarak et al., 2024) pupils' motivation in physical education can be enhanced using a play-based approach.

Previous studies have examined game-based learning, fun learning, and Kids Athletics, but their integration into modified Kids Athletics based on fun learning for improving motivation among Grade IV students at SD Hantakan has received limited attention. Based on preliminary observations, athletic learning at SD Hantakan still involved routine activities with limited game-based variation, while several students showed moderate and low levels of motivation. This condition indicates the need for more varied and enjoyable learning activities. Based on this gap, this study aimed to examine the improvement of students' motivation through the implementation of modified Kids Athletics based on fun learning among Grade IV students at SD Hantakan. The findings are expected to provide an alternative approach for developing more engaging and varied physical education learning activities at the elementary school level.

METHOD

This study used a quantitative approach with a pre-experimental one-group pretest-posttest design. The study was conducted at SD Hantakan, South Kalimantan, in August 2026. The participants were 25 fourth-grade students who were selected using purposive sampling. The study examined students' learning motivation before and after the implementation of modified Kids Athletics based on Fun Learning.

The treatment was implemented through the Formula One Fun Learning concept, which combined basic athletic movements with simple game activities (Akbar & Mulhim, 2020). The activities consisted of zig-zag running through cones, jumping over obstacles, throwing a plastic ball at a target, and running back to give a high five to a teammate. The activities were done in groups to foster an engaging learning environment that promoted active engagement and collaboration. Following the running, leaping, and throwing lessons in Grade IV PJOK, the treatment was administered during a single class session.

Data were collected using a 40-item learning motivation questionnaire administered as a pretest and posttest. The questionnaire used a four-point Likert scale and covered intrinsic and extrinsic aspects of learning motivation. The instrument was adapted from relevant learning motivation indicators proposed by (Hamzah B. Uno, 2016). Its validity was examined using Product Moment correlation, while reliability was assessed using Cronbach's Alpha.

The data were analyzed using descriptive and inferential statistics. Descriptive analysis included the mean, median, minimum, maximum, and standard deviation. The Shapiro-Wilk test was used to assess data normality. Because the data were not normally distributed, the Wilcoxon Signed-Rank Test was applied to examine differences in students' motivation scores before and after the treatment. Statistical significance was determined at $\alpha = 0.05$.

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RESULTS AND DISCUSSION

The study involved 25 fourth-grade students at SD Hantakan. Students' learning motivation was measured before and after the implementation of modified Kids Athletics based on Fun Learning. The learning activities combined running, jumping, and throwing movements with simple games through the Formula One Fun Learning concept.

Table 1. Descriptive Statistics of Students' Motivation

Indicator	Pre	Post
Mean	109.40	131.60
Median	112.00	132.00
Minimum	67	115
Maximum	130	141
SD	16.176	5.774
Category	High	Very High

Table 1 shows that the mean motivation score increased from 109.40 before the intervention to 131.60 after the intervention, representing an increase of 22.20 points. The median also increased from 112.00 to 132.00. The minimum score increased from 67 to 115, while the maximum score increased from 130 to 141. In addition, the standard deviation decreased from 16.176 to 5.774, indicating that the distribution of students' motivation scores became more concentrated after the intervention.

Table 2. Motivation Categories Before and After the Intervention

Category	Pre	Post
Low	1 (4%)	0 (0%)
Moderate	4 (16%)	0 (0%)
High	20 (80%)	7 (28%)
Very High	0 (0%)	18 (72%)
Total	**25 (100%)**	**25 (100%)**

Table 2 indicates a shift in students' motivation categories. Before the intervention, 20 students (80%) were in the high category, 4 students (16%) were in the moderate category, and 1 student (4%) was in the low category. After the intervention, no students remained in the low or moderate categories. Seven students (28%) were in the high category, while 18 students (72%) were in the very high category. Thus, all students reached at least the high motivation category after the intervention.

The increase in motivation can be interpreted in relation to the characteristics of Fun Learning. (Hamzah B. Uno, 2016) explains that interesting learning activities can encourage students' attention and motivation. Similarly, (Sardiman, A. M, 2018) describes motivation as a driving force that encourages individuals to engage in activities. In this study, the learning activities provided students with direct opportunities to move, play, complete challenges, and interact with peers. These characteristics created a learning situation that was more active and enjoyable.

The implementation of modified Kids Athletics also provided an adaptation of athletic activities to the characteristics of elementary school students. The activities included zig-zag running through cones, jumping over obstacles, throwing a ball toward a target, and returning to the group through a high-five activity. The activities were therefore not presented only as

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repetitive technical exercises but were organized as a simple game circuit. (Gumala et al., 2023) explains that a play-based approach can be applied in athletic learning, while (Rakhman & Amirudin, 2025) emphasize the importance of appropriate training in developing basic athletic skills.

The findings are also consistent with the role of physical education in supporting children's movement development. (Amirudin, 2019, 2019) explain that physical education provides opportunities for elementary school children to develop movement abilities and character through physical activities. In the present study, students were directly involved in running, jumping, and throwing activities, allowing the learning process to provide concrete movement experiences.

The use of games in the intervention may also explain the observed increase in motivation. (Budiarta et al., 2022) reported that a play-based approach in physical education can support students' learning motivation. (Oemar Hamalik, 2017) also reported that athletic activities presented through games can be used to improve motivation among Grade IV elementary school students. These findings are relevant to the present study because the intervention similarly combined athletic movements with game elements.

The application of Kids Athletics is further supported by (Salsyahbilla, 2024), who developed a Kids Athletics training model adapted for children aged 7–10 years. Yolanda (2025, p. 67) also reported the use of Kids Athletics in elementary school learning to support students' motor skills. These studies indicate that athletic activities can be adapted to children's abilities and developmental characteristics. In the present study, such adaptation was combined with Fun Learning so that students could practice basic athletic movements in an enjoyable learning environment.

The descriptive findings were subsequently examined statistically. The Shapiro-Wilk test was used to determine the normality of the data.

Table 3. Normality Test

Test	Statistic	df	p
Shapiro-Wilk	0.871	25	0.004

The Shapiro-Wilk test produced p = 0.004, which was below 0.05. Therefore, the data were considered not normally distributed, and the Wilcoxon Signed-Rank Test was used to examine the difference between pre-intervention and post-intervention motivation scores.

Table 4. Wilcoxon Signed-Rank Test

Comparison	Negative Ranks	Positive Ranks	Ties	Z	p
Post – Pre	1	24	0	-4.348	< .001

According to the Wilcoxon test, the motivation scores of 24 students went up, the scores of 1 student went down, and no two students had the same score. Students' levels of motivation increased following the session, as evidenced by 96% of them. The results of the statistical test showed a significant difference between the motivation scores before and after the introduction of modified Kids Athletics based on Fun Learning, with Z = -4.348 and p <.001 for the former.

Both the descriptive and statistical outcomes are supported by the data. Results showed a 22.20 point rise in the mean, a change from high to very high average, and a 72 percent increase in the very high percentage compared to zero before. Rising levels of motivation are also suggested by the declining numbers of pupils falling into the low and moderate groups.

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This result can be understood through the combination of enjoyable activities, direct movement experiences, challenges, and peer interaction. Fun Learning provides an opportunity for students to learn through activities that are enjoyable while still directed toward learning objectives. (Fitrianti, 2021) reported that fun teaching was associated with improvements in students' motivation and learning outcomes. The present study applies a similar principle specifically to physical education through modified Kids Athletics.

The findings also correspond with the view that students' motivation is influenced by the attractiveness of learning activities. (Hamzah B. Uno, 2016) emphasizes that interesting learning activities can support learning motivation, while (Oemar Hamalik, 2017) explains that learning should involve students actively through meaningful learning experiences. The Formula One Fun Learning activities provided students with opportunities to participate directly, complete movement challenges, and cooperate with their peers.

Particularly pertinent to earlier studies on athletic learning through game play are the findings. Students in fourth grade could benefit from more motivational sports activities presented in a game format (Gumala et al., 2023) if they were to participate. (Mubarak et al., 2024) likewise found that a play-based approach could support motivation in physical education. The present study differs in its combination of these principles with modified Kids Athletics and Fun Learning in one learning activity.

Overall, the findings indicate that the implementation of modified Kids Athletics based on Fun Learning was followed by a significant increase in students' motivation scores. The change was reflected in the increase in the mean score from 109.40 to 131.60, the shift of the mean category from high to very high, the movement of all students into the high or very high categories, and the increase observed in 24 of 25 students. The Wilcoxon result ($Z = -4.348$, $p < .001$) further confirms a statistically significant difference between the pre-intervention and post-intervention scores. These findings indicate that modified Kids Athletics based on Fun Learning can be used as an alternative approach for presenting athletic activities in elementary physical education through active, varied, and enjoyable learning experiences.

CONCLUSION

Students' motivation to learn Physical Education, Sports, and Health (PJOK) at SD Hantakan significantly improved after the introduction of a modified Kids Athletics program based on Fun Learning, according to the study's findings. The pedagogical strategy encouraged student engagement and motivation in sports activities by providing them with engaging, dynamic, and varied movement experiences. Accordingly, an alternate method of delivering athletic education in primary schools could be Kids Athletics with a Fun Learning overlay. Implications for PJOK instruction in primary schools are grounded on the results. Adapting the games, equipment, regulations, and levels of difficulty to students' skills and learning conditions allows teachers to use modified Kids Athletics based on Fun Learning as a variety in athletic instruction. Students benefit from the method because it allows them to learn via engaging in fun physical exercises and games. School facilities should be suitable and safe in order to enable creative and age-appropriate PJOK learning, according to the findings.

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