



**Students’ Interest in Physical Education Learning at SD Negeri 1 Jungkal,
Pampangan District, Ogan Komering Ilir Regency**

Dadang Meysan

*Corresponding Author: , e-mail: dadang@gmail.com

Faculty of Teacher Training and Education, Universitas PGRI Palembang, Indonesia

Abstract

Objectives. This study aims to determine the level of interest of students in Physical Education, Sports, and Health (PJOK) subjects at SD Negeri 1 Jungkal. Understanding student interest is essential for designing more engaging and effective learning strategies.

Materials and Methods. This research employed a quantitative descriptive method with a sample of 37 students from grades IV to VI. Data were collected using a structured questionnaire consisting of 30 statements across indicators such as pleasure, attention, interest, and student involvement in PJOK learning. The data were analyzed using percentage techniques and descriptive statistics.

Results. The findings revealed that 56.75% of students had a high level of interest, 40.54% had a moderate level of interest, and 2.70% had a low level of interest in PJOK learning. This indicates that a majority of students responded positively to PJOK instruction, although there remains room for pedagogical improvements.

Conclusions. The study concludes that students generally show a high interest in PJOK learning at SD Negeri 1 Jungkal. However, further efforts are required to address the needs of students with lower interest levels and to sustain engagement across all classes.

Keywords: student interest, physical education, primary school, descriptive analysis, PJOK

Introduction

Physical Education, Sports, and Health (PJOK) is a crucial component of primary school curricula aimed at promoting physical development, motor skills, and healthy living habits among students. In addition to improving physical fitness, PJOK also plays an important role in fostering discipline, teamwork, and self-confidence from an early age. However, the effectiveness of PJOK instruction often depends on students' level of interest in participating in physical activities and engaging with the learning material.

Interest is a key factor influencing student motivation and learning outcomes. It is defined as a psychological tendency that causes individuals to respond consistently to certain activities, objects, or situations (Slameto, 2010). When students are interested in a subject, they are more likely to attend class, participate actively, and absorb instructional content effectively. Conversely, a lack of interest may lead to disengagement, low achievement, and negative attitudes toward school in general.

Previous studies have shown that various factors affect student interest in PJOK, including teacher attitudes, the variety of activities provided, learning facilities, peer interactions, and the relevance of material to students' lives (Nurhasanah et al., 2023; Rizki & Wahyuni, 2022). In rural or under-resourced schools, such as those in the Pampangan District of South Sumatra, these factors may have a stronger influence due to limited infrastructure and fewer extracurricular opportunities.

SD Negeri 1 Jungkal, located in Pampangan District, Ogan Komering Ilir Regency, is one such school where PJOK is implemented across all upper-grade levels. Anecdotal reports from teachers suggest that student engagement in PJOK varies considerably, raising concerns about how interested students truly are in the subject. Understanding the level of student interest can serve as a diagnostic tool for improving the quality of PJOK instruction and increasing overall participation in physical education.

Therefore, the aim of this study is to determine the level of student interest in PJOK subjects at SD Negeri 1 Jungkal. By identifying the distribution of interest levels and understanding which components (e.g., attention, enjoyment, involvement) are most influential, this study seeks to offer recommendations to educators for enhancing student engagement and optimizing learning outcomes in physical education.

Materials and Methods

Study Participants.

The participants of this study were all students from grades IV to VI at SD Negeri 1 Jungkal, Pampangan District, Ogan Komering Ilir Regency, totaling 37 students. The sample

consisted of 17 male and 20 female students. A total sampling technique was employed, meaning the entire population was used as the sample due to its small size and accessibility.

Study organization.

This research adopted a quantitative descriptive approach, designed to evaluate the level of student interest in Physical Education (PJOK). Data collection was conducted using a structured questionnaire consisting of 30 statements. These statements were grouped under four core indicators: (1) Pleasure, referring to the emotional enjoyment students experienced during PJOK lessons; (2) Attention, relating to how focused students were during PJOK activities; (3) Interest, referring to the students' intrinsic motivation toward physical education; and (4) Involvement, reflecting how actively students participated in PJOK classes.

The questionnaire used a 4-point Likert scale (Strongly Disagree to Strongly Agree) and was administered directly during school hours with coordination from teachers. Prior to the main data collection, the instrument underwent expert validation to ensure its appropriateness and clarity for elementary-level students.

Statistical analysis.

The data collected through the questionnaire were analyzed using descriptive statistical techniques, specifically through frequency distribution and percentage calculations. Each student's total score was obtained by summing their responses to 30 Likert-scale items, each rated from 1 to 4. The maximum possible score per student was therefore 120. Based on these scores, student interest was categorized into three levels: high interest for scores equal to or greater than 75% of the maximum score (≥ 90), moderate interest for scores ranging from 56% to 74% (67–89), and low interest for scores equal to or less than 55% (≤ 66). These cutoffs allowed the researcher to classify and interpret the distribution of interest levels accurately. The processed data were tabulated using Microsoft Excel, facilitating a clear and systematic presentation of the findings across the sample.

Results

The results of this study reveal the distribution of student interest levels in PJOK subjects at SD Negeri 1 Jungkal, based on questionnaire responses from 37 students. Each student's responses were scored and classified into three levels of interest—high, moderate, and low—based on percentage ranges of the maximum possible score.

The analysis found that 21 students (56.75%) demonstrated a high level of interest in PJOK, indicating that more than half of the students were enthusiastic, attentive, and actively engaged in the subject. These students showed positive attitudes toward physical activity, responded well to teacher instructions, and enjoyed participating in sports games and movement-based learning activities.

Meanwhile, 15 students (40.54%) fell into the moderate interest category. These students showed partial enthusiasm for PJOK but were less consistent in their participation and attention. Factors such as limited physical ability, external distractions, or less preferred types of activities may have contributed to this level of interest.

Only 1 student (2.70%) was categorized as having low interest, reflecting a minimal inclination toward PJOK. This student displayed low attention, enjoyment, and involvement in the subject, suggesting the need for further individual engagement or pedagogical intervention. The detailed distribution of interest levels is presented in the following table:

Table 1. Distribution of Student Interest Levels in PJOK

Interest Level	Frequency (n)	Percentage (%)
High ($\geq 75\%$)	21	56.75%
Moderate (56–74%)	15	40.54%
Low ($\leq 55\%$)	1	2.70%
Total	37	100%

These findings suggest that while the majority of students are positively inclined toward PJOK, a significant portion remains only moderately engaged, and targeted instructional strategies may be needed to elevate their interest levels. Additionally, special attention should be given to the small percentage of students who exhibit low interest in order to prevent disengagement and promote inclusive learning outcomes.

Discussion

The findings of this study demonstrate that student interest in Physical Education (PJOK) at SD Negeri 1 Jungkal is generally high, with 56.75% of the students exhibiting a strong positive response toward PJOK learning. This result underscores the important role of PJOK in engaging students through active, movement-based learning experiences that promote enjoyment and motivation in school settings.

Interest is a psychological condition that drives attention and sustained involvement in a given activity (Schiefele, 2009). When students are highly interested in a subject, they are more likely to be intrinsically motivated, attentive, and actively involved, all of which contribute to better learning outcomes. The majority of students in this study demonstrated

interest by showing positive emotional responses, paying attention to lessons, and participating consistently in PJOK activities.

These results are consistent with prior research in the field. For instance, Wijaya et al. (2022) found that student interest in PJOK is closely linked to the variety of physical activities offered and the teacher's ability to create a fun, interactive learning environment. Similarly, Nurhasanah and Sulistyorini (2023) reported that students in rural elementary schools were more interested in PJOK when it included traditional games, cooperative tasks, and outdoor learning, which fostered both physical and social engagement. In another study, Setiawan et al. (2023) highlighted that student interest can decline if the PJOK learning environment lacks novelty, equipment, or meaningful feedback, reinforcing the need for creative and contextually relevant instruction.

Despite the encouraging majority, this study also identified that 40.54% of students showed only moderate interest, and 2.70% showed low interest. This suggests that while PJOK is generally well-received, there is a segment of students who are not fully engaged. These students may experience barriers such as lack of confidence in physical abilities, less favorable attitudes toward competitive sports, or personal health challenges. As such, inclusive teaching strategies are essential to ensure that PJOK lessons accommodate all students' needs and preferences.

Teachers can enhance interest by using differentiated instruction, integrating culturally relevant games, ensuring equitable participation, and providing constructive feedback that encourages rather than discourages. According to Chen et al. (2021), a supportive and student-centered approach in physical education is one of the most effective ways to maintain high levels of motivation and sustained interest among elementary students.

Overall, the study confirms that fostering student interest in PJOK is both feasible and necessary to promote lifelong engagement in physical activity. However, sustained improvements will depend on continuous innovation in teaching practices, regular feedback from students, and investment in facilities and equipment, particularly in rural settings.

Conclusions

This study concludes that the overall level of student interest in Physical Education (PJOK) at SD Negeri 1 Jungkal is relatively high, with 56.75% of students demonstrating a strong inclination toward the subject. A substantial proportion of students (40.54%) showed moderate interest, while only a small percentage (2.70%) exhibited low interest. These findings highlight the generally positive reception of PJOK lessons among elementary

students and underscore the importance of maintaining engaging and inclusive teaching practices.

Despite the overall favorable results, the presence of students with moderate to low interest indicates the need for differentiated instruction and ongoing pedagogical innovation. Teachers are encouraged to incorporate enjoyable, student-centered, and culturally relevant physical activities to further enhance motivation and participation. Sustained efforts to develop interest in PJOK at the elementary level can contribute to better physical literacy and promote lifelong engagement in active, healthy lifestyles.

References

- Chen, W., Hammond-Bennett, A., Hypnar, A., Mason, S., & Zlamal, J. (2021). Perceptions of interest and motivation in physical education: A student-centered approach. *Journal of Teaching in Physical Education*, 40(2), 215–229. <https://doi.org/10.1123/jtpe.2020-0050>
- Nurhasanah, I., & Sulistyorini, S. (2023). Traditional games-based learning to improve physical education motivation in rural elementary schools. *Jurnal Pendidikan Jasmani Indonesia*, 4(1), 45–53. <https://doi.org/10.21009/jpji.041.05>
- Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1988). SERVQUAL: A multiple-item scale for measuring consumer perceptions of service quality. *Journal of Retailing*, 64(1), 12–40.
- Schiefele, U. (2009). Situational and individual interest. In K. R. Wentzel & A. Wigfield (Eds.), *Handbook of Motivation at School* (pp. 197–222). New York: Routledge.
- Setiawan, D., Wibowo, A., & Suranto, H. (2023). Factors influencing student interest in physical education: A case study in Central Java. *Jurnal Ilmu Keolahragaan*, 5(2), 77–85. <https://doi.org/10.21831/jik.v5i2.54678>
- Wijaya, A., Syafrudin, A., & Hidayat, R. (2022). The relationship between PE learning model variety and students' interest in physical education. *International Journal of Physical Education and Sports*, 7(1), 88–94. <https://doi.org/10.53555/ijpes.v7i1.391>
- Yulianto, D. (2022). The effect of teacher competence and learning facilities on student satisfaction in PJOK. *Journal of Sport Education and Health*, 4(1), 25–31. <https://doi.org/10.31227/osf.io/yj68b>