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Identification of Anxiety Levels and Students' Interest in Participating in Physical Education Learning on Floor Exercise at SDN 3 Gunungsari, West Lombok

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Abstract

Objectives: This study aimed to identify students' anxiety levels and interest in participating in Physical Education, Sport, and Health learning on floor exercise material at SDN 3 Gunungsari, Gunungsari District, West Lombok Regency.
Materials and Methods: This study used a descriptive quantitative design with a survey method. The population consisted of 50 students from Grades IV and V at SDN 3 Gunungsari. A total of 30 students were selected as the sample using random sampling. Data were collected using questionnaires measuring two main variables: anxiety level and student interest. The questionnaire used a Likert scale, and the data were analyzed using descriptive statistics in the form of percentages. The results were categorized into five levels: very high, high, moderate, low, and very low.
Results: The results showed that students' anxiety levels in floor exercise learning were mostly in the moderate category. No student was in the very high category, 8 students were in the high category (27%), 15 students were in the moderate category (50%), 6 students were in the low category (20%), and 1 student was in the very low category (3%). Meanwhile, students' interest was also mostly in the moderate category. One student was in the very high category (3%), 5 students were in the high category (17%), 14 students were in the moderate category (47%), 9 students were in the low category (30%), and 1 student was in the very low category (3%).
Conclusions: The study concluded that students' anxiety levels and interest in participating in Physical Education learning on floor exercise material at SDN 3 Gunungsari were both in the moderate category. These findings indicate that floor exercise learning should be supported by enjoyable, safe, and confidence-building teaching strategies to reduce anxiety and increase students' learning interest.

Keywords: physical education learning, floor exercise, anxiety level, student interest, elementary school

Introduction

Physical Education, Sport, and Health is an important subject in elementary school because it supports students' physical growth, motor development, knowledge, character building, and healthy lifestyle habits(Ball et al., 2015; Griffo et al., 2020; Lee & Hannafin, 2016). Unlike many classroom-based subjects, physical education uses human movement as the main learning medium(Watson et al., 2017). Through physical activity, students are expected to develop movement skills, positive attitudes, confidence, discipline, and social values(Ball et al., 2015; Dudley et al., 2011; Lonsdale et al., 2013).

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One of the learning materials in physical education is floor exercise(Renshaw et al., 2010; Stoszkowski & Collins, 2022). Floor exercise is a form of gymnastics performed on a mat and includes movements such as forward roll, backward roll, bridge, cartwheel, handstand, and other balance-based or acrobatic movements(Allen & Ross, 2013; Aubert, S et al., 2021; Cheon et al., 2018). These movements require strength, flexibility, balance, courage, and body control. For elementary school students, floor exercise can be both interesting and challenging(Essiet et al., 2021; Laby et al., 2018; Wulan Machmud et al., 2021).

However, learning floor exercise is not always easy for students. Some students may feel afraid, nervous, embarrassed, or lack confidence when asked to perform movements in front of their peers(Allen & Ross, 2013; Cheon et al., 2018). These responses may develop into anxiety. Anxiety in physical education may appear through physiological symptoms, such as sweating, trembling, rapid heartbeat, and physical weakness, as well as psychological symptoms, such as fear, worry, nervousness, and hesitation(Bagus Wahyu Prastyo et al., 2017; Cools et al., 2009). explained that anxiety in sport and physical activity can be observed through physical, psychological, and behavioral symptoms(Balbir Singh, 2016; Williams & Smith, 2018).

Besides anxiety, student interest is also an important factor in learning. Interest refers to students' tendency to enjoy, pay attention to, and actively participate in learning activities. Students who have interest in a subject are more likely to focus, participate, and engage actively in the learning process(Kuswoyo & Betaubun, 2019; Lee & Hannafin, 2016). According to (Kohl & Cook, 2013) interest is related to feelings of enjoyment, attention, and willingness to participate in an activity. Therefore, student interest plays an important role in determining the success of physical education learning.

Based on preliminary observations and interviews with the physical education teacher at SDN 3 Gunungsari, several students experienced anxiety during floor exercise learning. Some students felt afraid to perform movements, lacked confidence, felt embarrassed, and were hesitant to try. These conditions may influence their interest in participating in floor exercise learning.

Therefore, this study was conducted to identify the anxiety levels and interest of students in participating in Physical Education learning on floor exercise material at SDN 3 Gunungsari, Gunungsari District, West Lombok Regency.

Materials and Methods

Study Design

This study used a descriptive quantitative research design with a survey method(Sugiyono, 2017). This design was selected because the study aimed to describe students' anxiety levels and interest in floor

exercise learning based on questionnaire data.

Participants

The population of this study consisted of 50 students from Grades IV and V at SDN 3 Gunungsari. The sample consisted of 30 students selected using random sampling.

Instruments

The instruments used in this study were questionnaires measuring students' anxiety levels and interest in floor exercise learning. The anxiety questionnaire consisted of indicators related to physiological and psychological factors. Physiological indicators included sweating, rapid heartbeat, trembling, weakness, dry mouth, restlessness, nausea, and frequent urination. Psychological indicators included lack of concentration, low self-confidence, doubt, and fear when performing floor exercise movements.

The interest questionnaire consisted of intrinsic and extrinsic factors. Intrinsic factors included enjoyment, attention, and learning activity. Extrinsic factors included teacher role, learning environment, and facilities.

Data Collection

Data were collected by distributing questionnaires to students. The questionnaire used a Likert scale with four response options: always, often, sometimes, and never. Each item was scored and then analyzed to determine the level of anxiety and interest.

Statistical Analysis

The data were analyzed using descriptive statistics. The results were presented in frequencies and percentages. The scores were classified into five categories: very high, high, moderate, low, and very low, based on the mean and standard deviation.

Results

Students' Anxiety Levels in Floor Exercise Learning

The descriptive analysis showed that the maximum anxiety score was 42, the minimum score was 21, the mean score was 35.73, and the standard deviation was 5.010. The distribution of students' anxiety levels is presented in Table 1.

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Table 1. Distribution of Students' Anxiety Levels

Category	Interval	Frequency	Percentage
Very High	X > 43	0	0%
High	38 < X ≤ 43	8	27%
Moderate	34 < X ≤ 38	15	50%
Low	28 < X ≤ 34	6	20%
Very Low	X < 28	1	3%

The results show that most students were in the moderate anxiety category, with 15 students or 50%. This indicates that students' anxiety in participating in floor exercise learning at SDN 3 Gunungsari was generally at a moderate level.

Students' Interest in Floor Exercise Learning

The descriptive analysis showed that the maximum interest score was 51, the minimum score was 34, the mean score was 41.00, and the standard deviation was 3.523. The distribution of students' interest is presented in Table 2.

Table 2. Distribution of Students' Interest

Category	Interval	Frequency	Percentage
Very High	X > 47	1	3%
High	43 < X ≤ 47	5	17%
Moderate	39 < X ≤ 43	14	47%
Low	35 < X ≤ 39	9	30%
Very Low	X < 35	1	3%

The results show that most students were in the moderate interest category, with 14 students or 47%. This indicates that students' interest in participating in floor exercise learning was generally moderate.

Discussion

The findings showed that students' anxiety levels in floor exercise learning were mostly in the moderate category. This means that although students did not experience very high anxiety, many of them still showed signs of fear, nervousness, hesitation, and lack of confidence during floor exercise activities. This condition is understandable because floor exercise requires students to perform movements that involve balance, body control, and courage.

These findings are consistent with(Gillbanks, 2020; Kohl & Cook, 2013), who stated that anxiety

in sport can appear through physiological symptoms such as sweating, trembling, rapid heartbeat, and weakness, as well as psychological symptoms such as fear, worry, lack of concentration, and low confidence. In this study, students reported symptoms such as sweaty palms, body weakness, restlessness, and hesitation when participating in floor exercise learning.

The results are also in line with the study by (Quitério, 2018; Soriano-Pascual et al., 2022), which examined anxiety and learning motivation in forward roll learning. Their study showed that anxiety can influence students' performance and learning outcomes in gymnastics-related activities. This supports the idea that anxiety is an important psychological factor that should be considered by physical education teachers, especially when teaching movements that students perceive as difficult or risky.

In terms of student interest, the results showed that most students were also in the moderate category. This finding indicates that students had some interest in floor exercise learning, but their interest was not yet optimal. Several students may enjoy physical education because it provides movement, fun, and opportunities to reduce boredom. However, fear of performing difficult movements may reduce their enthusiasm and participation.

This finding supports (Kemeryte-Ivanauskiene et al., 2022; Wood, 2004), who explained that interest is related to enjoyment, attention, and willingness to participate in learning activities. Students who have strong interest tend to be more active, more focused, and more willing to follow learning instructions. Similarly, (Kuswoyo et al., 2017; Renshaw et al., 2010) stated that students' interest can be influenced by internal and external factors, including motivation, learning environment, teacher role, and facilities.

The moderate level of interest found in this study suggests that the teacher's role is very important in creating a safe, enjoyable, and supportive learning environment. Teachers need to provide clear demonstrations, gradual movement progressions, adequate safety support, and positive reinforcement. These strategies may help students feel more confident and reduce fear during floor exercise learning.

The findings also indicate that anxiety and interest are closely related in floor exercise learning. Students who feel anxious may become less interested in participating, while students who feel safe and confident may show greater interest. Therefore, physical education learning should not only focus on technical movement skills but also consider students' emotional readiness and psychological comfort.

Overall, the results of this study emphasize the importance of identifying students' anxiety and interest before designing floor exercise learning activities. By understanding students' psychological conditions, teachers can develop more appropriate teaching strategies that help students participate more actively and confidently.

Conclusions

Based on the results and discussion, it can be concluded that students' anxiety levels and interest in participating in Physical Education learning on floor exercise material at SDN 3 Gunungsari, Gunungsari District, West Lombok Regency, were both in the moderate category. The anxiety level was dominated by the moderate category with 15 students or 50%, while student interest was also dominated by the moderate category with 14 students or 47%.

These findings suggest that floor exercise learning should be designed with safe, gradual, enjoyable, and confidence-building teaching strategies. Physical education teachers are encouraged to provide proper demonstrations, supportive feedback, and adequate facilities to reduce students' anxiety and increase their interest in learning.

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