



The Effect Of Warm-Up Games On Motivation To Learn Football Among Students At Muaro Jambi State Junior High School 1

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ABSTRACT

This study aims to determine the effect of small games during warm-up activities on the learning motivation of eighth-grade students in football lessons at SMP Negeri 1 Muaro Jambi. The research method used was an experimental approach with a pretest-posttest design. Research instruments included motivation questionnaires, observation, and documentation. The small games applied consisted of Sen the Ball, Rescue Ball, Optimus Race, Cat-and-Mouse, Invasion Game, Agility and Teamwork, Group Dribbling, and Ball Relay. The results of the study showed a significant increase in students' learning motivation after the treatment. The average motivation score increased from 120.23 (pretest) to 167.23 (posttest). The t-test result indicated that the calculated t value was higher than the table value, thus confirming the research hypothesis. It can be concluded that small games in warm-up activities have a positive and significant effect on enhancing students' motivation in learning football at SMP Negeri 1 Muaro Jambi, with an improvement of 28.8%.

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A. Conception and design of the study;
B. Acquisition of data;
C. Analysis and interpretation of data;
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INTRODUCTION

Students' cognitive, affective, and psychomotor aspects through physical activities (Suherman, 2007). Football is a team sport played by two groups (Bramasto, 2015:75). Over time, the development of world football has continued to increase. Modern football began to be played at a number of well-known campuses, such as Harvard, Cambridge, and Amherst, in 1820. However, PE lessons, especially football, are often monotonous, causing boredom and low motivation among students (Taqwin et al., 2020). Djamarah (2002:118) explains that for motivation to play an optimal role, the principles of motivation in learning must also be explained in teaching and learning activities.

There are several principles of motivation in learning, including: Motivation as the driving force behind learning activities. A person engages in learning activities because there is something that drives them. Therefore, motivation is recognized as the driving



force behind a person's learning activities. Teachers play an important role in creating a pleasant learning atmosphere, one of which is by implementing small games during warm-ups. Proper warm-ups have a positive effect on improving performance (balance, agility). Improvements in flexibility can reduce the possibility of muscle and joint injuries and help develop speed. Coordination and agility help develop performance, conserve energy (efficiency) when performing movements, and help improve posture.

(Bompa, 2009:65). Based on observations at SMP Negeri 1 Muaro Jambi, it was found that some students were less enthusiastic about participating in football lessons. This is thought to be influenced by limited facilities, monotonous teaching methods, and a lack of variety in warm-up activities.

Review the key concept you use in the research and provide previous relevant studies/investigations that are relevant to your paper. Review the key concept you use in the research and provide previous relevant studies/investigations that are relevant to your paper. Review the key concept you use in the research and provide previous relevant studies/investigations that are relevant to your paper. Review the key concept you use in the research and provide previous relevant studies/investigations that are relevant to your paper. Review the key concept you use in the research and provide previous relevant studies/investigations that are relevant to your paper.

Therefore, an innovative strategy in the form of small games in warm-ups that are tailored to the context of the students is needed to increase engagement and motivation to learn (Yuliana et al., 2024). According to (Yuliana et al., 2024:159), small games are games that do not have specific rules, i.e., there are no rules regarding equipment, field size, or playing time. Small games often consist of games without equipment and games with equipment. Small games are also often referred to as traditional games rooted in a nation's culture. The purpose of small games is to improve a person's motor skills. Physical skills acquired through physical education are not only useful for mastering certain sports,

But also for performing physical activities and tasks in daily life. Small games can also increase students' motivation to learn in PJOK lessons and instil the values contained within them (Mudzakir, 2020:87).

The research question is whether small games during warm-ups affect the motivation of eighth-grade students at SMP Negeri 1 Muaro Jambi to learn football. Thus, this study aims to examine the effect of small games during warm-ups on motivation in football learning. This study is expected to contribute to the development of more creative PJOK learning strategies while strengthening the literature on game-based approaches.

METHODS

This study used a quantitative approach with an experimental method and a pretest-posttest control group design. The research subjects were eighth-grade students at

SMP Negeri 1 Muaro Jambi, who were selected using simple random sampling. The sample consisted of two classes, namely the experimental group and the control group, each with approximately 30 students. The experimental group received treatment in the form of small games during warm-ups, such as Sen the Ball, Rescue Ball, Optimus Race, Kucing-kucingan, Invasion Game, Agility and Cooperation, Group Dribbling, and Ball Relay. Meanwhile, the control group followed conventional warm-ups. The study lasted for four weeks with 18 meetings. Data were collected through learning motivation questionnaires, observations, and documentation. The pretest and posttest results were analyzed using a t-test to determine the significant differences between the experimental and control groups.

RESULTS AND DISCUSSION

Result

The description of the research data includes pretest and posttest data from the study.

Table 1.
Deskriptif Data

Deskriptif Statistic				
N	Maximum	Minimum	Mean	Std. Daviaion
Pre-test	30	105	166	17.759
Post-test	30	129	189	15.055
Valid N (listwist)	30			

From the data obtained from 30 pre-tests and 30 post-tests, the minimum score was 105.00, the maximum score was 189.00, the mean was 148.7333, the standard deviation was 24.72552, and the median was. After that, the scores obtained in the pre-test and post-test were calculated.

The description of the pretest data is based on the data obtained from the measurement test results at the time of the pretest or before the treatment was given.

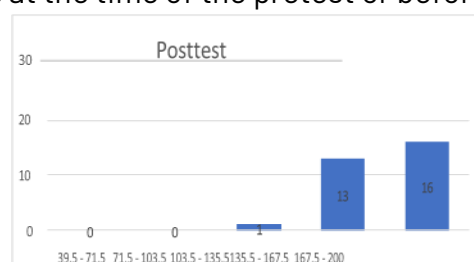


Figure 1.
Pretest

Based on the table above, it can be seen that most of the students at SMP N 1 Muaro Jambi during the pretest. Specifically, in the 40-71 class interval, there were 0 students (0%), in the 72-103 class interval, there were 0 students (0%), in the 104-135 class interval, there were 14 students (46.667%), in the

the 136-167 class interval, there were 16 students (53.333%), and in the 168-200 class interval, there were 0 students (0%). When summarized in the form of a histogram, the following is a histogram of the frequency distribution data of the pretest. The description of the post-test data is based on data obtained from the measurement test results at the time of the post-test.

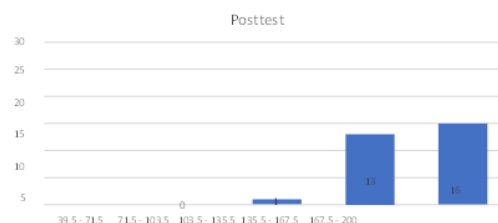


Figure 2.

Post-test

It can be concluded that the mean based on the posttest shows that the majority of students at SMP N 1 Muaro Jambi experienced changes in the posttest with a class interval of 40-71, 0 students (0%), in the class interval of 72-103, 0 students (0%), in the class interval of 104-135, 1 student (3.333%), in the class interval 136-167, 13 students (43.333%), in the 168-200 interval, 16 students (53.000%).

Table 2.

Normality Test

Result	Class	Shapiro-Wilk				
	Statistic	df	Sig.	Statistic	df	Sig
Pre-test	0.134	30	0.181	0.395	30	0.065
Post-test	0.166	30	0.200	0.945	30	0.123

Based on the normality test of the pretest data using the Kolmogorov-Smirnov test, a significance value of 0.181 was obtained, while the Shapiro-Wilk test yielded a significance value of 0.065. Both significance values are greater than 0.05, so it can be concluded that the pretest data are normally distributed. Furthermore, the results of the posttest data normality test show a Kolmogorov-Smirnov significance value of 0.200 and a Shapiro-Wilk significance value of 0.123. Similar to the pretest data, both significance values are also.

Greater than 0.05. Thus, the posttest data are declared to be normally distributed. Overall, both the pretest and posttest data meet the assumption of normality, so parametric statistical analysis can be used.

Table 3.

Normality Test

Test of Homogeneity of Variance	Class			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig
Pre-test	0.134	30	0.181	0.395	30	0.065
Post-test	0.166	30	0.200	0.945	30	0.123

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Table 4.
Homogeneity Test

Result	Lavene Statistic	df1	df2	Sig
Based on the mean	.920	1	58	0.341
Based on the median	.599	1	58	0.442
Based on Median and with adjusted df	.599	1	56.896	0.442
Based on the trimmed mean	.861	1	58	0.357

Based on the results of the homogeneity test of variance using the Levene test, the significance value obtained based on the Mean was 0.341, based on the Median it was 0.442, based on the Median with adjusted df it was 0.442, and based on the Trimmed mean of 0.357. All significance values obtained are greater than the significance level of 0.05. This indicates that the data in this study have homogeneous variance, so it can be concluded that the assumption of homogeneity is fulfilled.

Table 5.
T-test analyst

	Pre-Test	Post-Test
Mean	13.933	178.933
Variance	193.924	39.638
Observation	30	30
Pearson Correlation	0.056	
Hypothesized Mean Difference	0	
df	14	
PT<=t) one tail	-9.063	
t Stat	0.000	
P(T<=t) two tail	1.761	
T Critical two-tailed	0.000	
	2.145	

A calculated t-value of -9.063 was obtained with a degree of freedom (df) of 14. The calculated t-value is greater than the table t-value, both at a one-tailed significance level (1.761) and a two-tailed significance level (2.145). In addition, the significance value obtained was 0.000 (< 0.05). To determine whether or not there was an effect of the warm-up games, the significance value was significant. (2-tailed) < 0.05 ($0.000 < 0.05$), it can be concluded that the hypothesis is accepted, so it can be concluded that there is a significant effect of small games in warm-ups conducted at SMP N 1 Muaro Jambi.

CONCLUSION

The results of the study show a significant increase in student learning motivation after the treatment was given. The average motivation score increased from 120.23 on the pretest to 167.23 on the posttest, with an increase of 28.8%. The t-test shows that the calculated t-value is higher than the table t-value with a significance of < 0.05 . This

proves the research hypothesis that small games during warm-ups affect the learning motivation of students at SMP Negeri 1 Muaro Jambi. This increase shows that students are more enthusiastic, excited, and happy to participate in learning when warm-ups are packaged in the form of games. Small game activities not only prepare students physically, but also create a fun learning atmosphere that fosters intrinsic motivation.

These results support Wahyuri's (2017) findings that small games are effective in improving students' motor, cognitive, social, and affective aspects. Academically, this study adds empirical evidence that variations in warm-up methods can affect students' psychological aspects, particularly learning motivation. Practically, in terms, the results of this study can be used as a reference for physical education teachers to implement small games as an alternative learning strategy to overcome boredom and increase student active participation in football lessons.

ACKNOWLEDGMENT

This study proves that small games in warm-ups have a positive and significant effect on the motivation of eighth-grade students at SMP Negeri 1 Muaro Jambi to learn football. The students' motivation scores increased significantly, thereby achieving the research objective and answering the research question that small games can increase students' enthusiasm and involvement.

Theoretically, the results of this study reinforce the literature on the importance of a game-based approach in physical education learning. Practically, teachers can use small games as an alternative warm-up method. However, this study was limited to one school with a limited sample size, so the generalization of the results still needs to be tested. Further research is recommended to involve more schools or game variations for more comprehensive results.

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