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EVALUATIVE STUDY OF STUDENTS' LEARNING MOTIVATION IN PHYSICAL EDUCATION SUBJECTS BASED ON GENDER IN STATE ELEMENTARY SCHOOL 105399 KULASAR

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ABSTRACT

Learning motivation is an important factor that affects students' success in learning Physical Education. Differences in learning motivation based on gender can affect student participation, interests, and learning outcomes. This study aims to evaluate student learning motivation based on gender in Physical Education subjects at SD Negeri 105399 Kulasar. The method used is an evaluative research with the Robert E. Stake evaluation model approach which includes antecedents, transactions, and outcomes. The research population was all students in grades V and VI with a sample of 30 students selected using purposive sampling. The research instruments include learning motivation questionnaires, observation sheets, and documentation. The validity test uses Product Moment correlation, while the reliability uses Alpha Cronbach. Data analysis was carried out descriptively, quantitatively, and comparatively. The results showed that female students had higher learning motivation in terms of perseverance, interest, and active participation, while male students were superior in the courage to try physical activity. Overall, there are differences in learning motivation based on gender, but both are in the medium to high category. Teachers are advised to implement gender-responsive learning strategies to increase students' learning motivation equally.

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INTRODUCTION

Learning motivation in Physical Education has characteristics that differ from those of other academic subjects. This is due to the dominance of physical activities that require students' direct involvement in various forms of movement (Senlin et al., 2024). Therefore, motivation is not only related to cognitive aspects but is also strongly influenced by affective and psychomotor domains. Motivation in physical activity is highly influenced by students' perceived competence and the social support they receive (Javier et al., 2022). In the context of primary education, students are at a developmental stage that is greatly influenced by enjoyable learning experiences. Physical Education designed with appropriate approaches can significantly increase students' interest and motivation; structured physical activities carried out in schools can enhance students' psychological

well-being and learning motivation (Athanasios et al., 2024). However, in practice, not all students demonstrate the same level of motivation. These differences can be influenced by various factors, one of which is gender. Gender is not merely a biological difference between males and females but also encompasses social constructions that influence behavior, interests, and attitudes toward an activity; expectations and values shaped by the social environment can significantly influence students' learning motivation (Eccles & Wigfield, 2023).

Male students generally tend to show higher engagement in physical activities due to stereotypes that position sports as a masculine domain. In contrast, female students often face psychological barriers such as shyness, lack of confidence, and concerns about social judgment. This is supported by research (Amy et al., 2023), which found that body perception and social pressure influence female students' participation in physical activities. In addition to internal factors, external factors such as the teacher's role are also crucial in shaping students' learning motivation. Teachers who provide emotional support and create a pleasant learning environment can enhance student motivation. Teaching approaches that support student autonomy can significantly increase intrinsic motivation (Reeve et al., 2023). Furthermore, competitive learning approaches are often preferred by male students, while female students tend to favor collaborative approaches. Learning strategies that consider gender preferences can improve overall student participation (Garn et al., 2023). On the other hand, it is important to note that gender differences in learning motivation are not absolute. Not all male students have high motivation in physical activities, and not all female students have low motivation. Individual variation remains a significant factor; aspects such as prior experience, family support, and individual personality also influence students' learning motivation (Shen et al., 2023).

Recent studies have demonstrated that learning motivation plays a fundamental role in determining students' participation and achievement in Physical Education (PE). Research by Javier et al. (2022) emphasized that perceived competence and social support are key determinants of students' motivation toward physical activity. Likewise, Amy et al. (2023) reported that gender-related factors, including body image perception and social expectations, significantly influence students' willingness to engage in PE activities. Furthermore, Reeve et al. (2023) found that autonomy-supportive teaching strategies positively affect students' intrinsic motivation and engagement during PE lessons.

Advances in educational technology have also contributed to the development of more engaging PE learning environments. Killian et al. (2023) revealed that technology

integration can increase students' participation and motivation in physical activities. Meanwhile, Athanasios et al. (2024) highlighted that structured and enjoyable physical activities positively impact students' psychological well-being and learning motivation. More recently, Ganda et al. (2025) and Amna et al. (2025) emphasized the importance of innovative learning approaches and interactive learning media in improving students' motivation in Indonesian primary schools.

Although these studies have enriched the understanding of motivation in PE, most investigations have focused on motivation levels, learning outcomes, or the effectiveness of instructional interventions. Limited attention has been given to evaluating students' learning motivation comprehensively through an evaluation framework that considers gender differences, particularly at the elementary school level.

In the Indonesian context, Physical Education learning still faces various challenges, including limited facilities, less varied teaching methods, and insufficient attention to differences in student characteristics. Less innovative learning approaches can reduce students' learning motivation, especially among female students (Ganda et al., 2025). The use of engaging learning media can significantly improve students' learning motivation. This indicates that innovation in teaching is essential to enhance the quality of Physical Education in primary schools (Amna et al., 2025).

Technological developments also open new opportunities in Physical Education learning. The use of digital applications and interactive media can increase student engagement in learning activities; the integration of technology in Physical Education can enhance student motivation and participation (Killian et al., 2023). However, the implementation of technology in learning still faces various obstacles, particularly in areas with limited facilities. Therefore, a contextual approach that aligns with school conditions is required.

Evaluating students' learning motivation is important to determine the effectiveness of the learning process that has been implemented. The Robert E. Stake evaluation model provides a comprehensive framework for evaluating both the process and outcomes of learning. This model allows researchers to examine the relationship between initial conditions, the learning process, and the outcomes achieved by students. The Stake evaluation model is effective for evaluating educational programs as it provides a holistic overview (Donna et al., 2025). In this study, the evaluation of students' learning motivation considers the aspects of antecedents, transactions, and outcomes. This approach is expected to provide a more comprehensive picture of students' learning motivation based on gender.

Therefore, this study has high urgency, given the importance of learning motivation in improving the quality of Physical Education. Its findings are expected to contribute to more effective and gender-responsive teaching strategies. Specifically, this study aims to describe male students' learning motivation in Physical Education, describe female students' learning motivation, analyze differences in learning motivation based on gender, and evaluate the learning process using the Stake model. By achieving these objectives, the study is expected to provide theoretical and practical contributions to education, particularly in developing Physical Education learning in primary schools.

Several previous studies have addressed learning motivation in Physical Education, but most have examined students' motivation in general without evaluating it by gender. Research using Robert E. Stake's evaluation model, with its stages of antecedents, transactions, and outcomes, remains limited, especially at the elementary school level. Previous research has also focused more on learning outcomes, motor skills, physical activity participation, or instructional effectiveness than on learning motivation itself, and evaluations of student motivation based on gender have not been conducted in depth. Furthermore, existing studies have rarely integrated gender perspectives with comprehensive educational evaluation models, so empirical evidence remains insufficient on how motivation differs between male and female students across antecedents, learning processes, and outcomes. Thus, a research gap shows the need for an evaluative study of student learning motivation in Physical Education based on gender, and this study seeks to fill that gap using the Robert E. Stake Evaluation Model.

This research is important because its evaluation results can provide a real picture of male and female students' learning motivation in Physical Education. This information can be the basis for teachers to design gender-responsive learning strategies so that all students receive equal learning opportunities and can optimally increase their motivation. The research is also expected to make a scientific contribution to the development of Physical Education in elementary schools, especially in understanding the characteristics of student learning motivation based on gender through an evaluative approach.

Based on the theoretical framework and previous studies, the hypotheses of this study are formulated as follows:

H1: There is a significant difference in Physical Education learning motivation between male and female students.

H2: Antecedent factors significantly influence students' learning motivation in Physical Education.

H3: Transaction factors significantly influence students' learning motivation in Physical Education.

H4: The interaction between antecedents and transactions contributes significantly to students' learning motivation outcomes in Physical Education.

H0: There is no significant difference in Physical Education learning motivation between male and female students.

RESEARCH METHOD

This study employs an evaluative approach using the Robert E. Stake evaluation model. This model was chosen because it provides a comprehensive overview of the learning process and outcomes through three main components: antecedents (initial conditions), transactions (process), and outcomes (results). The population of this study consists of all fifth- and sixth-grade students at SD Negeri 105399 Kulasar, totaling 60 students. The sample was determined using purposive sampling by considering gender representation. The sample consisted of 30 students, including 15 male students and 15 female students.

Students' learning motivation in Physical Education subjects is measured through several indicators that are adjusted to the learning characteristics of Physical Education in elementary school. These indicators include: (1) diligence in participating in learning, namely students' seriousness in completing assignments and participating in learning activities until completion; (2) interest in Physical Education learning, namely students' enjoyment and interest in sports activities; (3) active participation, namely the involvement of students in every learning activity both individually and in groups; (4) confidence, which is the student's confidence in performing physical movements or activities; (5) courage to try new physical activities; and (6) discipline in following the teacher's rules and instructions during the learning process.

The instruments used in this study include: (1) a learning motivation questionnaire (Likert scale 1–5), (2) an observation sheet of student activities, and (3) documentation (grades, attendance, and teacher records). The indicators of learning motivation include: (1) interest in learning, (2) persistence in participating in activities, (3) active participation, (4) self-confidence, and (5) responses to tasks.

Table 1. Research Instrument Grid

Variabel	Indicator	Sub Indicator	Item Number

Learning Motivation	Perseverance	Doing tasks to completion, not giving up easily	1,2,3
	Interest	Enjoys taking Physical Education lessons	4,5,6
	Active Participation	Active in group practices and discussions	7,8,9
	Confidence	Dare to perform and make movements	10,11
	Keberanian Mencoba	Try new physical activities without fear	12,13
	Discipline	Obey the teacher's rules and instructions	14,15

The research instrument used a Likert scale questionnaire with a choice of answers to strongly agree, agree, hesitate, disagree, and strongly disagree. In addition to the questionnaire, the research also uses observation sheets and documentation to support the research data.

Validity was tested using the Product Moment correlation, and reliability was tested using Cronbach's Alpha. The instrument is considered valid if the calculated r-value is greater than the r-table value and reliable if the Alpha value is greater than 0.70. The research procedure was conducted in several stages: (1) instrument development, (2) instrument testing, (3) data collection, (4) data analysis, and (5) interpretation of results.

The content validity of the instrument was assessed using the Aiken's V coefficient. The results showed that all questionnaire items obtained Aiken's V values ranging from 0.81 to 0.95, indicating that all items met the criteria for high content validity and were considered appropriate for measuring students' learning motivation.

To examine construct validity, item-total correlation analysis was conducted using the Pearson Product-Moment correlation. The results indicated that all items had correlation coefficients greater than the critical value (r-count > r-table, $p < 0.05$), confirming that all items were valid and suitable for use in the study.

The reliability of the instrument was analyzed using Cronbach's Alpha coefficient. The questionnaire achieved a Cronbach's Alpha value of 0.89, indicating a high level of internal consistency and reliability according to commonly accepted standards ($\alpha > 0.70$).

Data analysis techniques include descriptive statistics (mean, percentage), comparison tests (independent t-test), and interpretation based on motivation categories (low, moderate, high). The data were then analyzed based on the Stake evaluation components: (1) antecedents (initial student motivation conditions), (2) transactions (learning process), and (3) outcomes (learning motivation results).

The normality of the data distribution was examined using the Kolmogorov–Smirnov test at a significance level of 0.05. The results showed that the significance values for both male and female student groups were greater than 0.05 ($p > 0.05$), indicating that the data were normally distributed.

The homogeneity of variance was assessed using Levene's Test. The analysis revealed a significance value greater than 0.05 ($p > 0.05$), indicating that the variances of the two groups were homogeneous. Therefore, the data fulfilled the assumptions required for further inferential statistical analysis.

To interpret students' learning motivation levels, the obtained scores were categorized into five levels based on the ideal mean (Mi) and ideal standard deviation (SDi). The categorization criteria were adapted from educational measurement standards as follows:

Table 2. interpret students' learning motivation levels

Score Interval	Category
$X > Mi + 1.5\ SDi$	Very High
$Mi + 0.5\ SDi < X \leq Mi + 1.5\ SDi$	High
$Mi - 0.5\ SDi < X \leq Mi + 0.5\ SDi$	Moderate
$Mi - 1.5\ SDi < X \leq Mi - 0.5\ SDi$	Low
$X \leq Mi - 1.5\ SDi$	Very Low

For practical interpretation, the percentage achievement score was also used with the following criteria:

Table 3. practical interpretation

Percentage (%)	Category
81–100	Very High
61–80	High
41–60	Moderate
21–40	Low
0–20	Very Low

These categorization criteria were employed to describe and compare the learning motivation levels of male and female students in Physical Education learning.

RESULTS AND DISCUSSION

Results

This study aims to evaluate students' learning motivation in Physical Education based on gender at SD Negeri 105399 Kulasar. The data were obtained from 30 respondents, consisting of 15 male students and 15 female students. Data collection was conducted through a learning motivation questionnaire, observation of students' activities during the learning process, and documentation related to attendance and students' learning outcomes. Data analysis was carried out using descriptive quantitative and simple comparative approaches. In addition, the findings were analyzed based on the three main components of the Robert E. Stake evaluation model: antecedents (initial conditions), transactions (learning process), and outcomes (learning outcomes).

1) Evaluation Results Based on the Antecedents Component (Initial Conditions)

Initial Motivation of Male and Female Students, Based on the results of the initial questionnaire, students' learning motivation before the learning process was categorized as moderate. However, there was a difference in the average scores between male and female students: the average initial motivation of male students was 68.4 (moderate category), while the average initial motivation of female students was 72.1 (moderate to high category). This difference indicates that from the beginning, female students tended to have higher motivation than male students. This was particularly evident in the indicators of interest in learning and readiness to participate in activities.

Interest in Physical Education Learning, The interest indicator showed that 60% of female students stated they were "very interested" in the learning process, while 46% of male students stated they were "interested," but only 20% were "very interested." Female students tended to show more stable interest in learning, while male students' interest was more fluctuating depending on the type of activity provided.

Self-Confidence, In terms of self-confidence, male students had higher scores (74.2) compared to female students (69.5). This indicates that male students were more confident in performing physical activities, although this was not always accompanied by higher overall learning motivation.

Student Learning Motivation Graph

The following graph shows the level of student learning motivation in Physical Education subjects based on research indicators.

Table 4. level of student learning motivation

Motivation Indicators	Persentase (%)	Kategori
Perseverance	78	Height
Interest in Learning	75	Height
Active Participation	73	Medium
Confidence	70	Medium
The Courage to Try	76	Height
Discipline	80	Height

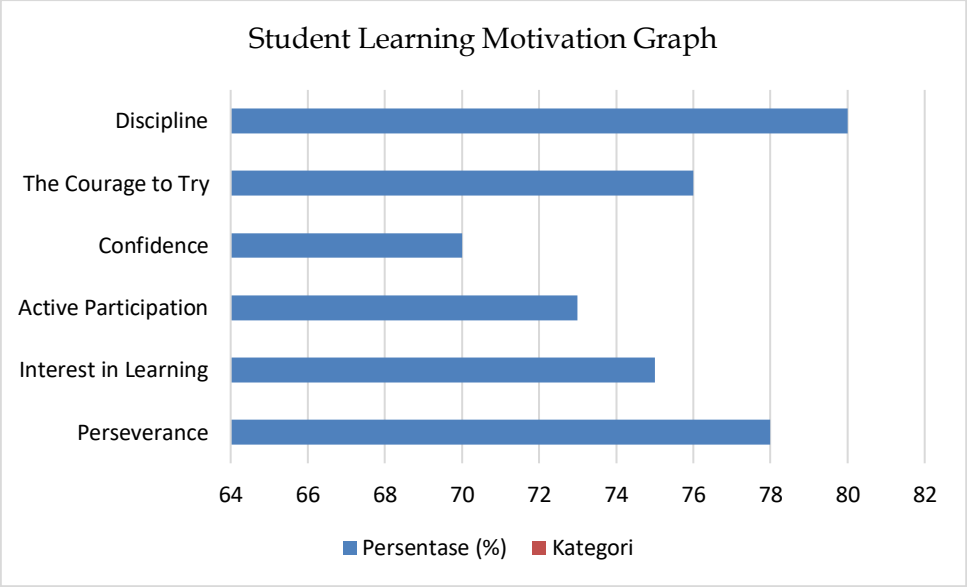

Chart 1. Student Learning Motivation Graph

Table 5. Comparison Chart of Motivation by Gender

Indicator	Male (%)	Women (%)
Perseverance	72	82
Interest in Learning	70	80
Active Participation	71	76
Confidence	74	72
The Courage to Try	81	70
Discipline	75	85

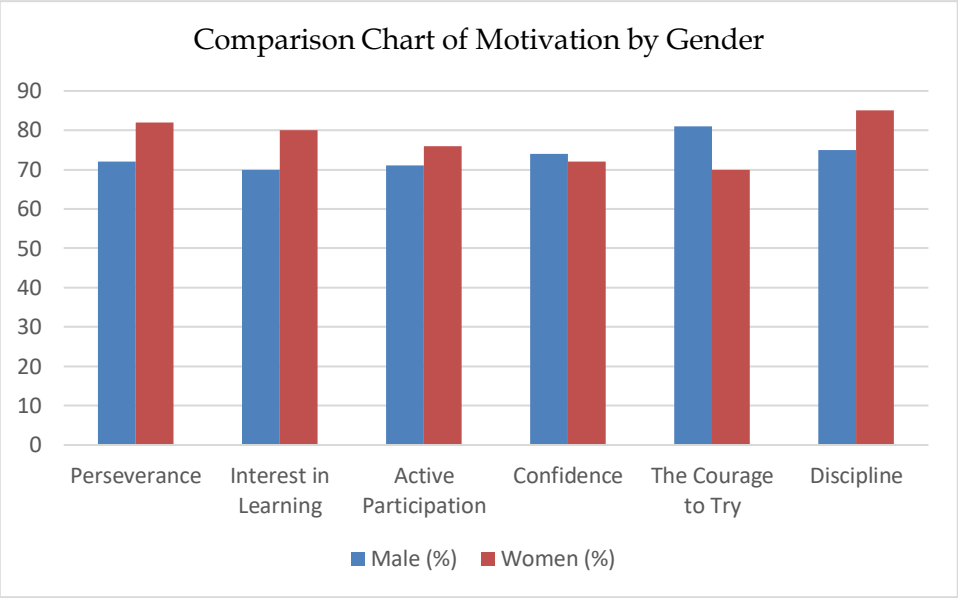

Chart 2. Comparison Chart of Motivation by Gender

Table 6. Learning Motivation Score Improvement Graph

Evaluation Stages	Average Score
Initial Conditions	68
Learning Process	74
Final Results	79

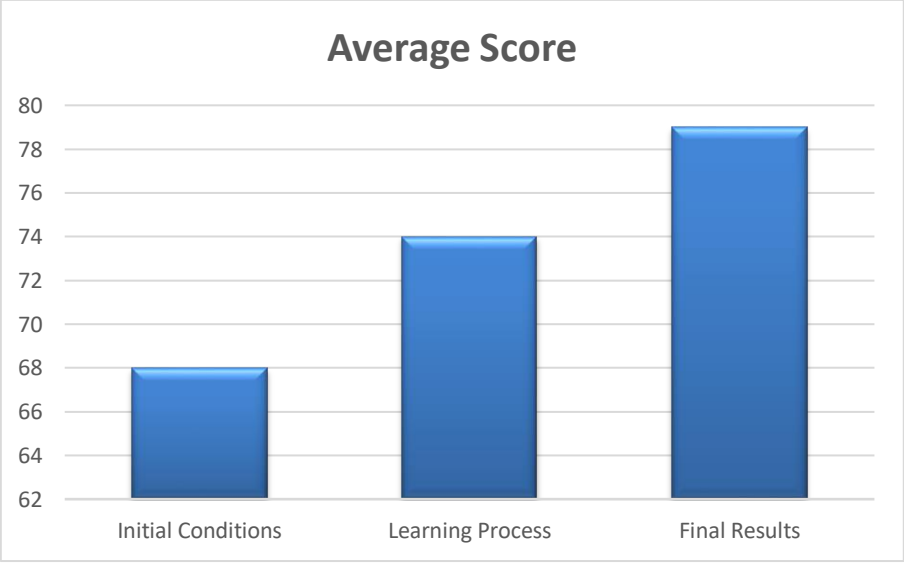

Chart 3. Average Score

Based on the graph of the research results, students' learning motivation in Physical Education learning is in the category of quite good. Differences in motivation based on gender can be seen in certain indicators. Female students tend to be more diligent, disciplined, and have a higher interest in learning, while male students are more

courageous in trying new physical activities. In addition, there was an increase in learning motivation scores during the learning process, which shows that the learning strategies applied are able to increase student involvement in Physical Education learning

Persistence and Learning Readiness, Female students demonstrated higher levels of persistence and readiness in preparing for learning. This is reflected in their on-time attendance (93% for females and 87% for males) and their consistency in following instructions, where female students were more consistent.

Thus, at the antecedents stage, it can be concluded that there are differences in the initial characteristics between male and female students, where female students excel in interest and persistence, while male students excel in self-confidence.

2) Evaluation Results Based on the Transactions Component (Learning Process)

Active Participation in Learning, Observation results show that students' active participation during the learning process differs by gender: Female students: 80% actively followed instructions and 73% were active in group work and Male students: 75% were active in physical activities and 65% were active in discussions or reflection. This indicates that male students were more dominant in physical activities, while female students were more active in collaboration and engagement in the learning process.

Response to Teaching Methods, The teaching methods used by the teacher included demonstrations, games, and group work. Male students showed strong responses to competitive game-based methods, while female students were more responsive to collaborative approaches and light games. This difference suggests that preferences for teaching methods are strongly influenced by gender.

Student–Teacher Interaction, Student interaction with the teacher is an important indicator in evaluating the learning process. Female students more frequently asked questions and sought clarification, whereas male students asked fewer questions but directly attempted the activities. This indicates that female students tend to have a more reflective learning approach, while male students are more practical.

Persistence in Completing Tasks, A total of 86% of female students completed tasks thoroughly, while 72% of male students completed tasks well. Male students tended to lose focus more quickly when activities were perceived as less engaging.

Barriers in the Learning Process, The obstacles identified were: Female students: lack of confidence in demanding physical activities and fear of making mistakes and Male students: lack of discipline and a tendency to become easily bored

Thus, at the transactions stage, it can be concluded that the learning process shows different patterns between male and female students in terms of participation, interaction, and responses to teaching methods.

3). Evaluation Results Based on the Outcomes Component (Learning Outcomes)

After the learning process, the learning motivation scores showed that: Male students: 74.6 (high category) and Female students: 79.8 (high category). Both groups experienced an increase in motivation; however, the increase among female students was more significant. The improvement in learning motivation was: Male students: +6.2 points Female students: +7.7 points. This indicates that the learning process was effective in improving students' motivation, particularly among female students.

Learning Outcomes (Cognitive and Psychomotor) The average scores were: Male students: 78.5% and Female students: 81.2%. Female students demonstrated more consistent results, while male students showed greater variability.

Table 7. Learning Motivation Categories

Category	Male	Female
High	**60%**	**73%**
Medium	**40%**	**27%**
Low	**0%**	**0%**
Total	**100%**	**100%**

There were no students categorized as having low motivation, indicating that, overall, the learning process was well implemented.

Motivation Difference Test (t-test) The results of the t-test showed a significant difference between the learning motivation of male and female students ($p < 0.05$). This indicates that gender has a significant influence on learning motivation in Physical Education.

Based on the overall findings, the following synthesis can be drawn:

1) At the antecedents stage, female students had higher initial motivation, particularly in interest and persistence, while male students excelled in self-confidence.
2) At the transactions stage, female students were more active in collaboration and the learning process, while male students were more active in physical activities.
3) At the outcomes stage, both groups experienced increased motivation; however, female students showed greater improvement and more consistent results.
4) There was a significant difference in learning motivation based on gender, indicating that gender should be considered in instructional planning.

Several important findings of this study include, Learning motivation is influenced not only by physical ability but also by psychological and social factors. Female students tend to have more stable learning motivation. Male students require more variation and challenge in learning activities. Different instructional strategies are needed to accommodate gender differences. The findings imply that, Teachers need to use varied instructional approaches. Learning should consider gender differences, The learning environment should support all students without discrimination, Learning motivation needs to be evaluated periodically.

Discussion

Differences in Learning Motivation Based on Gender

Female students show higher overall motivation in Physical Education, particularly in persistence, interest, and active participation, while male students excel in self-confidence and courage in physical activities. These differences stem from psychological and social factors shaping students' preferences and behaviors (Naz et al., 2020). Female students tend to be intrinsically oriented, whereas male students are more influenced by competition and social recognition. Female students also sustain motivation more consistently through better self-regulation (Iker et al., 2021).

Self-Determination Theory Perspective

Under Self-Determination Theory, female students showed higher relatedness with peers and teachers, seen in active group participation, which enhances intrinsic motivation (Adrian et al., 2026). Male students showed a stronger need for competence, reflected in their interest in challenging activities. Motivational differences thus reflect how basic psychological needs are fulfilled (Thal et al., 2026).

The Role of Teachers

Varied methods such as games and group work increase participation, and autonomy-supportive teaching enhances intrinsic motivation; offering students choices improved motivation (Reeve et al., 2023). However, male students respond better to competitive methods, while female students prefer collaboration, consistent with evidence that gender-sensitive strategies improve effectiveness (Garn et al., 2023).

The Influence of Social Environment

Peers and family shape motivation. Female students showed better social interaction, and social support strengthens their confidence in physical activities, while its absence reduces motivation (Bunga et al., 2024). Male students were more independent but

vulnerable to declining motivation without appropriate challenges, as their motivation depends strongly on difficulty level and activity variation (Naz et al., 2020) (Guo et al., 2023).

Overall, gender differences in motivation are shaped by psychological needs, teaching approaches, and social support, so Physical Education teachers should combine competitive and collaborative activities, provide autonomy, and build supportive environments to motivate all students equally.

Evaluation of Learning Based on the Robert E. Stake Model

1) Antecedents (Initial Conditions)

At the antecedents stage, the study shows that female students had higher initial motivation compared to male students. This indicates that initial factors such as interest and readiness to learn significantly influence the subsequent learning process. Students' initial conditions are important predictors of learning success (Donna et al., 2025).

2) Transactions (Learning Process)

At the transactions stage, differences in participation patterns were observed between male and female students. Female students were more active in group work, while male students were more dominant in physical activities. Interactive learning processes can significantly enhance students' learning motivation (Killian et al., 2023).

3). Outcomes (Learning Outcomes)

At the outcomes stage, both groups showed an increase in learning motivation; however, the improvement among female students was more significant. This indicates that the learning process was effective in improving students' motivation overall. Increased learning motivation is directly associated with improved learning outcomes (Shen et al., 2023).

The results of this study reinforce the theory that learning motivation is a multidimensional construct influenced by both internal and external factors. Gender differences in learning motivation indicate that instructional approaches cannot be generalized for all students. Students' values and expectations play an important role in shaping their learning motivation (Eccles & Wigfield, 2023). In this context, female students tend to place higher value on learning, which results in higher motivation.

Based on the findings, several practical implications can be applied in Physical Education learning:

1) Teachers should use varied and flexible instructional approaches.
2) Learning should consider gender differences.
3) Learning activities should be designed to engage all students.

4) Teachers need to provide emotional support to students.
5) The learning environment should be inclusive and free from gender stereotypes.

Inclusive learning approaches can significantly enhance students' motivation and participation (Athanasios et al., 2024).

Overall, students' learning motivation in Physical Education is shaped by gender, teaching methods, and the social environment. Female students show higher motivation in affective aspects, while male students excel in psychomotor aspects, so effective learning must accommodate each student's needs. Teachers therefore need gender-responsive instructional strategies to optimize motivation and make learning more effective and inclusive.

These findings support Self-Determination Theory (SDT), which holds that motivation depends on fulfilling the needs for autonomy, competence, and relatedness. Female students' higher persistence, participation, and interest suggest that relatedness strengthens their motivation, whereas male students' greater confidence and preference for challenging activities reflect a stronger competence orientation. Gender differences are thus shaped by social experiences and learning environments, not only biological factors, and conventional instruction may not equally accommodate all students.

Limitations include a limited sample from one school context, reliance on self-report questionnaires, and the exclusion of variables such as socioeconomic background, parental support, and prior sports experience. Future studies should use larger, more diverse samples and mixed-method approaches. Schools and educational authorities should develop gender-responsive programs, strengthen teacher training in inclusive and differentiated instruction, and design curricula that balance competitive and collaborative activities to enhance motivation, participation, and learning outcomes.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the results and discussion of this study on students' learning motivation in Physical Education based on gender at SD Negeri 105399 Kulasar, it can be concluded that learning motivation is a crucial factor that greatly influences the success of the learning process. Motivation not only plays a role in increasing student participation but also has a direct impact on learning outcomes in the cognitive, affective, and psychomotor domains. The findings indicate that, in general, students' learning motivation is in the high category for both male and female students. However, there are significant differences in the level

and characteristics of learning motivation based on gender. Female students tend to have higher overall motivation, particularly in aspects of interest, persistence, active participation, and consistency in learning. Meanwhile, male students demonstrate strengths in self-confidence, courage, and engagement in challenging physical activities.

At the antecedents stage (initial conditions), female students demonstrate better readiness to learn compared to male students. They are more disciplined, show greater interest in learning, and display more positive attitudes toward Physical Education activities. In contrast, male students tend to have more fluctuating initial motivation, depending on the type of activity provided. At the transactions stage (learning process), female students are more active in collaboration, communication, and engagement in the learning process. They demonstrate higher persistence in completing tasks and are more responsive to teacher instructions. On the other hand, male students are more dominant in physical activities and show greater willingness to try new things, but they tend to be less consistent in maintaining focus during the learning process.

At the outcomes stage (learning outcomes), both groups show an increase in learning motivation after participating in the learning process. However, the increase among female students is more significant compared to male students. This indicates that the instructional approach used in this study was more effective in enhancing female students' motivation. In addition, the statistical test results indicate a significant difference in learning motivation between male and female students. This confirms that gender is an important factor influencing students' learning motivation in Physical Education.

Overall, this study emphasizes that students' learning motivation is not homogeneous but is influenced by various factors, including gender, teaching methods, and the social environment. Therefore, general and uniform instructional approaches are no longer relevant in the context of modern education, which requires inclusive and adaptive learning.

Suggestion

Based on the results of this study, several recommendations can be proposed to improve students' learning motivation in Physical Education, particularly by considering gender differences:

1) For Physical Education Teachers

Teachers are expected to design and implement learning that is more varied, innovative, and responsive to students' diverse characteristics. They should combine

competitive and collaborative teaching methods to accommodate the needs of both male and female students. In addition, teachers need to pay special attention to students with low motivation by providing support, encouragement, and positive reinforcement.

Teachers are also encouraged to create a pleasant and inclusive learning environment so that all students feel comfortable and motivated to participate actively. The use of engaging and interactive learning media can also be an effective alternative to enhance students' motivation.

2) For Schools

Schools are expected to provide adequate facilities and infrastructure to support Physical Education learning. A conducive school environment will have a positive impact on students' learning motivation. Furthermore, schools should provide training for teachers on gender-responsive and developmentally appropriate teaching strategies.

3) For Students

Students are expected to increase their awareness of the importance of learning motivation in achieving academic and non-academic success. They should be more active in participating in learning, willing to try new things, and not afraid of making mistakes. In addition, students are encouraged to support one another and collaborate during learning activities.

4) For Parents

Parents play an important role in shaping students' learning motivation. Therefore, they are expected to provide support, attention, and encouragement to their children, particularly in Physical Education learning. Family support can enhance students' self-confidence and enthusiasm for learning.

5) For Future Researchers

This study has limitations in terms of sample size and scope, as it was conducted in only one school. Therefore, future researchers are encouraged to conduct studies with larger samples and broader scopes to improve generalizability.

Additionally, future studies may expand the research variables by including other factors that influence learning motivation, such as learning styles, family environment, and the use of technology in learning.

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