BG Pulse Journal USA
ISSN:1947-2536 http://www.bgpulseusa.com/index.php/bg
BG PULSE JOURNAL

# INTERACTIVE LEARNING METHODS IN PHYSICAL EDUCATION AND THEIR IMPACT ON STUDENT MOTIVATION

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Doi; https://doi.org/10.5281/zenodo.22208871

**Abstract.** This study examines the influence of interactive learning methods on student motivation and participation in physical education (PE). Interactive learning emphasizes active involvement through cooperative tasks, peer interaction, group-based activities, and the use of digital engagement tools. Unlike traditional teacher-centered instruction, interactive approaches encourage students to take part in decision-making, collaborate with peers, and engage more dynamically in physical activities. The findings of the study indicate that interactive learning significantly improves student motivation, engagement levels, and overall physical performance when compared to conventional instructional methods.

**Keywords:** interactive learning, motivation, physical education, student engagement, cooperative learning

**Introduction.** Physical education has long been delivered through traditional teacher-centered approaches where instructors demonstrate exercises and students follow instructions. While this method provides structure, it often limits student engagement and reduces opportunities for active participation. In contrast, modern educational approaches emphasize interactive learning, which places students at the center of the learning process. Interactive learning in physical education includes group exercises, cooperative tasks, peer teaching, competitive games, and the use of digital tools that support active participation.

The main goal of this study is to explore how interactive learning methods influence student motivation and physical performance in PE classes. Motivation is a critical factor in physical education because it directly affects how actively students participate, how consistently they engage in physical activity, and how effectively they develop physical skills over time. Therefore, understanding the role of interactive learning is essential for improving teaching strategies in modern educational environments.

**Methods.** This study used a quasi-experimental research design to compare traditional physical education methods with interactive learning approaches. The sample consisted of 60 students who were divided into two groups: a control group that participated in traditional PE lessons and an experimental group that engaged in interactive learning activities. The study was conducted over a period of six weeks, during which both groups participated in structured physical education sessions.

Data collection was carried out using observation checklists and motivation surveys based on a 10-point Likert scale. The observation focused on participation levels, engagement during activities, and willingness to collaborate with peers. The survey measured students' perceived motivation

before and after the intervention. This combination of qualitative and quantitative data allowed for a more comprehensive analysis of student behavior and learning outcomes.

**Results.** The results of the study demonstrate a clear difference between the control group and the experimental group in terms of motivation and participation. Students exposed to interactive learning methods showed significantly higher improvement in both areas compared to those who followed traditional instruction.

**Table 1: Student Motivation Improvement (Scale 1–10)**

| Group | Before | After |
|---|---|---|
| **Control Group** | 5.4 | 5.9 |
| **Interactive Group** | 5.3 | 8.5 |

This table shows that while both groups experienced slight improvement, the increase in the interactive learning group was substantially higher, indicating that active participation strategies have a strong impact on student motivation.

**Table 2: Participation Rate (%)**

| Group | Before | After |
|---|---|---|
| **Control Group** | **60%** | **68%** |
| **Interactive Group** | **62%** | **92%** |

The participation rate data further supports the effectiveness of interactive learning methods. Students in the experimental group showed a dramatic increase in participation, suggesting that collaborative and engaging activities significantly enhance student involvement in physical education.

**Discussion.** The findings clearly indicate that interactive learning methods have a positive impact on student motivation and participation in physical education. One of the key reasons for this improvement is that interactive learning transforms students from passive listeners into active participants. Group-based activities and peer collaboration encourage communication, teamwork, and healthy competition, which naturally increase engagement levels.

Another important factor is the use of dynamic and enjoyable learning environments. When students participate in games, challenges, and cooperative tasks, physical education becomes more enjoyable and less repetitive. This emotional engagement plays a crucial role in sustaining long-term motivation.

However, the success of interactive learning depends heavily on the teacher's ability to design structured activities and manage classroom dynamics effectively. Without proper organization, some students may become less active or dominant group members may overshadow others, reducing the overall effectiveness of the method.

**Conclusion.** Interactive learning methods represent an effective approach to improving student motivation in physical education. By promoting active participation, collaboration, and engagement, these methods significantly enhance both motivation and physical performance compared to traditional teaching approaches. The study concludes that physical education becomes more effective when students are actively involved in learning processes rather than passively following instructions. However, successful implementation requires careful planning, balanced group activities, and strong classroom management to ensure equal participation and maximize learning outcomes.

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