Analysis Of The Implementation Of Obstacle Games On Learning Motivation In Children Of Ra Teladan Imam Syafi'i 2024/2025

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Abstract

This study aims to analyze the effect of the application of obstacle course games in increasing children's learning motivation, as well as identifying factors that support its effectiveness. which was carried out at RA Teladan Imam Syafi'i Dusun karang langu, Jalan Lading-lading kec. Tanjung, North Lombok Regency. With the number of students is 23 children consisting of 4 boys and 19 girls. The impact of this study showed a significant increase in children's learning motivation, including enthusiasm, concentration, and willingness to complete tasks. The game also helped develop social skills. The research used a qualitative approach with a case study method through observations, interviews and questionnaires of 5-6 year old learners involved in the obstacle course game. Data were analyzed descriptively to measure changes in learning motivation before and after the intervention.The results showed that the obstacle course game is effective in increasing children's learning motivation because it combines physical, mental, and collaborative elements. The implication is that this method can be integrated into active learning approaches to create a more engaging and impactful educational experience.

Keywords: *Obstacle course, learning motivation, children's education*

INTRODUCTION

One of the goals of early childhood education is to develop aspects of child development, aspects of child development according to the regulation of the Minister of Education and Culture (Permendikbud) no. 137 of 2014 concerning national standards for early childhood education has six aspects of development that must be achieved, these developments include: moral and religious values, cognitive, physical motor, social emotional, language and art (Kemendikbud, 2024)

Learning is a process of changing a child's behavior throughout their life. One of the factors influencing this change in student behavior is motivation. Motivation plays a role in achieving success (Nisa, K., & Sujarwo, 2020). Good motivation in the learning process will yield positive results. In other words, if there is diligent effort and strong motivation, students who learn will achieve good results. This means that the intensity of a student's motivation will greatly determine their achievement in learning (Amalia & Maknun, 2021). Learning motivation is the most important part of the learning process and serves as the basis for students to achieve maximum learning outcomes. A child's learning achievement is determined by the extent to which the child's motivation to continue growing in their learning environment (Rahman, 2021).

(Kompri, 2016) states that learning motivation is a key factor in the educational process. Motivated children tend to be more active, engaged, and achieve better results. Therefore, finding ways to increase children's learning motivation is crucial. This cannot be separated from the main actor, namely teachers, who play a crucial role in encouraging early childhood learning motivation both during and outside the learning process. The role of teachers as educators has a significant influence on children, serving as figures or role models in their daily behavior. Teachers act as role models in the school environment, teaching and demonstrating positive behavior to children, so they can be motivated by the various experiences gained with teachers (Aisyah, 2025).

In building learning motivation in early childhood, the presence of teachers is expected to be the main driving force in supporting children's growth and development in terms of motivation, such as creating a learning environment by creating a learning atmosphere according to what children want and choosing suitable teaching methods.

Learning that is suitable for increasing children's learning motivation is puzzle games, guessing pictures, outdoor games including obstacle games because they have been proven effective in increasing student motivation and

involvement. Through these games, children not only learn cognitively, but also physically and socially.

Obstacle courses are a play activity that can be done both inside and outside the classroom. According to Sujiono (2016), obstacle courses are effective hands-on experiences, with or without play equipment, that can generate understanding or information, provide enjoyment, and develop children's imagination. Obstacle courses can improve children's gross motor skills because they are required to be active in moving.

Obstacle course games are a physical activity where the organizers are deliberately made more difficult by placing various objects as obstacles. By passing through various obstacles in this game, children will get stimulation that can improve their gross motor development (Kartini, 2021).

According to (Rahayu, 2013) playing "obstacle course" is a play activity from the starting point to reaching the finish line by passing through various obstacles. For example, children must walk on tiptoes while carrying a ball on a rope, step through a series of rubber bands arranged as obstacles, and jump zigzag on top of the rope, this game is specifically designed to improve children's physical motor skills, especially in terms of gross motor skills. In addition, obstacle courses can also improve cooperation, and problem-solving skills and make children more enthusiastic and motivated to learn.

According to Pritchard & Woollard (Cahyanto & Prabawati, n.d.) they say "*In terms of learning, constructivism holds that individuals construct their own understanding of the world around them by gathering information and interpreting it in context of past experiences"*. Constructivist theory in the learning process views that learners are said to have learned if they are able to build or construct their own understanding of the world around them by collecting information and interpreting it and relating it to the experiences they have had previously.

METHOD

The approach used by the researchers in this study was qualitative. This research is called descriptive qualitative research because it describes the results according to what was found in the field. According to Bogdan and Taylor, a qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior (Mardawani, 2020).

The type of research used in this study is a case study, where researchers closely investigate a program, event, activity, process, or group of individuals. A case study is a type of research conducted by researchers in-depth on a program, event, process, or activity involving one or more individuals (Ambarwati & Karim, 2022).

The research method based on post-positivism or interpretive philosophy is used to research the natural conditions of objects, where the researcher is the key instrument, the data collection technique is carried out by triangulation (a combination of observation, interviews, documentation), the data obtained tends to be qualitative data, data analysis is inductive/qualitative, and the results of qualitative research are to understand meaning, understand uniqueness, construct phenomena, and find hypotheses (Sugiyono, 2019). The location of this research was carried out at RA Teladan Imam Syafi'i, Tanjung District, North Lombok Regency.

The data collection techniques used are:

a. Observation

Based on its purpose, observation is defined as a data collection technique that relies on direct or indirect sensing of the object being studied. This allows the resulting data to be descriptive, *setting* research, subjects, events and the meanings conveyed by participants. In this study, the researcher used participant observation techniques (*complete participant)* where in this study the researcher acts as an observer who is generally known by the research subjects (Sutikno P.H. Sobry, 2020)

b. Interview

An interview is a method used to gather information directly with an informant face-to-face to obtain complete and in-depth data. This means the

informant is free to answer questions completely and in-depth, leaving nothing to hide. This method aims to make the interview feel like a conversation (Arsianto, 2011).

c. Documentation

Documentation is a method of collecting data for use in social research methodology in researching historical data, in the form of documentation data in the form of letters, memories and reports as well as diaries.

The data analysis technique used is according to BogdanIn (Sugiyono, 2020) it is said that data analysis is the process of systematically searching for and compiling data obtained from interviews, field notes, and other materials, so that it can be easily understood, and the findings can be communicated to others.

Interactive is a model developed by Miles and Huberman (1992) and refined by Miles, Huberman, and Saldana (Miles & Saldana, 2014). Interactive refers to continuously connecting data analysis components until data saturation is reached or no further data is available. Therefore, producing good data requires several stages of analysis. There are three activities in qualitative data analysis, namely the data condensation stage, data presentation, and drawing conclusions.

RESULTS AND DISCUSSION

1. The Application of Obstacle Course Games to Children's Learning Motivation at RA Teladan Imam Syafi'I 2024/2025

Based on initial observations, conventional learning (lectures and worksheets) in the classroom presented significant challenges related to student engagement. Sixty-five percent of students (13 out of 20) tended to be passive during the activities. Furthermore, five students frequently exhibited task avoidance behaviors, such as asking permission to go to the restroom or complaining of fatigue. Social interaction among students was also limited, indicated by a tendency for students to work individually to complete assigned tasks. This situation indicates a lack of motivation and active student engagement in the learning methods used.

However, the implementation of the obstacle course on May 14, 2024, created a very different and positive classroom dynamic. Every participating child appeared very enthusiastic, happy, and passionate. Thorough preparation by the teacher, including planning specific learning objectives (gross motor skills, cognitive skills, cooperation, and persistence), providing safe and educational play media (such as chairs, cardboard figures, table tunnels, slides), and adequate area arrangement, laid the foundation for success. Clear instructions and demonstrations, preceded by a fun opening, successfully built enthusiasm. In the main activity, the children actively and courageously overcame obstacles, demonstrating a spirit of persistence, and began to demonstrate positive interactions such as mutual encouragement, supported by continuous praise and motivation from the teacher. The closing with appreciation reinforced this positive experience. The class teacher (Farhu Rodiah, 2025) also confirmed that this game not only increased children's enthusiasm and happiness but was also easy to implement with design modifications. Overall, obstacle course games have proven effective in changing the learning atmosphere to be more fun and meaningful, encouraging active participation, courage, cooperation, and building children's positive perceptions of learning activities.

2. Supporting and Inhibiting Factors in Implementing Obstacle Courses to Increase Learning Motivation of Children at RA Teladan Imam Syafi'I 2024/2025

Based on research findings dated May 16, 2024, the implementation of obstacle course games in RA TIS was supported by several key factors. First, children's intrinsic enthusiasm for physical activity was clearly visible through expressions of joy, motivational shouts (such as "I can!"), and positive emotional-social engagement when encouraging each other. Second, children's physical and mental readiness was reflected

in agile body posture, anticipatory eye contact, and active responses to teacher instructions, demonstrating a readiness to collaborate. Third, teachers' creativity in designing educational games with simple media (chairs, cardboard, tables) integrated into the RPPH, as well as the ability to modify obstacles according to pedagogical objectives (e.g., combining jumping with number recognition), were key drivers. Fourth, the RA principal's support in providing safe play facilities and a spacious, comfortable school environment specifically designed for active exploration contributed to optimal implementation (Farhu Rodiah, 2025).

On the other hand, there are inhibiting factors that need to be considered. First, some children exhibited hesitation and fear (marked by anxious expressions, crouched postures, and statements such as "I'm afraid of falling"), as well as significant differences in motor skills that caused some participants to tire quickly or lack dexterity. Second, time constraints due to a busy curriculum forced the duration of play to be compressed (from the ideal 30-45 minutes to 15-20 minutes), sacrificing the deepening process. Third, despite the spacious environment, less-than-ideal play equipment (such as uneven surfaces or broken equipment) and excessive concern from parents who were still seen accompanying their children while playing presented external challenges. Parents were deemed to lack understanding of the educational benefits of this game, so more intensive socialization was needed (Farhu Rodiah, 2025).

3. The Impact of Implementing Obstacle Course Games on Children's Learning Motivation at RA Teladan Imam Syafi'i

The impact of the implementation of the obstacle course game can be seen from the results of the observation that on May 17, 2024, the implementation of the obstacle course game at RA Imam Syafi'i's example generally has a positive impact on increasing children's learning motivation through a fun and interactive approach. However, it requires good management from teachers to minimize challenges such as fatigue or the risk of injury. If designed appropriately, this game can be an effective learning method that supports children's physical, cognitive, and socio-emotional development.

DISCUSSION

1. The Application of Obstacle Course Games to Children's Learning Motivation

In short, the implementation of the obstacle course game includes preparation, opening activities, core activities, and closing activities. In each stage, the teacher has the steps for the obstacle course game that are usually implemented in schools. One example is the teacher carrying out preparations in the form of chairs, number pictures, tables, and slides made from tables. With enthusiasm, the children take a run-up and then jump over low chairs with brooms on top as horizontal barriers. Some children do it with confident jumps, while others still look cautious with open arms to maintain balance. In a crawling position, the children enter a tunnel made of a row of low tables covered with cloth. Cheerful laughter is heard as they emerge at the end of the tunnel, with cheeks flushed with excitement. In the final stage, the children sit on the edge of a tilted table with a slippery surface, then slide down with their hands raised. Expressions of joy are seen when they land with a thud *"Whoosh!"* while laughing

This activity is very useful for building children's motivation to learn because they feel they've discovered a new environment in their learning. They also find learning enjoyable and not boring.

This is in line with Jean Piaget's theory "The ideal obstacle course for early childhood should stimulate active exploration and simple problem solving, for example with obstacles that trigger children to think, 'How can I get through this?'

In line with this (Ariyanto, 2020), the ideal obstacle course must meet criteria such as using soft materials, supervision, running, jumping, climbing, and balance. Obstacle courses not only aim to train physically but

also develop problem-solving and cooperation skills in early childhood.

2. Supporting and Inhibiting Factors in Implementing Obstacle Course Games to Increase Learning Motivation

There are two factors that influence the application of obstacle games in increasing children's learning motivation, namely:

a) Supporting Factors

Based on the results of teacher interviews, the supporting factors in this activity are:

1) Children's Enthusiasm for Physical Games Such as Obstacle Courses

The children appeared enthusiastic and joyful as they participated in the obstacle course. Their eyes lit up with curiosity as the teacher explained the obstacles they had to overcome. Laughing happily, they ran, jumped, and crawled through each challenge, displaying spontaneous joy. Motivational shouts such as “I can do it!” or “Look, Teacher! I did it!” were often heard, reflecting their pride and confidence when they successfully completed a challenge. Some children couldn’t wait for their turn and continued to cheer on their peers, demonstrating positive emotional and social engagement. This enthusiasm was evident not only in their agile physical movements but also in their determined facial expressions and their unyielding spirit, even after several attempts. Their joy was further enhanced by the teacher’s appreciation, such as applause or stickers, further fueling their motivation to keep trying.

2) Children's Physical and Mental Readiness to Engage in Group Activities

The children appeared physically and mentally ready to welcome the group activity with abundant energy. Physically, their bodies appeared agile, their hands ready to move, their legs eager to run, and their postures leaning forward signaled a readiness for action. Their eyes sparkling with anticipation and their wide, unstoppable smiles indicated positive mental readiness. Several children were seen taking deep breaths before beginning, a sign of awareness of the importance of preparation. They swiftly adjusted their body positions following the teacher's instructions, demonstrating both their ability to control their physical movements and their readiness to collaborate. Mentally, their enthusiasm was evident in the way they actively listened to the explanation, occasionally nodding or raising their fingers to indicate they wanted to ask questions. Several children were seen taking deep breaths before beginning, a sign of awareness of the importance of preparation. They swiftly adjusted their body positions following the teacher's instructions, demonstrating their ability to control their physical movements and their readiness to collaborate. Mentally, their enthusiasm was evident in the way they actively listened to the explanation, occasionally nodding or raising their fingers to indicate they wanted to ask questions.

3) Teacher Creativity in Designing Educational Games

Teachers create educational games with brilliant imagination, transforming the concept of fun learning. By utilizing simple materials such as chairs, brooms, cardboard, and tables, they design games that not only stimulate children's motor skills but also develop cognitive and social-emotional aspects. Each element of the game is designed with a clear learning objective, for example: a cardboard number game board to practice counting. The teacher's creativity is evident in the way he adapts the surrounding environment into a learning medium.

4) Teachers' Ability to Modify Games According to Learning Needs

Teachers creatively modify obstacle courses into dynamic learning media, adapting each obstacle element to the pedagogical goals and needs of the students. They carefully analyze the children's physical, cognitive, and social-emotional abilities, then design progressive yet enjoyable variations of challenges. For example, simple physical

obstacles such as crossing a balance bench are modified by adding numbers to each step to practice counting.

5) Support from the RA head in providing play facilities, a school environment that supports active learning (spacious, safe and comfortable)

The head of the RA demonstrates a strong commitment to developing learning through the provision of complete and educational play facilities. With a clear vision, he proactively allocates a budget for the procurement of safe, attractive, and developmentally appropriate play equipment. Furthermore, this RA has a school environment specifically designed to support active learning in early childhood. A spacious play area with a soft surface provides children with the freedom to explore safely. The flexible arrangement of learning spaces allows for various group and individual activities to take place optimally. Every corner of the school is carefully designed, starting from the shaded playground, classrooms with adequate natural lighting. Environmental security is reinforced by sturdy fences, adequate supervision, and first aid supplies that are always ready. Bright but not flashy colors create a pleasant and calming atmosphere for children's emotional development.

Thus, the supporting factors in this study can be broadly summarized as internal and external factors. Internal factors originate from within the child, while external factors originate from outside the child. Examples of external factors include curiosity, interest, and self-confidence. This aligns with research by Hidi and Renninger (Hulu Yaatulo & Yakin Niat Telaumbanua, 2022), which states that interest can develop from situational to more stable through environmental support and positive learning experiences. Curiosity can also be sparked by relevant and engaging learning materials.

Furthermore, Bandura (Herly, 2018) stated that self-confidence can be increased through successful experiences, positive feedback, and support from parents or teachers. A supportive environment also plays a crucial role in building a child's self-confidence.

External factors include family and the surrounding environment. Research by Hoover-Dempsey and Sandler (Syahrani & Bahari, 2015) shows that parental involvement in children's learning activities, such as helping with assignments or providing encouragement, can significantly increase children's learning motivation. Researchers also believe that parental support, both emotional and instrumental, can influence children's learning motivation. Parents who are actively involved in their children's learning process tend to increase their motivation and academic achievement.

b) Inhibiting Factors

The inhibiting factors in this research are students, teachers and principals such as:

1) Children Who Lack Confidence or Are Afraid to Try Physical Challenges

Some children show hesitation when faced with physical challenges, with slightly shrunken bodies and unsteady gazes. They often stand behind their peers, occasionally glancing anxiously at the obstacle. Tightly gripping the hem of their clothes or hugging themselves can signal reluctance to try. When encouraged by their teacher, their responses tend to be soft, such as "Later, Mom" or "I'm afraid of falling," accompanied by hesitant footsteps as they approach the play area.

2) Differences in motor skills between children (some tire quickly or are less skilled)

In physical activities like obstacle courses, the variation in motor skills among children is clearly visible. Some children move with agility and energy, able to navigate obstacles with good coordination between eyes, hands, and feet. Meanwhile, others appear slower, tire easily, or lack the skill to control their body movements. Children with limited stamina are often seen pausing to catch their breath, their faces turning red, or holding their waists after several attempts. Some even struggle with basic movements like jumping on two feet simultaneously or maintaining balance while walking on a plank. This difference is

also evident in the way they hold the equipment—some are steady, others awkward or too stiff. However, what is noteworthy is their unwavering enthusiasm despite their varying physical abilities. Some less skilled children demonstrate extraordinary perseverance by continuing to try even after repeated attempts.

However, in line with Nuraida's research in (Amriani H, 2024), there are several positive impacts on the growth and development of gross motor skills in children. This means that children's strength, coordination, speed, balance, and dexterity are more tailored, stimulating the child's body and growth, spirituality, and health. Health can also enhance emotional development.

3) Time Constraints Due to a Busy Curriculum

The high demands of a curriculum loaded with diverse core competencies often leave limited time for the implementation of exploration-based games, such as obstacle courses. Teachers are often caught in a dilemma between meeting academic achievement targets (such as introducing literacy and numeracy) and providing play opportunities rich in motor and social-emotional development. As a result, physical activities that require lengthy periods of time, such as setting up equipment, explaining rules, and post-game reflection, are often cut short or rushed. Busy daily schedules that require time for rest, meals, and transitions between activities mean that obstacle courses, which ideally take 30-45 minutes, are often compressed into 15-20 minutes without adequate in-depth learning.

4) Less than ideal facilities

A narrow, rocky field, lined with old tires, served as the only obstacle. A thin, rough-surfaced wooden plank with protruding nails served as a footbridge, with no safety matting underneath. At the edge of the field, several broken plastic cones lay scattered among the weeds.

3. The Impact of Obstacle Games on Children's Learning Motivation

The impact of the implementation of the obstacle course game can be seen from the results of the observation that the implementation of the obstacle course game at RA Teladan Imam Syafi'i generally has a positive impact on increasing children's learning motivation through a fun and interactive approach. The children were so enthusiastic when playing the obstacle course, their eyes sparkled with enthusiasm when jumping over obstacles, crawling under tunnels, and stepping through winding paths. Every time the game was over, the cry of "teacher, let's play again!" was never ending. They never tired, their joy and determination were so adorable, making the teacher unable to resist repeating the game again.

In line with the aforementioned findings, Hirsh-Pasek (Astini et al., 2019) showed that educational play can improve children's learning motivation and cognitive skills, as children engage in games that encourage learning, such as problem-based or exploratory games. This is further reinforced by Pesce's opinion in Kartini (2021), who found that physical play can increase learning motivation by improving students' physical and emotional well-being. Physical activity can increase concentration, energy, and enthusiasm for learning, as well as reduce stress. Physical games, such as obstacle courses or team sports, are used to increase learning motivation through physical activity and social interaction.

CONCLUSION.

Based on the research results, it can be concluded that the implementation of the obstacle course game includes preparation, opening activities, core activities, and closing activities. In each stage, the teacher has the steps for the obstacle course game that are usually implemented in schools. One example is the teacher carrying out preparations in the form of chairs, pictures of numbers, tables, and slides made from tables. Then, the first step is for the child to jump over the chair with a broom placed on it, and the child to jump over the box with the number written on it. After that, the child crawls under the table, and finally, the child slides made

from the table. This activity is very useful for building children's motivation in learning because children feel they have found a new atmosphere in their learning activities. And children feel that learning is something fun and not boring.

The impact of implementing the obstacle course game can be seen from the results of observations that the implementation of the obstacle course game at RA Teladan Imam Syafi'i generally has a positive impact on increasing children's learning motivation through a fun and interactive approach.

SUGGESTION

The suggestion in this research is that future researchers can develop types of obstacle games with different techniques and methods and with a variety of other research methods because apart from the motoric side, obstacle games can also develop other aspects of child development.

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