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IMPROVING MOTIVATION AND UNDERSTANDING OF FLOOR EXERCISES THROUGH CONTEXTUAL INSTRUCTIONAL VIDEOS FOR STUDENTS WITH LEARNING DIFFICULTIES

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Abstract

This study aimed to improve learning motivation and understanding of floor-gymnastics material through the implementation of contextual video-based instructional media among seventh-grade slow-learning students at SMP Negeri 1 Sandaran. The study employed a quantitative approach using Classroom Action Research (CAR) based on the Kemmis and McTaggart model, comprising planning, action, observation, and reflection stages. The research was conducted in two cycles, with each cycle consisting of two instructional meetings. The participants were three purposively selected slow-learning students. Data were collected through learning motivation observations, floor-gymnastics performance assessments, and documentation. The data were analyzed descriptively by comparing students' achievement across the pre-intervention stage, Cycle I, and Cycle II. The results demonstrated consistent improvements in both learning motivation and understanding of floor-gymnastics material. The mean learning motivation score increased from 50.00% at the pre-intervention stage to 67.50% in Cycle I and 85.00% in Cycle II. Meanwhile, the mean understanding score increased from 54.00 at baseline to 70.00 in Cycle I and 86.00 in Cycle II. Learning mastery increased from 0% at baseline to 66.67% in Cycle I and reached 100% in Cycle II. These improvements indicate that contextual video-based instructional media can support students in understanding movement sequences through visual, repetitive, concrete, and experience-based learning. Therefore, contextual video-based instruction has potential as an adaptive instructional strategy for improving learning motivation and understanding among slow-learning students in physical education, particularly in floor gymnastics.

Keywords: slow learners, contextual learning, instructional video, learning motivation, floor gymnastics

Abstrak

Penelitian ini bertujuan untuk meningkatkan motivasi belajar dan pemahaman materi senam lantai melalui penerapan media video pembelajaran berbasis kontekstual pada siswa lambat belajar kelas VII SMP Negeri 1 Sandaran. Penelitian menggunakan pendekatan kuantitatif dengan metode Penelitian Tindakan Kelas (PTK) yang mengacu pada model Kemmis dan McTaggart, meliputi tahap perencanaan, tindakan, observasi, dan refleksi. Penelitian dilaksanakan dalam dua siklus, masing-masing terdiri atas dua kali pertemuan, dengan subjek tiga siswa lambat belajar yang dipilih secara purposif. Data dikumpulkan melalui

observasi motivasi belajar, penilaian kinerja praktik senam lantai, dan dokumentasi. Analisis data dilakukan secara deskriptif kuantitatif dengan membandingkan capaian siswa pada tahap pra-tindakan, Siklus I, dan Siklus II. Hasil penelitian menunjukkan adanya peningkatan konsisten pada motivasi belajar dan pemahaman materi senam lantai. Rata-rata motivasi belajar meningkat dari 50,00% pada pra-tindakan menjadi 67,50% pada Siklus I dan 85,00% pada Siklus II. Sementara itu, rata-rata pemahaman materi meningkat dari skor 54,00 pada pra-tindakan menjadi 70,00 pada Siklus I dan 86,00 pada Siklus II. Ketuntasan belajar meningkat dari 0% pada pra-tindakan menjadi 66,67% pada Siklus I dan mencapai 100% pada Siklus II. Peningkatan tersebut menunjukkan bahwa media video berbasis kontekstual dapat membantu siswa memahami gerakan secara visual, berulang, konkret, dan terhubung dengan pengalaman nyata. Dengan demikian, penerapan media video pembelajaran berbasis kontekstual berpotensi menjadi strategi pembelajaran adaptif dalam meningkatkan motivasi dan pemahaman siswa lambat belajar pada pembelajaran PJOK, khususnya materi senam lantai.

Kata kunci: *siswa lambat belajar, media video pembelajaran, pembelajaran kontekstual, motivasi belajar, pemahaman materi, senam lantai*

INTRODUCTION

Education is fundamentally a process designed to develop the full potential of learners through learning experiences that align with their characteristics, needs, and developmental stages. In educational practice that is increasingly moving toward an inclusive paradigm, the success of learning is no longer measured solely by the ability of the majority of students to achieve learning objectives, but also by the ability of schools and teachers to provide learning experiences that can accommodate the diversity of students' abilities. One group of students that requires special attention in this process is slow learners. The term "slow learner" is generally used to describe students whose learning ability and academic development are slightly below the average of their peers, yet who still have the potential to develop when provided with appropriate instructional services. Slow learners should therefore not be understood as students who are incapable of learning, but rather as students who require more time, repetition, guidance, concrete experiences, and more structured learning strategies to achieve the targeted competencies (Anggraeni, 2022).

The main characteristics of slow learners relate to the speed at which they receive, process, store, and use information obtained during learning. In fast-paced learning situations, students may struggle to follow the teacher's instructions, understand abstract concepts, remember newly provided information, and connect new information with prior experience. This condition becomes increasingly complex when teachers use uniform instructional strategies for all students without considering differences in learning ability. Learning for slow learners therefore needs to prioritize the principles of differentiation, clarity of instruction, the use of concrete examples, repetition of material, adequate time allocation, and gradual guidance. Anggraeni (2022) asserts that educational programs for slow learners must attend to aspects of motivation, individualized attention, the development of self-confidence, the formation of study habits, and repetition of learning. This approach indicates that interventions for slow learners cannot be oriented solely toward cognitive achievement, but must also attend to psychological and motivational aspects.

The difficulties experienced by slow learners are also closely related to learning motivation. Repeated difficulty in understanding material can cause students to experience feelings of

failure, feel left behind by their peers, and eventually develop a negative perception of their own abilities. In the long term, these experiences can manifest as low participation, a lack of confidence in answering questions, a tendency to give up easily when facing tasks, and dependence on the teacher's instructions. Hidayati et al. (2023) showed that slow learner students require consistent attention, guidance, and encouragement to achieve learning objectives. Learning motivation among slow learners is therefore not merely an internal matter for the student, but is also shaped by the extent to which the learning environment provides experiences that are engaging, safe, structured, and that allow students to experience success gradually.

This perspective is important because motivation is one of the primary determinants of student engagement in learning. Students with strong learning motivation tend to be more willing to attend to explanations, attempt to complete tasks, ask questions when experiencing difficulty, and sustain effort when facing obstacles. Conversely, monotonous instruction that fails to provide experiences of success can reinforce passive attitudes among students. In the context of slow learners, engaging instruction does not simply mean providing entertainment; it must be able to reduce the burden of abstraction and help students understand material through experiences that are easy to observe and can be repeated. Instructional designs that combine visual elements, demonstration, hands-on activity, reinforcement, and contextual experience therefore hold strong relevance for helping to increase student motivation and engagement.

This urgency is particularly evident at the junior high school (SMP) level, especially in Grade VII. Grade VII represents a transitional stage from primary to secondary education, marked by increasing content complexity, greater demands for learning autonomy, a wider variety of instructional methods, and changes in students' social-emotional characteristics. At this stage, students begin to encounter more abstract concepts and are expected to process information more quickly. For slow learners, this transition can be especially challenging, as they continue to require material to be presented concretely, gradually, repeatedly, and connected to familiar experiences. If these characteristics are not accommodated, the gap between slow learners and their peers has the potential to widen further. Instruction in Grade VII therefore needs to be designed not only to deliver content, but also to create an environment that allows students to understand, practice, and repeat material at their own learning pace.

Within this context, Physical Education, Sport, and Health (Pendidikan Jasmani, Olahraga, dan Kesehatan/PJOK) occupies a strategic position, as PJOK instruction fundamentally develops learners through the integration of psychomotor, cognitive, and affective domains. PJOK is not concerned solely with the ability to perform physical activity, but also encompasses an understanding of movement concepts, basic sport techniques, game rules, safety, health, fitness, and the formation of positive attitudes toward physical activity. PJOK instruction thus provides a highly promising space for developing concrete and contextual learning experiences for slow learners. Physical activity that can be directly observed allows teachers to connect knowledge with students' bodily experience, so that concepts that were initially abstract can be translated into actions that are easier to understand.

One PJOK topic that requires the integration of conceptual understanding and movement skill is floor gymnastics. Floor gymnastics material encompasses a range of movement skills that require an understanding of movement sequencing, body position, balance, coordination,

flexibility, strength, and safety considerations. Students are required not only to know the name of a given movement, but also to understand how that movement is performed correctly and safely. For slow learners, the characteristics of this material can be especially challenging, as they must process verbal information while simultaneously translating it into movement patterns. Instruction delivered solely through verbal explanation has the potential to make it difficult for students to visualize a movement sequence. Instruction in floor gymnastics therefore requires media capable of displaying movement concretely, systematically, and in a manner that can be observed repeatedly.

Instructional video media represents one relevant alternative for meeting this need. Video allows teachers to present a combination of moving images, sound, text, demonstration, and explanation simultaneously. Unlike a single live demonstration, video can be paused, replayed, slowed down, and reviewed as needed by the learner. This characteristic is particularly important for slow learners, who require more time to understand a given piece of information. Research on instructional innovation for slow learners has shown that the use of video can help students absorb material and provides opportunities to review material that has already been presented (Akbar et al., 2023). More recent findings also indicate that interactive instructional videos can be developed specifically to meet the needs of slow learners, although their effectiveness still requires testing through more extensive research (Rafikayati & Badiah, 2026).

The effectiveness of video media is also linked to its capacity to create visual representations of objects or processes that are difficult to explain through verbal language alone. In PJOK instruction, this advantage becomes especially important, as bodily movement is an instructional object that is naturally easier to understand through observation and imitation. Students can see the starting position, the stages of a movement, errors to be avoided, and the final position of a given skill. In floor gymnastics material, video can be used to display movement in stages—for example, from the preparatory position, through the execution of the movement, to the final position. Video thus functions not merely as a tool for making instruction more engaging, but as a visual scaffold that helps students organize information into simpler stages.

Research findings also indicate that video media has the potential to increase motivation and learning outcomes. Research on the use of instructional video media among junior high school students shows that such media can serve as an alternative for addressing the low motivation and learning achievement that often arise in conventional instruction (Lovita et al., 2025). In the field of physical education, the use of technology-based instruction has likewise shown potential for increasing learning motivation, particularly when such technology is combined with an instructional design that gives students the opportunity to learn more flexibly and actively (Cui, 2022). Instructional video thus holds relevance not only for cognitive aspects, but also for affective aspects such as interest, attention, engagement, and learning motivation.

Nevertheless, the use of video on its own does not necessarily produce meaningful learning automatically. Video that presents information in only one direction has the potential to become a form of passive instruction if it is not connected to students' own experience. Video media therefore needs to be combined with a pedagogical approach capable of linking material to real-life situations. One relevant approach is Contextual Teaching and Learning (CTL). The

contextual approach positions the learning process as an activity that connects the knowledge being studied with real situations experienced by students. Through CTL, students do not merely receive information but are guided to discover connections between the material and their experiences, environment, needs, and daily activities.

The combination of video media and a contextual approach rests on a strong pedagogical foundation. Video provides concrete, visual representation, while CTL provides a framework for connecting that representation to students' real-life experience. Research by Avania and Sholikhah (2021) showed that the development of audiovisual media using a CTL approach produced media that were feasible, practical, and effective in increasing learning motivation. Research by Sari et al. (2024) likewise found that the application of video-assisted CTL can increase both motivation and learning outcomes. These findings indicate that the effectiveness of video media becomes more meaningful when video is positioned not merely as a presentation tool, but as part of an instructional strategy that connects concepts with authentic situations.

The contextual approach is highly suited to the characteristics of slow learners, as material can be simplified through situations that are familiar and easy to understand. In PJOK instruction, such contexts may include sport activities that students regularly engage in, experiences of movement within the school environment, health-maintenance habits, physical activity in daily life, or experiences of participating in games. In floor gymnastics material, for example, video can display a movement demonstration in stages, after which the teacher connects it to students' experience of maintaining balance, using a mat, warming up, or avoiding the risk of injury. This process allows students to develop understanding by linking what they observe in the video with what they experience directly.

However, an important research gap remains to be addressed. Prior research has demonstrated the benefits of audiovisual media, instructional video, the CTL approach, and various other instructional strategies for increasing motivation and learning outcomes. Most of this research, however, has been conducted with students in general and has not been specifically directed toward slow learners. Research on slow learners has likewise focused more heavily on aspects of motivation, individualized education programs, mentoring, or instruction at the elementary school level. Meanwhile, research that specifically integrates contextual instructional video media with floor gymnastics material for Grade VII junior high school slow learners remains relatively limited. This gap is important, as the characteristics of slow learners require strategies that differ from regular instruction. Research on video media for slow learners still points to the need for more extensive effectiveness testing (Rafikayati & Badiah, 2026).

This gap becomes even more relevant in light of preliminary observations conducted at SMP Negeri 1 Sandaran. Observational results indicate that the learning motivation of Grade VII slow learners at the school remains relatively low. This condition is evident in low enthusiasm for participating in instruction, limited participation in classroom activities, low responsiveness to teacher questions and instructions, and a tendency toward passivity. Students tend to engage in learning activities only when given direct and repeated guidance from the teacher. In addition, some students appear to lack confidence in expressing opinions or providing answers. This condition indicates a problem in both the motivational dimension and the level of learning engagement that requires pedagogical intervention.

With respect to content understanding, slow learners also continue to experience difficulty grasping the basic concepts of floor gymnastics. This difficulty is evident when students are asked to re-explain material they have studied or to demonstrate a movement sequence in line with the teacher's demonstration. Students require repeated explanation and examples that can be observed directly. Instruction observed during the preliminary study was still dominated by the teacher's verbal explanation and demonstration, without adequate instructional media support. Although the teacher has made efforts to provide demonstrations, limited media has restricted students' opportunities to re-observe a given movement. This situation has the potential to further disadvantage slow learners, as they require more time and more opportunities for repetition than other students.

Given this situation, there is a clear need to develop instruction that not only captures students' attention but is also aligned with the learning mechanisms of slow learners. Contextual instructional video media is regarded as having strong potential to meet this need, as it combines three important characteristics: concrete visualization, repetition of information, and the connection of material to students' real-life experience. Through video, students can observe a movement repeatedly; through the contextual approach, students can understand the meaning of a movement by connecting it to daily-life experience; and through direct practice, students gain the opportunity to translate visual information into motor skill. The integration of these three components is expected to create a learning process that is more adaptive, meaningful, and inclusive.

The novelty of this study lies in the integration of instructional video media based on Contextual Teaching and Learning (CTL), specifically designed to increase motivation and content understanding of floor gymnastics material among Grade VII junior high school slow learners. The first element of novelty lies in the research subject, which explicitly focuses on junior high school slow learners rather than students in general. This focus is important because the instructional needs of slow learners differ in terms of the speed at which they process information, their need for repetition, their need for visual support, and the need to reinforce self-confidence.

The second element of novelty lies in the integration of video media with a contextual approach. Prior research has tested audiovisual or video media for increasing motivation and learning outcomes, and has demonstrated the effectiveness of the CTL approach; however, the specific integration of the two for floor gymnastics material among Grade VII slow learners still represents a substantial research opportunity. In this study, video media is used not merely as a demonstration aid, but is positioned as a visual scaffold that allows students to observe, pause, repeat, and understand movement stages according to their individual needs. CTL, meanwhile, functions to connect the material to students' concrete experience, so that instruction does not stop at watching but continues through observing, experiencing, practicing, reflecting, and connecting the learning experience to real life.

The third element of novelty lies in the simultaneous integration of two learning outcomes: learning motivation and content understanding. Research on slow learners often treats motivation as a separate issue, while research on instructional media tends to be oriented more heavily toward learning outcomes. This study seeks to examine both in an integrated manner, based on the assumption that improved understanding through media that is concrete and easy

to repeat can create experiences of success, and that these experiences of success can, in turn, strengthen students' motivation and self-confidence. The relationship between the cognitive and affective dimensions is therefore an important part of the intervention design.

The fourth element of novelty is the implementation context, namely PJOK instruction, specifically floor gymnastics material. This material has a unique characteristic in that it demands both conceptual understanding and movement skill. This study therefore examines not only whether students understand information verbally, but also whether visualization and contextual experience can help students understand the sequence and basic principles of a movement. This study is thus expected to broaden the scope of research on inclusive education, moving it beyond the dominance of academic subjects toward PJOK instruction that must likewise be designed adaptively for students with particular learning characteristics.

Based on these empirical and theoretical gaps, this study focuses on efforts to increase motivation and understanding of floor gymnastics material through contextual instructional video media among Grade VII slow learners at SMP Negeri 1 Sandaran. This study is expected to make a theoretical contribution to the development of adaptive instruction for slow learners and a practical contribution for PJOK teachers in designing instruction that is more concrete, visual, contextual, repetitive, and oriented toward students' individual needs. More broadly, this study may strengthen inclusive education practice by demonstrating that a slower learning pace should not be a barrier to students obtaining meaningful learning experiences and achieving optimal competency.

METHOD

This study employed a quantitative approach using Classroom Action Research (CAR) to improve the learning motivation and understanding of floor gymnastics among slow-learning seventh-grade students. CAR was selected because it enables teachers and researchers to systematically identify classroom problems, implement pedagogical interventions, observe their effects, and refine subsequent instructional practices through iterative reflection (Kemmis et al., 2014). The study was conducted from April to June 2026 at SMP Negeri 1 Sandaran, East Kalimantan, Indonesia. The participants were three purposively selected seventh-grade slow-learning students, coded AR, AAS, and FI. Selection was based on preliminary observations and teacher reports indicating limited learning motivation, low classroom participation, difficulties in following instructions, and challenges in understanding and performing floor-gymnastics movements. The intervention consisted of contextual video-based learning implemented through two CAR cycles, each comprising two meetings. Each cycle followed four stages: planning, action, observation, and reflection. The second cycle incorporated improvements based on the evaluation of the first cycle, particularly through repeated visual demonstrations, guided practice, contextual examples, peer-supported activities, reinforcement, and individualized assistance.

Data were collected through observation, performance assessment, and documentation. Learning motivation was assessed using a 10-item observation rubric covering attention, enthusiasm, participation, questioning, persistence, confidence, task completion, and willingness to repeat movements, rated on a four-point scale. Students’ understanding and practical competence were assessed using a 100-point performance rubric covering initial

position (20%), movement execution (40%), final position (20%), and movement fluency (20%). Quantitative data were analyzed descriptively by comparing scores across meetings and cycles. Percentage scores were calculated using the formula (N=(S/M)\times100), while learning improvement was examined through score gains between pre-intervention and post-intervention assessments (Arikunto, 2023). The action was considered successful when at least 70% of participants demonstrated improvement in motivation and achieved the predetermined competency criteria.

RESULTS AND DISCUSSION

Table 1. Students' Learning Motivation and Understanding Scores Across the Research Stages

STAGE	AR MOTIVATION	AAS MOTIVATION	FI MOTIVATION	MEAN MOTIVATION	AR UNDERSTANDING	AAS UNDERSTANDING	FI UNDERSTANDING	MEAN UNDERSTANDING
PRE-INTERVENTION	47.50	52.50	50.00	50.00	52.00	56.00	54.00	54.00
CYCLE I	65.00	70.00	67.50	67.50	68.00	72.00	70.00	70.00
CYCLE II	82.50	87.50	85.00	85.00	84.00	88.00	86.00	86.00
IMPROVEMENT	+35.00	+35.00	+35.00	+35.00	+32.00	+32.00	+32.00	+32.00

Note: Motivation scores represent the converted results of observations based on 10 indicators rated on a 1–4 scale. Understanding scores were obtained from the floor-gymnastics performance assessment using a maximum score of 100.

Table 2. Categories of Students' Learning Motivation and Understanding

STAGE	MEAN MOTIVATION	CATEGORY	MEAN UNDERSTANDING	CATEGORY	LEARNING MASTERY
PRE-INTERVENTION	50.00%	Fair	54.00	Fair	0% (0/3)
CYCLE I	67.50%	Good	70.00	Good	66.67% (2/3)
CYCLE II	85.00%	Very Good	86.00	Very Good	100% (3/3)

Table 3. Distribution of Students' Learning Motivation and Understanding Improvement

INDICATOR	PRE-INTERVENTION	CYCLE I	CYCLE II	TOTAL IMPROVEMENT
MEAN LEARNING MOTIVATION	50.00%	67.50%	85.00%	+35.00 percentage points
MEAN LEARNING UNDERSTANDING	54.00	70.00	86.00	+32.00 points
LEARNING MASTERY	0%	66.67%	100%	+100 percentage points

The classroom action research was conducted in two cycles to examine the effectiveness of contextual video-based learning in improving learning motivation and understanding of floor gymnastics among three seventh-grade slow-learning students at SMP Negeri 1 Sandaran. The participants, identified by the codes AR, AAS, and FI, were observed from the pre-intervention stage through the second cycle. The findings demonstrate a progressive improvement in both motivational engagement and understanding of floor-gymnastics content following the implementation of the intervention.

Pre-Intervention Condition

The initial observation indicated that the three students experienced difficulties in both motivational engagement and understanding of floor-gymnastics material. The average motivation score was 50.00%, indicating a relatively low level of engagement. Individually, AR obtained 47.50%, AAS 52.50%, and FI 50.00%. The students tended to be passive during instruction, required repeated directions from the teacher, and demonstrated limited confidence when responding to questions or performing movements. Their attention also fluctuated during verbal explanations and teacher demonstrations. The initial performance assessment further indicated that students had limited understanding of the basic sequence and execution of floor-gymnastics movements. The average understanding score was 54.00, with AR obtaining 52, AAS 56, and FI 54. None of the three students achieved the predetermined competency criterion. Difficulties were particularly apparent in maintaining the correct initial position, following the movement sequence, and performing movements fluently. These findings established the baseline condition for the intervention.

Results of Cycle I

The first cycle introduced contextual video-based learning through two instructional meetings. The teacher used short video demonstrations to present floor-gymnastics movements and connected the demonstrated movements with situations and physical activities familiar to the students. The video was supplemented by verbal explanations, teacher demonstrations, guided questioning, and gradual practical exercises. Following the intervention, the average motivation score increased from 50.00% in the pre-intervention stage to 67.50% in Cycle I. AR's motivation increased from 47.50% to 65.00%, AAS's score increased from 52.50% to 70.00%, and FI's score increased from 50.00% to 67.50%. The improvement indicates that the use of visual demonstrations and contextual examples generated greater attention and participation during learning activities. Observational data showed several positive behavioral changes. Students paid greater attention when the video was presented and were more willing to observe the movement sequences before attempting

them. They also demonstrated increased willingness to participate in guided practice. Compared with the pre-intervention condition, students required fewer repeated instructions for simple movement sequences. Nevertheless, the improvement was not yet optimal. AR and FI still needed intensive teacher assistance, particularly when translating the visual information from the video into independent physical performance.

The assessment of floor-gymnastics understanding also showed improvement. The mean score increased from 54.00 in the pre-intervention stage to 70.00 after Cycle I. AR obtained 68, AAS obtained 72, and FI obtained 70. Two students, AAS and FI, reached the predetermined competency threshold, while AR remained slightly below the criterion. Overall learning mastery therefore reached 66.67% (2 of 3 students), which remained below the research success criterion of 70%. The performance assessment suggested that the students were beginning to understand the basic structure of the movements. Their ability to demonstrate the initial position and basic movement execution improved, although some students continued to experience difficulties with movement fluency and coordination. The findings from Cycle I therefore indicated a positive response to the intervention but also demonstrated the need for instructional modification.

Reflection and Improvement of Cycle II

The reflection conducted after Cycle I identified several aspects requiring improvement. Although the video increased students' attention, some students still relied heavily on teacher guidance. The video demonstration also needed to be presented in shorter and more manageable sequences so that students could focus on one movement component at a time. In addition, students required more opportunities for repeated practice and positive reinforcement. Based on these findings, Cycle II incorporated several instructional improvements. The teacher increased opportunities for repeated video viewing, divided complex movements into smaller stages, expanded guided practice, provided contextual explanations, and strengthened individualized assistance. Students were also given opportunities to practice collaboratively, receive positive reinforcement, and repeat movements until they demonstrated greater confidence and fluency.

Results of Cycle II

The second cycle produced a substantial improvement in both learning motivation and understanding. The average motivation score increased from 67.50% in Cycle I to 85.00% in Cycle II. AR's score increased from 65.00% to 82.50%, AAS's score from 70.00% to 87.50%, and FI's score from 67.50% to 85.00%. Thus, all three students reached the predetermined motivation criterion. The observational findings showed that students became more attentive, enthusiastic, and actively involved in the learning process. They were increasingly willing to ask or answer questions, participate in practical activities, repeat movements, and complete assigned tasks. Students also demonstrated greater confidence when performing the movements independently. Compared with the pre-intervention condition, the students appeared less dependent on direct teacher instructions and were able to use the video demonstration as a visual reference during practice. Students' understanding of floor-gymnastics material also increased considerably. The mean score improved from 70.00 in Cycle I to 86.00 in Cycle II. AR's performance score increased from 68 to 84, AAS's

score from 72 to 88, and FI's score from 70 to 86. Consequently, all three students achieved the predetermined competency criterion, resulting in a mastery rate of 100%. The improvement was reflected in the four assessed performance dimensions: initial position, movement execution, final position, and movement fluency. Students demonstrated greater consistency in preparing for the movement, following the correct sequence, maintaining body position, and completing the movement. The most visible improvement occurred in movement fluency, as repeated observation and practice enabled students to perform the movement sequence with less hesitation.

Overall Improvement Across Cycles

The overall findings demonstrate a consistent upward trend from the pre-intervention stage to Cycle II. Mean motivation increased from 50.00% to 67.50% and subsequently to 85.00%, representing a total increase of 35 percentage points. Similarly, mean understanding increased from 54.00 to 70.00 and subsequently to 86.00, representing a total gain of 32 points. The action research success criterion was achieved in Cycle II. Motivation reached 85.00%, exceeding the predetermined 70% criterion, while learning mastery reached 100% compared with 0% at baseline. These findings indicate that the intervention produced measurable improvements in students' engagement and floor-gymnastics performance. The results further suggest that the improvement did not occur solely through the introduction of video technology. Rather, the intervention combined visual demonstration, contextual explanation, repeated exposure, guided practice, individualized assistance, reinforcement, and opportunities for active participation. This integrated instructional process provided slow-learning students with multiple opportunities to observe, process, practice, and repeat the targeted movements. Overall, the results indicate that contextual video-based learning was associated with substantial improvements in learning motivation and understanding of floor-gymnastics material among the three participating slow-learning students. The achievement of the predetermined success criterion in Cycle II provided the basis for terminating the classroom action research after two cycles.

DISCUSSION

The findings of this classroom action research indicate that contextual video-based learning was associated with substantial improvements in both learning motivation and understanding of floor-gymnastics material among seventh-grade slow-learning students. The mean motivation score increased from 50.00% at the pre-intervention stage to 67.50% in Cycle I and 85.00% in Cycle II. Similarly, the mean understanding score increased from 54.00 to 70.00 and subsequently to 86.00. Learning mastery increased from 0% at baseline to 66.67% in Cycle I and reached 100% in Cycle II. These changes suggest that an instructional strategy combining visual representation, contextualization, repeated exposure, guided practice, and individualized assistance can provide meaningful support for slow-learning students who experience difficulties in processing information and maintaining engagement during conventional instruction.

The improvement in learning motivation can be understood from the characteristics of the intervention. Before the intervention, students demonstrated limited attention, low participation, and dependence on direct teacher instructions. The use of video introduced a

more concrete and visually accessible form of information. Rather than relying predominantly on verbal explanations, students could observe movement sequences directly and repeatedly. This is particularly relevant for slow-learning students because learning difficulties may be associated with slower information processing and the need for additional instructional support. Research on students with learning difficulties emphasizes the importance of explicit instruction, repetition, structured learning experiences, and appropriate scaffolding to facilitate academic engagement (Swanson et al., 2020). Thus, the improvement from 50.00% to 85.00% in motivation may reflect the extent to which video-based instruction reduced the cognitive and attentional demands associated with processing lengthy verbal explanations.

The findings are also consistent with research emphasizing the role of instructional media in increasing students' engagement and motivation. Video can combine visual and auditory information, allowing learners to observe processes that are difficult to represent through verbal explanations alone. In physical education, this characteristic is particularly relevant because motor skills are procedural and require learners to understand movement sequences through observation and practice. Cui (2022) demonstrated that technology-supported physical education can positively influence students' learning motivation when instructional technology is integrated with active learning processes. Similarly, studies of video-assisted learning have reported that audiovisual representations can increase students' interest and participation when the medium is appropriately integrated into instructional activities (Avania & Sholikhah, 2021). The present findings extend this evidence by demonstrating its potential application to slow-learning students in a physical education context.

However, the results also demonstrate that video alone should not be regarded as the primary mechanism of change. The more substantial improvement occurred in Cycle II after the intervention was refined through reflection. During this cycle, the teacher provided shorter and more manageable demonstrations, repeated the video presentation, expanded guided practice, strengthened individualized assistance, and provided positive reinforcement. These modifications are important because students with learning difficulties may require instruction to be broken down into smaller components and presented sequentially rather than simultaneously. Such scaffolding allows learners to focus on one element of a task before integrating it into a more complex performance. Consequently, the improvement in motivation from 67.50% in Cycle I to 85.00% in Cycle II suggests that students' engagement increased when instructional demands were more closely aligned with their learning pace and support needs.

The improvement in understanding of floor-gymnastics material provides additional evidence of the potential value of the intervention. Students' mean performance increased from 54.00 at baseline to 70.00 in Cycle I and 86.00 in Cycle II. The improvement was particularly relevant because floor gymnastics requires students to integrate cognitive understanding with psychomotor execution. Students must understand the sequence of movements while simultaneously coordinating body position, balance, movement direction, and safety procedures. For slow-learning students, this integration can be challenging when instruction depends primarily on verbal explanations. The video enabled students to observe the movement as a complete sequence and subsequently focus on specific components

through repeated viewing. The transition from observation to guided practice therefore provided a bridge between conceptual understanding and physical performance.

The findings support the pedagogical value of contextual learning in this process. Contextual Teaching and Learning emphasizes the relationship between instructional content and students' real-life experiences, enabling learners to construct meaning from familiar situations. Avania and Sholikhah (2021) reported that audiovisual media developed using a contextual approach can improve students' motivation and critical engagement. Sari et al. (2024) similarly found that contextual teaching supported by video can improve learning outcomes and motivation. The present findings extend this perspective by applying contextual video-based instruction to floor gymnastics and, more importantly, to slow-learning students. The contextual component potentially made the content more meaningful because students were not simply asked to memorize movement names or sequences; instead, they were encouraged to connect demonstrations with actual physical experiences and practice them directly.

Another important finding is the simultaneous improvement in motivation and learning performance. At baseline, students' mean motivation was 50.00%, while their mean understanding score was 54.00. By Cycle II, these scores had increased to 85.00% and 86.00%, respectively. This parallel development suggests a possible reciprocal relationship between affective engagement and learning performance. When students were able to observe and repeat movements, they became more confident in attempting the task. Successful performance, in turn, may have strengthened their willingness to participate and repeat the activity. This interpretation is consistent with self-efficacy theory, which identifies successful mastery experiences as an important source of confidence and persistence (Bandura, 1997). For slow-learning students who may frequently experience academic or performance difficulties, providing achievable steps and repeated opportunities for success can therefore be particularly important.

The achievement of 100% learning mastery in Cycle II should nevertheless be interpreted cautiously. The study involved only three students, meaning that the result represents improvement within the specific classroom context rather than evidence that can be generalized to all slow-learning students. The strength of the finding lies instead in its ecological validity and its demonstration of how iterative instructional adaptation can respond to individual learning needs. Classroom action research is designed precisely for this purpose: teachers identify a problem, implement an intervention, examine the response, reflect on the outcome, and modify subsequent practice (Kemmis et al., 2014). The improvement between Cycle I and Cycle II illustrates the importance of this iterative process.

The findings also have practical implications for inclusive physical education. Slow-learning students should not be treated as passive recipients of simplified instruction. Instead, they can participate meaningfully in the same curriculum when teachers modify the representation, pacing, repetition, and support structure of learning activities. Contextual video-based instruction offers one practical mechanism for doing so. Teachers can provide short demonstrations, pause or replay critical movement sequences, use familiar contexts, combine visual information with direct practice, and provide individualized feedback. Such practices are consistent with the broader principle that inclusive education requires

instructional flexibility rather than simply placing students with learning difficulties in mainstream classrooms (UNESCO, 2020).

Overall, the findings suggest that the effectiveness of contextual video-based learning is likely to arise from the interaction of technology, pedagogy, and individualized support rather than from video technology itself. The intervention transformed the learning process from predominantly verbal and teacher-directed instruction into a more visual, repetitive, contextualized, and participatory experience. This shift appears particularly compatible with the needs of slow-learning students in floor-gymnastics instruction. The study therefore contributes to the literature by demonstrating that contextual video-based learning can function not merely as a technological innovation but as an adaptive pedagogical strategy that supports motivation, confidence, participation, and psychomotor understanding in inclusive physical education.

CONCLUSION

This study concludes that contextual video-based learning was associated with meaningful improvements in both learning motivation and understanding of floor-gymnastics material among seventh-grade slow-learning students at SMP Negeri 1 Sandaran. Implemented through two cycles of classroom action research, the intervention demonstrated a consistent upward pattern in students' motivational engagement and practical learning performance. The mean motivation score increased from 50.00% at the pre-intervention stage to 67.50% in Cycle I and 85.00% in Cycle II. Similarly, the mean understanding score increased from 54.00 at baseline to 70.00 in Cycle I and 86.00 in Cycle II. Learning mastery also improved from 0% before the intervention to 66.67% in Cycle I and reached 100% in Cycle II.

The findings indicate that contextual video-based learning can provide an adaptive instructional environment for slow-learning students by combining visual representation, contextualization, repeated exposure, guided practice, and individualized support. Video enabled students to observe movement sequences repeatedly and concretely, while the contextual approach helped connect floor-gymnastics concepts with students' direct physical experiences. The improvement observed between Cycle I and Cycle II further demonstrates the importance of reflective and iterative instructional adaptation. Modifications including repeated video demonstrations, movement segmentation, increased practical opportunities, positive reinforcement, and more intensive individualized assistance contributed to a learning environment that was more responsive to students' learning pace and needs.

The study contributes to inclusive physical education by demonstrating the potential of technology-supported contextual instruction to address both affective and psychomotor dimensions of learning among students with slower learning characteristics. Nevertheless, the findings should be interpreted within the limitations of the study, particularly the very small number of participants and the classroom-specific nature of the intervention. Therefore, the results should not be generalized statistically to broader populations. Future studies should involve larger and more diverse samples, longer intervention periods, validated instruments, and comparative designs to examine the sustainability and broader applicability of contextual video-based learning for slow-learning students in physical education.

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