



Exploring Barriers to Female Students' Participation in Floor Gymnastics at Elementary Schools in Samarinda

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Abstract

This study aims to identify the factors that hinder students' interest and participation in floor gymnastics learning at SD Negeri 016 Sungai Kunjang. The research focuses on internal factors including personal interest, self-confidence, and motivation as well as external factors such as teacher support, availability of facilities, and the learning environment. A quantitative descriptive approach was employed with a sample of 32 female students from grades 3 and 4. The findings indicate that internal factors fall into the low category, with a total score of 30.19, suggesting that the primary barriers arise from low personal interest, limited self-confidence, and weak motivation. Meanwhile, external factors fall into the medium category with a total score of 31.03, showing that teacher support, limited facilities, and a less conducive learning environment also influence student participation, although they are not as dominant as internal factors. The results further reveal that the obstacles encountered in floor gymnastics learning stem from a complex interaction between internal and external factors. Therefore, a holistic improvement strategy is required, including enhancing pedagogical practices, ensuring the availability of adequate facilities, and strengthening family involvement to boost students' interest, confidence, and motivation. This study is expected to serve as a reference for developing more effective and student-centered Physical Education programs.

Keywords: floor gymnastics, internal factors, external factors, student participation, physical education, learning barriers

Abstrak

Penelitian ini bertujuan untuk mengidentifikasi faktor-faktor yang menghambat minat dan partisipasi siswi dalam pembelajaran senam lantai di SD Negeri 016 Sungai Kunjang. Fokus penelitian mencakup faktor internal yang meliputi minat pribadi, kepercayaan diri, dan motivasi, serta faktor eksternal yang terdiri atas dukungan guru, ketersediaan fasilitas, dan kondisi lingkungan belajar. Metode penelitian menggunakan pendekatan deskriptif kuantitatif dengan sampel 32 siswi kelas 3 dan 4. Hasil penelitian menunjukkan bahwa faktor internal berada pada kategori rendah dengan skor total 30,19, yang mengindikasikan hambatan dominan berasal dari kurangnya minat, rendahnya kepercayaan diri, dan lemahnya motivasi siswi dalam mengikuti pembelajaran senam lantai. Sementara itu, faktor eksternal berada pada kategori sedang dengan skor total 31,03, di mana dukungan guru, fasilitas terbatas, dan lingkungan belajar yang kurang kondusif turut mempengaruhi keterlibatan siswi, meskipun tidak sedominan faktor internal. Temuan ini memperlihatkan bahwa hambatan pembelajaran merupakan hasil interaksi kompleks antara faktor internal dan eksternal. Oleh karena itu, diperlukan strategi holistik melalui peningkatan kualitas pedagogis guru, penyediaan fasilitas yang memadai, serta dukungan keluarga untuk meningkatkan minat, keberanian, dan motivasi siswi dalam mengikuti pembelajaran senam lantai. Penelitian ini diharapkan menjadi dasar untuk pengembangan program pembelajaran PJOK yang lebih efektif dan berpusat pada kebutuhan peserta didik..

Kata kunci: senam lantai, faktor internal, faktor eksternal, partisipasi siswa, pendidikan jasmani, hambatan pembelajaran

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INTRODUCTION

Physical education is an important component of the basic education system in Indonesia because it plays a strategic role in shaping students' physical health, motor development, and character. Through physical education activities, students are not only trained to understand the importance of physical activity for health, but also guided in instilling the values of sportsmanship, cooperation, discipline, honesty, and courage (Tifal, 2023). In physical education learning, various activities are systematically designed to develop basic movement skills, muscle strength, balance, and coordinative skills, which are crucial during a child's developmental stage. Therefore, physical education cannot be separated from the overall educational process, as it serves as a vital foundation in supporting the development of character and physical readiness for students in subsequent educational levels.

One of the subjects that contributes greatly to the development of basic motor skills is floor exercises. This subject involves strength, flexibility, balance, coordination, and movement control, making it highly relevant for elementary school children. Floor gymnastics also has the advantage of improving core muscle strength, focus, and agility, which are fundamental aspects of physical development in growing students (Kanhaya et al., 2024). In terms of curriculum, floor gymnastics is a compulsory subject in physical education because of its comprehensive nature in training many aspects of physical fitness simultaneously, so it is highly recommended to be taught regularly and continuously.

However, in practice, the implementation of floor gymnastics in elementary schools still faces various challenges. One phenomenon that is often found is the low interest and active participation of female students in floor gymnastics. Many female students appear hesitant and lack confidence when asked to perform movements that require flexibility and courage, such as forward rolls, backward rolls, or the candle pose (Sleman & Jasmani, n.d.). This condition shows that floor gymnastics learning has not been fully optimized in involving all students, especially female students who often tend to be more cautious and sensitive to the risk of injury or embarrassment.

The phenomenon of low interest among female students in floor exercises is not only found at SD Negeri 016 Sungai Kunjang, but also at various other elementary schools in Indonesia. This indicates a general pattern related to internal and external factors affecting students, which influence their willingness to engage in certain physical activities. Recent research also shows that female students tend to have higher anxiety levels than male students when asked to perform physical activities that are considered challenging or potentially dangerous (Rahametwan et al., 2024). As a result, this mental unpreparedness can have a direct impact on low participation in learning.

From an educational psychology perspective, the low interest among female students may stem from weak learning motivation, negative perceptions of physical activity, and a lack of awareness of the benefits that can be gained from floor exercises. The perception that floor exercises are difficult and risky activities causes some female students to be reluctant to try them (Wulandari, 2024a). Additionally, female students are often more sensitive to peer evaluation, so the embarrassment of failing to perform a movement also becomes a significant barrier (Nuryani, 2024). Therefore, an approach that is sensitive to the psychological condition of female students is very important in floor gymnastics learning.

The teaching methods used by teachers have a significant impact on students' interest. Various studies have shown that monotonous or unvaried teaching methods can reduce students' motivation to participate in physical education classes (Nasution et al., 2025). Teachers who do not use teaching aids, do not give clear demonstrations, or do not provide sufficient opportunities for movement exploration can make floor exercises seem boring. In the context of , teachers should be able to develop creative learning strategies that can increase students' enthusiasm.

In addition to methodological factors, the learning environment also greatly determines the comfort level of female students in participating in floor exercises. An unsafe learning

environment, an unsupportive classroom atmosphere, and disharmonious social relationships among students can trigger low participation among female students in learning. When female students feel afraid of being ridiculed or uncomfortable performing physical activities in front of their peers, their interest in participating in these activities will decline further (Yusuf, 2022). Therefore, teachers need to create a learning environment that is inclusive, supportive, and free from excessive social pressure.

School facilities are also one of the external factors that influence the implementation of floor gymnastics lessons. Many schools do not have adequate facilities such as sufficient mats, adequate sports halls, or other aids needed in gymnastics learning (Purba et al., 2024). The lack of these facilities makes students afraid of injury because there are no tools that can guarantee safety during practice. This can trigger a reluctance to try certain movements that are considered risky, thereby reducing their interest in floor gymnastics learning.

In addition, teachers' approach to gender differences in learning is also an important factor. In some cases, teachers tend to pay more attention to male students because they are considered stronger or easier to direct in physical activities (Mylsidayu, 2022). This imbalance in attention can make female students feel marginalized and reduce their enthusiasm for participating in floor exercises. Teachers must understand that female students have different physical and psychological characteristics, so they need a more adaptive and sensitive learning approach.

The urgency of addressing this issue is even greater considering that floor exercises have significant benefits for students' physical and mental development. Gymnastics can help improve courage, self-confidence, and body control, which are important for children's growth (Hasni et al., 2024). If the obstacles experienced by female students are not immediately addressed, most of them will not get the maximum benefits from learning gymnastics. This can have a long-term impact on the development of physical fitness and motor skills, which should be built from an early age.

In the context of global education, the issue of low student motivation in physical activities is also a major concern for many countries. Research shows that student participation in physical education is greatly influenced by psychosocial factors, intrinsic motivation, and perceptions of whether learning is enjoyable or not (Mumtazza et al., 2024). This is relevant to apply in the Indonesian context as it can serve as a reference for teachers in developing more modern and student-centered learning strategies, especially for female students who tend to be more selective in choosing physical activities they enjoy.

To overcome these obstacles, collaborative efforts between schools, teachers, and education policymakers are needed. Teachers, as the main implementers of learning, must be able to design methods that suit the needs of students, provide individualized approaches, and create a safe and enjoyable learning environment (Octavia, 2023). Principals also need to ensure the availability of adequate facilities so that floor exercises can be carried out optimally and safely for students.

In addition, parental support is also essential to foster students' interest in physical activity. Parents can provide positive encouragement, explain the benefits of exercise, and create an active lifestyle within the family so that students become accustomed to physical activity from an early age (Attaya et al., 2024). A supportive family environment can help boost students' confidence to participate in gymnastics classes at school.

Research on factors that inhibit female students' interest in floor gymnastics is important because it can provide a clear picture of the main causes of their low participation. The findings of this study can be used as a basis for designing more effective learning interventions, especially in the context of elementary schools, which are the main foundation for children's physical and character development (Setiana & Eliasa, 2024). By understanding these factors, teachers can more easily determine strategies to increase female students' participation in physical education.

Sungai Kunjang Public Elementary School 016, as the research location, has a diverse student body, making it a relevant place for research. The diversity of the students' backgrounds allows researchers to identify various factors that hinder floor gymnastics learning. The results of the research at this school are expected to provide a representative picture of the conditions of floor gymnastics learning in various other elementary schools, especially those with limited sports facilities and infrastructure.

Therefore, this study specifically aims to identify and analyze the factors that hinder female students' interest in floor gymnastics learning at State Elementary School 016 Sungai Kunjang. This study is expected to provide empirical contributions that can be used by teachers, schools, and related parties in designing more effective and enjoyable learning for female students. By comprehensively understanding the obstacles, it is hoped that floor gymnastics learning can be optimized so that it is more inclusive and able to increase female students' participation and interest in participating in physical education activities.

RESEARCH METHOD

This study uses a quantitative descriptive method, which was chosen because it is able to provide a real picture of the factors that inhibit female students' interest in floor gymnastics without treating or manipulating the research variables. This method allows researchers to objectively capture phenomena based on field data as it is, so that the research results can reflect the actual conditions that occur in grades 3 and 4 at SD Negeri 016 Sungai Kunjang. This quantitative descriptive approach has been widely used to examine barriers to physical education learning in elementary schools, including in research on the obstacles to floor gymnastics practice at the elementary school level by Ashidqy et al., (2023), so this method is considered relevant and appropriate for use in this study.

Data collection in this study was conducted using a survey method with a closed questionnaire designed to measure students' perceptions of internal and external factors that influence their interest in participating in floor gymnastics learning. The questionnaire was compiled in a five-point Likert scale format, namely strongly agree (SS), agree (S), undecided (R), disagree (TS), and strongly disagree (STS). This scale was chosen because it is able to measure the intensity of student agreement in levels, thus providing quantitative data that is easy to analyze to understand student attitude trends. The use of the Likert scale is also in line with the methods applied in research on forward rolls in elementary schools by Bimantoro & Zoki, (2022), thus providing a strong empirical basis.

The questionnaire instrument in this study was designed to explore two groups of factors, namely internal factors and external factors. Internal factors include learning interest, self-confidence, and personal motivation of students, which are considered to have a direct influence on the readiness and courage of female students in performing floor exercises. These three factors have been proven to be significant determinants in the achievement of physical education learning outcomes, as explained by Wulandari, (2024b) and Agnes & Sukendro, (2023). On the other hand, external factors include teacher support, the availability of facilities such as mats and space for movement, and a conducive learning environment for students. These external barriers have been proven to reduce the effectiveness of gymnastics learning if not handled properly, as found by Harahap, (2024) who noted that limited infrastructure is one of the biggest obstacles in implementing floor gymnastics practices in elementary schools.

The population in this study consisted of all third and fourth grade students at SD Negeri 016 Sungai Kunjang who participated in physical education classes, with a total population of 45 students. Because the population was less than 100 students, this study used a saturated sampling technique, in which the entire population was used as the research sample. This sampling technique is considered the most appropriate for small populations so that the data collected can comprehensively represent the overall condition of the students. The application of saturated sampling techniques has also been carried out in physical education research at the

high school level by Maulana et al., (2020), so that it can be used as a methodological reference for this study.

Before the questionnaire was used for primary data collection, an instrument test was conducted on a number of students to test the validity and reliability of the questions. The validity test was conducted by comparing the calculated r value to the table r with a degree of freedom (df) = $n - 2$, namely $45 - 2 = 43$, resulting in a table $r = 0.294$. An item statement was declared valid if the calculated $r >$ table r . Conversely, if $r \text{ count} < r \text{ table}$ or has a negative value, then the item is not used in the study. This validity test procedure is also in line with the approach used in the PJOK learning instrument study by Irawan et al., (2024). In addition to validity, a reliability test was also conducted to ensure internal consistency between questions so that the instrument was deemed suitable for use.

After the instrument was declared valid and reliable, the questionnaire was then distributed to all 3rd and 4th grade students. Each answer was scored according to the Likert Scale, namely 5 for strongly agree (SS), 4 for agree (S), 3 for doubtful (R), 2 for disagree (TS), and 1 for strongly disagree (STS). These scores served as the basis for calculating students' learning interests and obstacles for each indicator. This stage was an important part of converting students' qualitative answers into numerical data so that they could be analyzed more objectively using descriptive statistical techniques.

The final stage of the research was data analysis using descriptive statistics in the form of mean calculations and percentages for each internal and external factor indicator. This analysis aimed to describe the general trends in students' responses and identify which factors most significantly inhibited female students' interest in floor gymnastics. The results of this analysis are then used to draw conclusions about the actual conditions of floor gymnastics learning at SD Negeri 016 Sungai Kunjang and serve as a basis for teachers and school officials to formulate more effective learning strategies. This descriptive analysis approach was also used in gymnastics learning research by Maulana et al., (2020) and Akbar et al., (2024), thus supporting the validity of this research method.

RESULTS AND DISCUSSION

Research Results

This study involved 32 female students from grades 3 and 4 of SD Negeri 016 Sungai Kunjang as the main respondents. The selection of respondents at this grade level was based on the consideration that elementary school-aged students are in a phase of motor and affective development that is greatly influenced by learning experiences, so that their responses to floor exercises can provide a comprehensive picture of the inhibiting factors that arise. To obtain systematic and measurable data, this study used a Likert scale questionnaire designed to explore the students' perceptions and experiences of the six sub-factors that were the focus of the study. The six sub-factors were then grouped into two broad categories, namely internal factors, which include personal interest, self-confidence, and motivation, and external factors, which include teacher support, availability of facilities, and learning environment conditions. This grouping was intended so that the analysis could provide a clearer picture of the sources of obstacles, both those originating from within the students and from the learning environment. After the data was collected, a descriptive analysis was conducted to identify score trends for each sub-factor, which were then presented in a structured manner in Table 1 as a basis for understanding the level of obstacles experienced by female students in participating in floor gymnastics lessons. Thus, this table is an important representation of the data pattern and serves as an initial reference for a more in-depth discussion in the next section.

Table 1. Statistical Description of Factors Hindering Female Students in Floor Gymnastics Learning

Factors	N	Minimum Score	Maximum Score	Mean	SD	Category
Personal Interest	32	8	16	10.56	1.92	Low
Self-confidence	32	7	16	11.03	2.15	Low
Motivation	32	7	16	11.19	1.88	Low
Teacher Support	32	8	15	12.03	1.72	Moderate
Facilities	32	9	15	11.47	1.69	Moderate
Learning Environment	32	9	13	10.91	1.54	Moderate

Source: Research data, 2025

Table 2. Frequency and Percentage per Likert Scale Category

Sub-Factor		Category	Frequency	Percentage
Internal Factors	Personal Interest	Low	20	62.5
		Moderate	10	31.3
		High	2	6.2
	Self-confidence	Low	18	56.25
		Moderate	11	34.4
		High	3	9.4
	Motivation	Low	17	53.12
		Moderate	9	28.1
		High	6	18.75
External Factors	Teacher Support	Low	6	20%
		Moderate	15	46.9
		High	11	33.1
	Facilities	Low	12	37.5
		Moderate	13	40.6
		High	7	21.9
	Learning Environment	Low	14	43.7
		Moderate	13	40.6%
		High	5	15.6

Source: Research data, 2025

Internal factors that influence female students' interest in participating in floor exercises show a significant tendency toward low participation. This can be seen from the average personal interest score of 10.56, which is in the low category. Most female students, namely 62.5%, are recorded as having low interest in floor exercises. Many of them also stated that they prefer other types of sports, such as ball games, to gymnastics activities. These findings indicate that sports preferences greatly influence female students' involvement in physical education classes, especially floor gymnastics, which requires a certain level of interest and motor skills.

The aspect of self-confidence also showed similar conditions. The average self-confidence score was 11.03, which is considered low, with 56.25% of respondents stating that they lacked confidence in performing basic movements such as forward rolls, backward rolls, and handstands. Fear of making mistakes, embarrassment when being watched by friends, and anxiety about injury were the most common factors in the evaluation. This condition shows that low self-confidence plays a major role in inhibiting students' activity during learning.

In terms of motivation, the results also show that female students' internal motivation for floor gymnastics is relatively low, with a mean of 11.19. More than half of the female students (53.12%) stated that they did not receive support or encouragement from their families

to participate in physical activities. In addition, they also felt that they lacked verbal motivation from their teachers during the learning process. Only a small proportion of students (18.75%) had high motivation. This low level of motivation reinforces the reasons why floor gymnastics is less popular and does not actively engage female students.

In addition to internal factors, external factors also contribute to influencing student engagement. Teacher support is categorized as moderate, with an average score of 12.03. Although some students feel they receive a high level of support from teachers, the majority feel that individual guidance, verbal reinforcement, and movement demonstrations are not provided optimally. Many students stated that the explanations and examples of movements were still unclear, making it difficult for them to imitate them independently. This condition certainly has an impact on their courage in trying new movements.

Learning facilities are also one of the external aspects that influence student participation. With an average score of 11.47, which is considered moderate, most of the students' complaints were related to the lack of mats and the unavailability of balance training aids. The lack of these facilities is directly related to students' sense of safety when performing risky movements, such as forward rolls or backward rolls. Without adequate facilities, students tend to hesitate to try or complete movements correctly.

The learning environment also plays an important role. The learning environment score of 10.91 is in the moderate category, indicating that some aspects of the practice space do not fully support the learning process. Students feel that the practice area is sometimes cramped, unclean, or disrupted by peers who are not focused. This unconducive learning atmosphere reduces students' concentration and affects the quality of their practice.

When viewed from the overall calculation, the total score for internal factors is 30.19, which falls into the low category, while the total score for external factors is 31.03, which falls into the moderate category. The range of categories used is 20–30 for the low category, 31–40 for the moderate category, and 41–48 for the high category. Based on this classification, it can be concluded that the obstacles experienced by female students in participating in floor gymnastics lessons are predominantly due to internal factors rather than external factors. In other words, low interest, self-confidence, and motivation are the main determinants that make female students less active in participating in lessons, although external factors such as teacher support, facilities, and the learning environment also play a role.

Discussion

The discussion in this study integrates empirical findings with theoretical concepts and previous research results to obtain a more comprehensive picture of the factors that hinder female students' interest in floor gymnastics learning. In general, the results of the study indicate that the obstacles experienced by female students do not originate from just one aspect, but are a combination of internal and external factors that influence each other. By understanding the relationship between these factors, efforts to improve learning can be carried out in a more focused and effective manner.

Internal factors, including personal interest, self-confidence, and motivation, have been proven to be the most dominant factors inhibiting female students' involvement in floor exercises. Low interest indicates that most female students do not consider floor exercises to be a fun activity, so they are reluctant to actively participate in learning. Psychologically, interest is an early indicator of student engagement; if students do not like an activity, their participation tends to be low. This finding is in line with learning motivation theory, which states that interest serves as an internal driver in choosing and maintaining activities. Thus, the low interest of female students contributes significantly to their low participation in floor gymnastics learning.

In addition to interest, low self-confidence is also seen as a major obstacle for female students. Lack of self-confidence is closely related to negative perceptions of their motor skills. Floor exercises, such as forward rolls, backward rolls, and handstands, require body control, coordination, and considerable courage. When fear of failure and fear of injury arise, female

students tend to avoid trying these movements. This avoidance attitude shows that psychological factors play an important role in student involvement in physical activities. If students do not feel capable, their level of participation decreases dramatically.

Low motivation further reinforces internal barriers for female students. A lack of encouragement from teachers and families means that female students lack a sense of purpose in participating in floor exercises. In the context of physical education learning, instrumental motivation, such as awareness of health benefits, and intrinsic motivation, such as enjoyment of physical activity, play an important role in increasing participation. When these two forms of motivation are absent, learning activities have no meaning for students, and they tend to be passive.

On the other hand, external factors including teacher support, school facilities, and the learning environment also have a significant influence on learning barriers. Although the scores for these three factors are in the moderate category, their contribution cannot be ignored. Teacher support, for example, plays an important role in providing a sense of security and increasing student confidence. When teachers provide clear demonstrations of movements, verbal reinforcement, or individual guidance, students tend to be more confident in trying new movements. However, when this support is minimal, students who already have low interest or confidence are more likely to exhibit avoidance behavior.

Learning facilities are also an important external factor that determines the smoothness of the floor gymnastics learning process. The availability of adequate mats and visual learning media greatly affects the comfort and safety of students. When facilities are minimal, students will feel less safe to try movements that carry the risk of falling or injury. This condition causes students to be reluctant to participate optimally. In addition, a learning environment that is not conducive in terms of space, cleanliness, and distractions from friends makes it difficult for students to focus and be enthusiastic about learning.

The interaction between internal and external factors shows that the obstacles experienced by female students are complex and interrelated. For example, low interest will be even stronger when learning facilities are minimal or the room does not support physical activity. Female students who are not interested in floor exercises from the start will be even more reluctant to try if there are not enough mats available or the practice room feels cramped. Low self-confidence is also greatly influenced by teacher support; when teachers rarely provide individual guidance or positive reinforcement, students who lack confidence will become even more reluctant. Similarly, low motivation can be exacerbated by a learning environment that is untidy, noisy, or poorly organized. This shows that internal and external obstacles cannot be viewed separately, but rather form a non-linear pattern of cause and effect.

These findings imply the need for a holistic approach to increase female students' interest and participation in floor gymnastics. Physical education teachers need to improve their pedagogical approach through positive verbal reinforcement, more intensive individual guidance, and a variety of learning methods that are relevant to students' interests. A more creative and interactive approach can help increase female students' confidence and motivation. In addition, schools need to ensure the availability of safe minimum facilities, especially mats, balance aids, and visual learning media that help students' understanding.

Furthermore, increasing student motivation also requires the involvement of families. Communication between schools and parents is important to raise awareness of the benefits of physical activity for children's motor development and health. Through family support, students can gain additional encouragement that strengthens their intrinsic motivation. Other adaptive strategies also need to be implemented, such as integrating elements of play into floor exercise lessons or using project-based learning models that allow students to be more active and creative.

Overall, floor gymnastics learning requires improvement strategies that involve various aspects, both internal and external, so that the obstacles experienced by students can be minimized. Through the right pedagogical approach, the provision of adequate facilities, and a

conducive environment, floor gymnastics learning can be more effective, enjoyable, and safe for all students.

CONCLUSION

Floor gymnastics learning among female students at SD Negeri 016 Sungai Kunjang is more influenced by internal factors than external factors. Internal factors such as personal interest, self-confidence, and motivation are low and are the dominant determinants that make female students less actively involved in learning. Low interest indicates that floor exercises are not yet considered an attractive activity, while low self-confidence shows a negative perception of motor skills, so that students tend to avoid activities that are considered difficult. Weak motivation, both internal and from family support, worsens the level of participation in physical education learning.

Meanwhile, external factors such as teacher support, facilities, and learning environment were rated as moderate, but still had a significant impact on student participation. Suboptimal teacher support, limited facilities such as mats, and an unfavorable learning environment can reduce students' sense of security and comfort when performing floor exercises. The interaction between internal and external factors also shows that obstacles do not stand alone but reinforce each other. Low interest weakens further when facilities are inadequate, low self-confidence is exacerbated by a lack of verbal reinforcement from teachers, and weak motivation declines further when the learning environment is not conducive.

Overall, the process of learning floor exercises requires simultaneous attention to both internal and external aspects. Holistic interventions are needed to minimize obstacles. Physical education teachers need to improve their pedagogical skills, schools must provide adequate supporting facilities, and collaboration with parents is essential in building motivation and awareness of the importance of basic motor activities. With comprehensive improvements, it is hoped that female students' participation and interest in floor gymnastics learning will increase significantly.

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