Personal meaning approach: An alternative for increasing students' interest in learning

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Suggested Citation:

Purnomo, E., Adnan, A., Purnama, B. K., Cahyani, F. I. & Haris, F., (2022). Personal meaning approach: An alternative for increasing students' interest in learning. *Cypriot Journal of Educational Science*. *17*(12), 4658-4671 https://doi.org/10.18844/cjes.v17i12.7501

Abstract

This study aims to examine the effects of teaching methods with personal meaning and traditional learning methods on improving students' readability in learning physical education at school. The experimental group had 63 participants (aged 15–17 years) and the control group had 63 samples also (mean age = 15–18 years). The results of the research conducted using personal and conventional meaning as physical education learning methods are ineffective in increasing students' interest in learning. In addition, the two methods have no significant difference in effectiveness between the use of personal meaning and conventional methods. This can also be seen with the calculation of the independent samples test 0.739 > 0.05. If we look at the analysis results, the average n-Gain score for the experimental class (personal meaning) is 9.8903 or 9.8%, which is included in the less effective category. Meanwhile, the average n-Gain score for the control class (conventional) is 10.1448% or 10%, which is included in the less effective category. The researcher suggests conducting a further study with a more extended period to find out the effect of the personal meaning method in increasing students' interest in learning physical education.

Keywords: Teaching method, personal meaning, conventional, interest in learning.

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1. Introduction

A school is a formal educational institution that has an essential part in improving the quality of academics through learning to promote the smooth development of a country (especially in Indonesia). Education is a process that enables students to acquire knowledge, skills, beliefs, habits and values (Abanikannda & Ezechinyere, 2021). Learning in schools aims to obtain the knowledge needed by students (Wawan & Pamungkas, 2021). Formal education in schools is closely related to the ability of teachers to educate their students. Teachers have a role in developing learning, especially the ability to think creatively and develop students' new ideas in mastering and learning topics (Malabar & Dali, 2021).

Education is the main foundation in the process of improving students' abilities. The internal factor that affects learning outcomes is the student's willingness to learn. Mindset about studying seems to be an important need by every student, thus the interest in learning must be balanced with real action in the form of learning motivation in achieving better learning outcomes (Rahmah et al., 2021). Communication between teachers and students is important as one of the enabling conditions for improving educational quality (Síveres et al., 2021). As a teacher, it is important to understand the characteristics of students in the learning process. This aims to foster a spirit of learning in the classroom.

In the outcome of the study, it is explained that motivation is a crucial success factor in achieving the desired learning (Kim et al., 2015). Motivation consists of both motivation from within oneself and motivation from outside oneself. Intrinsic motivation is an impulse that occurs because of the individual's desire without coercion, pressure or intervention from outside. At the same time, motivation from outside oneself (extrinsic) is an impulse that arises because of the stimulus, coercion and pressure from outside oneself (pressure can be from other people, goods or rewards).

Interest has a significant impact on both high and low student achievement in school. The notion of interest is the awareness that accompanies and stimulates attention, feeling pleasant or painful, that directs attention to an action or object; in addition to that, interest is also a motivating factor that encourages the desire to take a step (Ijeoma & Rita, 2021). Interest is related to meaningfulness, where this aspect acts as a student's sincerity in understanding each learning topic at school. In fostering student interest in learning, a teacher needs to create personal meaning for each student with an exciting way of learning. Thus, students are expected to be able to apply learning actively and creatively.

The concept of meaning possessed by a student will lead to consistency in achieving the direction and goals of learning. This means that personal meaning is a form of optimism for a student to excel in school. Personal meaning is the primary source of student life satisfaction and a buffer against the pressures of school learning; thus, personal meaning is important for students' future successful adaptation (Brata et al., 2021). During learning, a student with a master of independence can identify good personal meaning and is active in learning activities. To improve educational quality, a teacher needs to understand various aspects that affect students' interest in learning. Observation of learning activities needs to be done by a teacher to determine whether the learning process is running or not (Saputra, 2021). Through keeping, the teachers will know what students need to improve their learning outcomes.

Education that uses the current modern system cannot be limited by space and time. Therefore, learning can occur face-to-face (directly) or online and, of course, with the help of technology and teaching instruments that are appropriate and can be used (Chen et al., 2020). Every student has the option of accessing learning activities anywhere and at any time due to the ease of the learning process. However, teachers need to consider which pedagogical approach should be chosen in balancing the modern learning process; this aims at a goal or teacher achievement in the learning process (Lack, 2020). This is by the opinion that traditional (conventional) programmes are more meaningful for physical

education because conventionally taught physical education could train each student's personality to become even better, including the personal meaning of students (Webster et al., 2021).

The learning process is not only about increasing or achieving a grade. More than that, the learning process at school is interpreted as student awareness in interpreting life to continue to be a better person in the future and adapt well to society. Personal meaning assesses the relationship between friends and can be trusted by others, and good relations between family members determine the personal meaning of each individual (Carreno et al., 2020). Environmental factors where students live determine meaningfulness in achieving goals or learning goals. The more active students participate in the learning process, the more they have positive strategies to increase their potential (August & Dapkewicz, 2021). A teacher must use interaction techniques to build personal meaning for each student. The active interaction between teachers and students has an effect on a meaningful learning process. Appropriate learning methods play an important role in monitoring and directing students' actions and reflecting on students in each learning process (Wilkins, 2021).

Physical education does not only emphasise movement skills; the role of cognitive aspects is also essential. In addition, many teachers still believe that the mental aspect is only obtained by theory. The psychomotor aspect of physical education is the central aspect. Of course, physical education's psychomotor aspect differs from other fields such as language, natural science or even social science. Physical education is carried out through physical activity, and one of its goals is to improve student abilities in academics aspects (Rahmadi, 2021). Sports education is education that teaches students to master certain sports. Students are introduced to various sports so that they can master sports skills. What is emphasised here is the 'outcome' of the learning, so that the teaching method and how children learn are dictated by the goals to be achieved. In practice, the characteristics of training infiltrate the learning process. The goal is to help children grow and develop naturally according to national education goals, namely to become fully Indonesian human beings. Scientists are continuing to develop creative and fun ways to ensure students get good physical education and achieve the curriculum and education targets (Sun, 2015; Yuksel, 2019).

To perfect the goals of national education, every educator sometimes understands every student's potential. This does not mean that students are burdened with piled-up tasks without knowing the interests and possibilities of each student. Every student has ideals and desires when the purpose of the school is for the teacher to need to collect information related to the potential and interests of students. The level of difficult learning materials causes students to have difficulty and feel bored while learning, thus causing their interest in learning to decrease, with a lack interest in learning affecting career choices in the field of science (Lestari et al., 2021). Furthermore, female students have a lower interest in learning than male students during junior high school; this is due to boredom with learning complicated tasks that students have experienced since elementary school (Lestari et al., 2021).

Educational goals will be achieved if student learning outcomes develop and improve and can be manipulated for educational purposes. A student who attends physical education will engage in physical activity, finding opportunities to express their feelings through play and movement (Yildirim & Caz, 2018). Students will gain learning experiences and increase their interest in learning from these activities. Interest significantly influences learning outcomes because the lessons learned are not by their interests; students will not learn well because they are not interested. Students will be dissatisfied with their learning and will be lazy to learn (Ngampo, 2021).

For this reason, increasing personal meaning is one of the essential things that moves individuals/students to achieve school achievement. Every student is urged to learn in school correctly and adequately. Learning motivation for each student is the actualisation of meaning. This personal meaning is not just a method of improving learning outcomes; more than that, personal meaning is related to student motivation and behaviour in achieving learning goals (Marheni et al., 2019).

Learning media is the key to the learning process. Through the right learning media, it will be easier for teachers to convey the material properly and correctly. The creativity of teachers in teaching is the

main key to increasing student interest in learning (Nudianty et al., 2021). This increases students' motivation and interest in learning physical education subjects. Teachers' creativity in managing the classroom is the key to increasing student interest in learning. Students' interest in learning and being able to interpret each lesson become essential in improving their learning outcomes.

Changes in the learning process are variations in increasing interest in learning. This is because each student has different characteristics, meaning that students with a high, medium or low interest in learning also affect their understanding of the learning topic. Learning with the personal meaning method has a role in directing learning objectives and increasing students' sense of obligation to retain. Because the point of personal meaning is meaningfulness in action, students need to understand the importance of what they are learning. On the other hand, conventional learning is a means of exploration in understanding the concept of direct learning. In traditional learning, the teacher, as a learning instructor, will determine the learning concept to be studied. Instructional systems are 'the practice of creating instructional experiences that enable students to acquire knowledge and skills more efficiently, effectively, and attractively' (Yu & Jee, 2021).

The online learning method became the main alternative for students and teachers during COVID-19, but this actually caused new obstacles. Among them are the challenges of teachers in growing students' interest in learning through online learning. Problems that often arise in the learning process, especially in physical education, are related to the teaching methods used. Related to this, a teacher must have many teaching methods to succeed in the targeted learning objectives. Therefore, this research will focus on getting accurate information from personal meaning and conventional methods to increase students' interest.

The novelty of this study is to determine the effectiveness of physical education learning by making use of the personal meaning method to increase interest in learning. Learning using the personal meaning method is less familiar, even though the personal meaning method can provide autonomy to students in learning (Valero-Valenzuela et al., 2019). Especially in physical education learning, the personal meaning method becomes a method that is considered new and becomes a breakthrough in implementing learning. Then the researcher formulates the research problem: Is the personal meaning method effective in increasing interest in learning physical education for students? In this study, the researcher used the personal meaning method, which aims as a strategy to improve student learning outcomes, as well as student talent in the field of sports skills.

2. Methodology

2.1. Research design

The design used in this study is a non-equivalent pre-test–post-test quasi-experimental design, with the experimental group using the personal meaning method and the control group using the conventional method. The study began with the consent of all participants to be used in this study. Pre-test and post-test were carried out using the Likert scale in the experimental and control groups before starting the study after 16 weeks of treatment.

2.2. Participants

The participants in this study were high school students from the suburbs of Padang. The total population in this study amounted to 564 students. To reduce the interference of irrelevant variables, students did not receive the teaching of the personal meaning method before. Participants were selected using a random sampling technique, with as many as 126 participants. 63 participants were in the experimental group (aged 15–17 years), while the control group consisted of 63 participants (mean

age = 15–18 years). The experimental and control groups underwent 16 weeks of physical education traning (2 hours per week).

2.3. Procedure

Six research assistants delivered the lesson. A total of 16 visits took place in each group. During the visit, the researcher explained the research implementation plan to be carried out to students and the consent form. The next visit consisted of two: experimental and control and the school and the teacher (including the material to be carried out for one semester). Basic materials contain games, big balls, small balls and martial arts in the learning design prepared. Lessons take place in an open field at the school and are scheduled on the same day of the week and at the same time (during regular sports hours).

Instructions, activity demonstrations and feedback are identical for both models. Care was used in all verbal communication to avoid references to lessons that could imply that they were meant to differ. No specific positive or negative feedback is given (Figure 1).
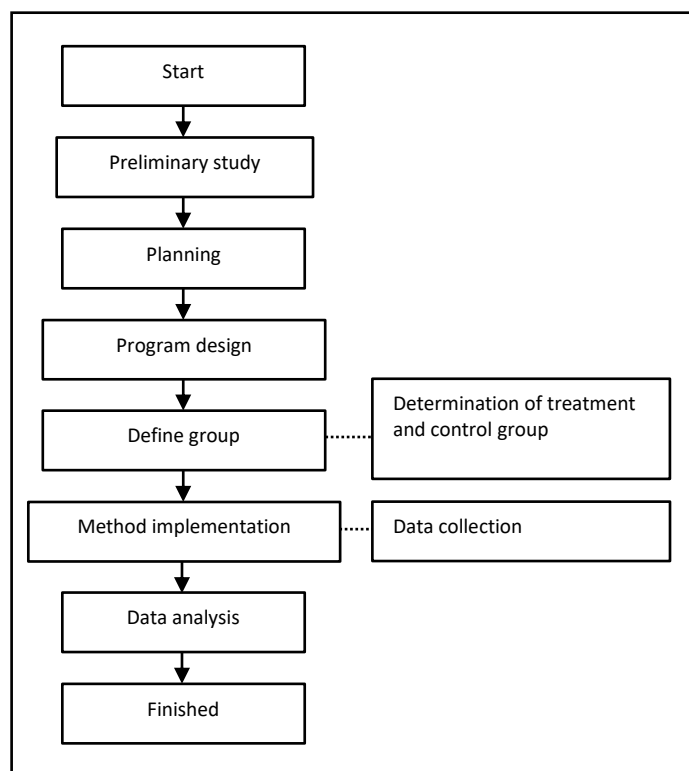

Figure 1. Research Steps

2.4. Instrument

Interest is an attitude in children, which is a source of motivation to do something according to their wishes (Hurlock, 1993). Interest in learning is a motivational process that can provide more energy during the learning process and is, of course, very important for a student's academic success at school.

Interest in learning is a psychological state related to attention and influence on particular objects or topics with a persistent tendency to engage from time to time (Harackiewicz et al., 2016).

A total of 16 items were on the Student Interest Scale, consisting of 2 dimensions, namely 1) the emotional interest dimension (9 items) and 2) the cognitive dimension (7 items) (Mazer, 2013). Students could respond to statement items on a Likert scale (Azwar, 2019) in the range of strongly disagree (1), disagree (2), agree (3) and strongly agree (4). The reliability coefficient score of the Student Interest Scale is 0.95 (M = 31.38, SD = 7.94) for the emotional dimension and 0.88 (M = 28.25, SD = 4.77) for the cognitive dimension. However, for this research, the researcher modified the items developed according to the research objectives determined (Mazer, 2013).

2.5. Data analysis

The data is calculated to see the distribution of values in each programme and then look for the minimum, maximum and average values. In the next stage, calculations are carried out to see the normality and homogeneity of each data. The final analysis will calculate the n-Gain score in the experimental and control groups. This calculation aims to test the effectiveness of using a particular method or treatment in a one-group pre-test–post-test design study. The n-Gain score test was carried out by calculating the difference between the pre-test and post-test scores. By knowing the n-Gain, we can find out whether the use or application of a particular method can be said to be effective or not. The last calculation in this study is to conduct the independent sample t-test for the n-Gain value. The independent sample t-test is used to test whether or not there is a difference in the average value (score) of two data groups that are not paired with each other. The data type used in the independent sample t-test is generally interval or ratio scale data.

3. Results

Prior to further calculations using the independent samples test, the conditions must be met to know the normality of the research data obtained.

Table 1. Normality Test Results

	Class	Kolmogorov–Smirnov[a]			Shapiro–Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
n-Gain_Percent	Experiment	0.076	63	0.200*	0.973	63	0.172
	Control	0.099	63	0.200*	0.952	63	0.015

* This is a lower bound of the true significance.

[a] Lilliefors significance correction.

Based on Table 1, it is known that the significance value (sig.) in the Kolmogorov–Smirnov test for the n-Gain_Percent value in the experimental class and control class obtain was 0.200 each because if the value of sig. in both classes are more significant than 0.05, then it is said that the data is normally distributed. Thus, the requirement to use an independent sample t-test for the n-Gain score was met and continued.

Table 2. Descriptives

Class				Statistic	Std. error
n-Gain_percent	Experiment	Mean		9.8903	0.54349
		95% confidence interval for mean	Lower bound	8.8039	
			Upper bound	10.9767	
		5% trimmed mean		9.7649	
		Median		9.4340	
		Variance		18.609	

Class			Statistic	Std. error
Control	Std. deviation		4.31380	0.53600
	Minimum		2.17	
	Maximum		20.00	
	Mean		10.1448	
	95% confidence	Lower bound	9.0734	
	interval for mean	Upper bound	11.2163	
	5% trimmed mean		10.0648	
	Median		10.0000	
	Variance		18.100	
	Std. deviation		4.25436	
	Minimum		2.70	
	Maximum		18.37	

Based on results in Table 2, it can be seen that the average n-Gain score for the experimental class (personal meaning) is 9.8903 or 9.8%, which is included in the less effective category, with a minimum n-Gain score of 2.17% and a maximum of 20%. Meanwhile, the average n-Gain score for the control class (conventional) is 10.1448 or 10%, which is in the less effective category, with a minimum n-Gain score of 2.70% and a maximum of 18.37%.

Thus, using personal meaning as a media in physical education learning is still considered less effective in increasing students' interest in learning physical education subjects. Meanwhile, conventional methods are also considered less effective in the improvement of curiosity in the physical education lesson.

Thus, interest is an important thing that has been identified as a factor related to student learning outcomes. This is evidenced by research findings which state that the relationship between attitudes, interests and study habits is believed to have implications for student achievements that have not been studied previously (Hashim et al., 2021). The use of technology as a medium encourages students' interest in learning and has a positive impact. The role of technology in learning methods can motivate students to persist in completing learning tasks even though they initially experience disorientation or frustration. However, conventional methods are still effective in increasing students' interest and understanding of the learning process. Currently, many physical education teachers are adapting traditional outdoor learning methods to be able to provide new and exciting learning experiences for students because students are usually faced with the challenge of using computers effectively to help students complete learning assignments; for example, the teacher introduces the long jump technique to identify the foot and landing technique, and then when doing the long jump, this can be an alternative for the student to understand and physically observe (Chin & Wang, 2021).

Physical education experienced by various groups of adolescents in schools is related to the relationship between the life experiences of adolescents and the process of forming their identity. This means that conventional physical education learning also has an essential role in building social relationships and students' sports potential and talents. Traditional learning (face-to-face) can increase the nuanced insight of teachers to understand, react and handle appropriately personal meaning through sports and physical activity (Mikalsen & Lagestad, 2020). Through sports activities, students are taught how to learn sports correctly and adequately; moreover, through sports, they are also taught to increase their awareness to become someone who is more meaningful and can make the best use of themselves (meaningfulness).

Physical education and sports programmes that can encourage students' psychosocial development are those that use sports as a way to be able to provide experiences and self-discovery and teach life skills to students intentionally and systematically (Opstoel et al., 2020). In addition, physical education

programmes have clear goals and strategies to increase the generalisation and transfer of life skills to other important life domains. Increasing student interest in sports activities is a form of educational service through sports media. A teacher facilitates multiplying potential and increases student interest in physical education learning.

Furthermore, when compared to the category of interpretation of the effectiveness of n-Gain (Hake, 1999), with in the calculations in Table 3, it is known that the average value (mean) of n-Gain_Percent for the experimental class is 9.8903, or if it can be rounded up to 10%. Based on the category of interpretation of the effectiveness of the n-Gain value (%), it can be concluded that the use of the personal meaning method (in the experimental class) is not effective in increasing student interest in learning in high school physical education subjects.

Meanwhile, based on the output group statistics table, it is known that the average value (mean) of n-Gain_Percent for the control class is 10.1448, or if it can be rounded up to 10%. Based on the category of interpretation of the effectiveness of the n-Gain value (%), it can be concluded that the use of conventional methods (in the control class) is not effective in increasing student interest in learning high school physical education subjects.

Table 3. Group Statistics

	Class	N	Mean	Std. deviation	Std. error mean
n-Gain_Percent	Experiment	63	9.8903	4.31380	0.54349
	Control	63	10.1448	4.25436	0.53600

Personal meaning is part of making meaning socially derived through collaboration and feedback of students and teachers. It is cognitively built through the process of enabling students to reflect on what and how they have learned (Lombardi & Shipley, 2021). An active learning environment in this form promises to open up interest to more students, especially those who have been empowered (ignored) and underrepresented (active) through traditional teaching modes. The term meaning is used extensively in the academic literature and its conceptualisation allows teachers to facilitate meaningful experiences for each student (Fletcher et al., 2021). The meaningfulness method in physical education helps students explore more experiences given by their teachers regarding essential learning sports.

Improving meaningfulness in the learning process requires tricks related to social activities. The idea to solve all educational problems like freedom of learning is to get representatives from all educational groups to form 'meeting' groups and openly discuss their feelings about the educational programme (Servant-Miklos & Noordegraaf-Eelens, 2021). The point is that using the discussion method in study groups increases the meaningfulness of each student. This is because the study group positively influences the mind to stay focused on improving self-potential and learning achievement.

Learning that refers to cognition and the social environment can affect the meaningfulness of students in the learning process. This is based on the research results, which explain that cognitive factors refer to the cognitive beliefs of a student's performance, and environmental factors can refer to the social and physical environment that can affect student behaviour (Saxena & Baber, 2021). Thus, the relationship between these two factors is related to the meaningfulness of students, which is also related to the interest or lack of interest of students in learning in class. Students must develop

innovative learning ideas or designs to increase physical activity and sports enthusiasm while emphasising discipline in every application (Raiola & Domenico, 2021).

Table 4. Independent Samples t-Test

		Levene's test for equality of variances		t-test for equality of means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean difference	Std. error difference	95% confidence interval of the difference	
									Lower	Upper
n-Gain_ Percent	Equal variances assumed	0.026	0.872	−0.333	124	0.739	−0.254	0.763	−1.765	1.256
	Equal variances not assumed			−0.333	123.97	0.739	−0.254	0.763	−1.765	1.256

Based on Table 4, it is known that the significance value (sig.) on Levene's test for equality of variances is 0.872 > 0.05; so it can be concluded that the variance of the n-Gain data (%) for the experimental class and the control class is for the n-Gain the same. Thus, the independent sample t-test score is guided by the sig. value of equal variances assumed.

Based on the independent samples t-test, it is known that the value of sig. (2-tailed) is 0.739 > 0.05. Thus, there is no significant (significant) difference in effectiveness between personal meaning and conventional methods to improve learning outcomes in high school physical education subjects.

Referring to the research data above, using personal or conventional methods is still considered unable to improve students' interests and desires to improve physical education learning in schools. These studies indicate that there is no real difference between personal and conventional meaning, which means that the two methods have not changed the state of student interest. In terms of theoretical studies and field conditions, implementing learning using the personal meaning method is expected to replace the conventional method. The provision of alternative education through this method is expected to improve the state of the teaching carried out about students' interests. However, the results obtained through the personal meaning method are also not appropriate.

4. Discussion

Personal meaning is a cognitive ability that develops individually based on subjective values that can streamline life and achieve personal satisfaction. Increase personal meaning aims so that a person can feel the meaning of the things being done and become a focal point in achieving success. The study results were used as evaluation material for students' teaching methods in physical education subjects. They became material for reconsideration to find the correct method to improve student interest in the online learning system.

Personal meaning is an appropriate way to provide increased student interest in learning and in carrying out physical education learning. The results of the research explain that learning by using personal meaning is still not optimal; the implementation of research influences 1) the understanding and mastery of getting material is still weak, and learning is carried out online make students do not understand the material being studied; 2) research is carried out in a relatively short time: lack of time is a problem for researchers. Remembering to provide an experience and mastery of new material takes a long time.

Psychologically, the innovative learning process will affect students' emotions in several ways, from pleasure to enthusiasm for learning (Schembri et al., 2021). Although virtual learning has good

effectiveness, many sports teachers who have lost face-to-face interactions with students find it challenging to improve students' motor learning skills (Cruickshank et al., 2021). This is a challenge to increasing students' interest in staying focused and interpret each subject matter. The teacher's role in increasing students' interest in learning is very influential it learning outcomes; thus, even though the learning process is carried out online, students still understand and interpret every lesson the teacher gives.

Variation in the educational process creates an identity as a profession (Rothschuh et al., 2021). The higher information value of a student regarding physical education is the success of a teacher's teaching and learning process. Teachers need to trigger students' motivation to have a curiosity about aspects of sports. The right strategy in starting students' curiosity and interest in learning in the classroom can produce different memory benefits for students' cognitive development (Fandakova & Gruber, 2021).

Substantial evidence has shown that practical learning approaches and school performance correlate with increasing student interest in learning (Gomes et al., 2021). Personal meaning becomes a direction in increasing student interest in learning at school. Personal meaning emphasises self-optimism in achieving success; in this case, students are required to try to improve their quality. Based on the researcher's experience during the treatment process using the personal meaning method, the researcher interprets that to improve student curiosity; the teacher needs to understand each student's personality to find out what makes students like or dislike during the learning process. In this case, the researcher gives an example by comparing two teaching methods in different classes, where the first class is more dominant for students to be interested in the discussion method. On the contrary, the second class is more interested in using problem-solving methods.

Regarding personal meaning, the motivational component is a value system built by students to achieve learning achievement. Reflexivity is critical in creating a meaningful mindset and improving goals, one of which is self-motivation (Flotman, 2021). In addition, positive emotions predict positive meanings in using self-potential in school learning engagements (Kwok & Fang, 2021). Personal meaning as a point related to students' interest in building a good and correct learning culture. The process of forming a learning culture in schools can be done by developing student learning outcomes as personal achievements in understanding classroom learning, being active, creative, curious and socially responsible (Coelho & Menezes, 2021). Several factors can explain their views on thinking and learning (Surya & Syahputra, 2017): first, each learning method has a different way of being; it can not only be one method for the learning process. Second, intelligence abilities are no longer seen as abilities that can be changed by sharing various factors and circumstances. Third, the ability to understand has moved towards a multidimensional view, as well as complex networks of interactive capabilities. Fourth, the research discusses things such as insights, visual imagery and schemas over the past few decades.

Worries and optimism in the discourse around the learning process are part of the student's interests and motivations, which are related to personal meaning. In a learning process, the teacher's attention to students can focus on improving learning outcomes, developing new skills and identifying opportunities and changes well (Poquet & De Laat, 2021). The shift from the explanation is that in improving learning outcomes and the quality of student learning, students do not necessarily rely on teaching methods that are usually taught (from generation to generation). The need for changes and innovations that can improve student understanding of learning and student motivation in achieving the meaningfulness of learning at school.

This paper has implications for (1) personal meaning method, which significantly increases interest in learning in the new normal; and (2) it can be used as an alternative and increasing the library of teaching methods.

5. Conclusion

The learning method with the hope of increasing student interest in learning is part of the teacher's dedication as a mediator to improve learning achievement. Teachers also need to pay attention to

mental factors that affect student learning. Mental factors such as interest, excitement, logic and self-control are behaviours needed in personality development. Thus, this will stimulate the level of learning of a student. Therefore, it is essential to have more methods that can be applied to students carrying out physical education learning to improve learning achievement and as a form of teacher services provided to students in schools.

This paper presents the results of physical education learning using personal meaning and conventional methods. The results presented include: (1) result of research obtained are normally distributed; the data can be forwarded to be calculated and analysed. (2) Personal meaning and conventional results both have no significant effect on increasing students' interest in learning physical education at school. The researcher realises that this paper still leaves many problems, including (1) learning is currently being carried out in the 'new normal' conditions so that the planned programme has not been able to run correctly; and (2) learning is carried out in a limited manner and uses less equipment because students are expected to use their equipment.

The limitations of this study, however, must be acknowledged. This research was conducted during the COVID-19 pandemic, so several possible reasons occurred during the programme implementation and data collection. One of them is the limited facilities and infrastructure limitations because learning applies strict health protocols the government sets (maintaining distance, using personal tools and not touching students). So, it is more or less disturbing the programme that has been planned. Moreover, with a sample size of 126 (63 experiments and 63 controls) participants, several problems could be found in the data collection and research process.

Although the personal meaning method teaches students to focus on learning objectives, conventional methods also have an essential role in increasing students' understanding of learning through direct exploration, which also aims to improve student learning outcomes. Various learning methods can help teachers increase students' interest in teaching sports. Therefore, it is not wrong if the based on studies states that there is no real difference in the assessment of student interest in learning using personal meaning or conventional methods. Future research is recommended to pay more attention to teaching methods that are carried out under the circumstances that occur (such as the new normal). In addition, the personal meaning method is expected to have an impact not only on student interest but more than that (including the psychological state of students). In addition, future research must display and use more learning methods to become an alternative in every lesson.

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