



Development of interactive websites to increase learning interest in physical education learning.

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Abstract

This study aims to produce an interactive website based on Google Sites for fourth-grade elementary school students to increase student interest in physical education learning. This study used the research and development method using the Analyse, Design, Development, Implement, Evaluation model. The results showed that the validation of experts in material includes material practicality at 80% in the excellent category and media expert validation has the quality of design at 96% in the outstanding category. The effectiveness of the learning media used questionnaires related to learning interests distributed to the students. This study concludes that interactive websites based on Google Sites positively impacted learning interest for elementary school students in physical education. The contribution of this study is to help students learn physical education with more fun and accessibility.

Keywords: Elementary school, Google Sites, interactive website, physical education learning, student interest.

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1. Introduction

Education is a reciprocal process between teachers, students, and learning resources. Learning resources or media are essential to learning, especially today. Learning is experiencing many obstacles because the world is currently undergoing a pandemic of an infectious disease called coronavirus (Lynch et al., 2022). Education in Indonesia has also felt the impact of the outbreak.

Many schools changed the design model in teaching and learning activities that previously used classrooms to use virtual spaces to avoid face-to-face classes (Mailizar et al., 2020; Marini et al., 2022; Papadakis, 2021). In addition, many schools have been forced by the government to discontinue the offline course in favour of virtual learning. Online learning is one of the efforts to reduce the spread of the COVID-19 virus outbreak.

Besides that, online learning is also a learning innovation involving information technology and learning by using information technology which should be applied in Indonesia now (Batubara et al., 2022; Mailizar et al., 2020; Marini et al., 2021; Papadakis, 2021). In addition, numerous progressing countries have used information technology to make online teaching and learning easier throughout the COVID-19 pandemic (Amadasun, 2020; Onalu et al., 2020; Sadeghi, 2019).

Using technology in learning is also one of the solutions to answering the learning problems in the classroom, especially for elementary school students to understand abstract concepts (Ibrahim et al., 2020; Safitri, Lestari, et al., 2022).

Online learning during the prevalent COVID-19 can be connected to various problems. Due to these issues, which affected teachers, students, and parents, the responsibilities of teachers and parents changed throughout online learning (Papouli et al., 2020; Sujarwo et al., 2022). In addition, teachers have challenges related to the requirement for more excellent IT proficiency and the restricted ability to supervise students owing to restrictions in virtual space.

Students' issues include the need for more engagement in class participation and the limitations of available support resources, such as Internet network access or technical equipment, which are still seen as pricey by some students (Edwita et al., 2020; Nuraini et al., 2020; Rihatno et al., 2020; Safitri, Awalia, et al., 2022; Sarifah et al., 2022; Susanto et al., 2022).

Meanwhile, parents face limited time to accompany their children during online learning. In addition, distance learning during the COVID-19 pandemic has changed the learning system, affecting the learning process and students' responses to capturing the material presented by the teacher.

To make learning more effective and to encourage students to participate actively in their education, online learning necessitates the use of learning media (Edwita et al., 2020; Hadi et al., 2022; Marini et al., 2020; Nuraini et al., 2020; Rihatno et al., 2020; Umasih et al., 2020; Zaharah & Kirilova, 2020).

Therefore, selecting suitable learning media to increase genitive interest is necessary. Electronic media is one type of technological development used as a learning medium. Many types of electronic media can support online learning more effectively, such as Google Classroom, WhatsApp, Quizizz, and YouTube (Dita et al., 2021; Muji et al., 2021; Mulyono et al., 2021; Okmawati, 2021; Rahmatika et al., 2021; Winarni & Rasiban, 2021).

Many schools use platforms like Zoom and Google Meet for virtual student meetings. Learning media can also facilitate teachers and students in the learning process, especially during the current COVID-19 pandemic (Naciri et al., 2020). In determining a compelling medium, many factors can be considered. Website media is one of the suitable media to be operated as a decision of remote instructional media (Supriyanto et al., 2021). Media websites that are easy to use and effective for distance learning are Google Sites.

Google Sites is one website medium that can be used in education. Teachers can provide

learning materials and assignments on Google Sites, including a syllabus. The learning materials provided can be in text, images, and videos so that educators can vary them (Hidayat et al., 2021; Thomas et al., 2022). Through teacher creativity, Google Sites can be more integrated. With the features offered by Google Sites, it is possible to influence the effectiveness of online learning, student learning motivation, and student interest in education.

This website medium can also serve as a novel and non-boring learning tool for elementary school students studying physical education. Researchers highlighted that learning physical education in elementary schools is still teacher-centred and monotonous (Kok et al., 2022). So far, physical education is often considered a rote and dull subject. A study found that students also thought physical education subjects could have been more exciting and interesting because teachers only used textbooks as media (Ismail & Khalib, 2020).

Another study noted that only some students want to pay attention to the teacher when delivering the subject matter in physical education. Many students need to do the given assignments more seriously. The obstacle in the physical education teaching method was that students were less enthusiastic and not interested in this learning because the teaching needed to be more textual and memorised. Students were bored by the teacher's monologues (Setiawan & Abdulkarim, 2020).

Because teachers still frequently employ traditional teaching techniques like lectures, some variables contribute to these issues. Many learning materials are complex for students to fully comprehend, making the learning process one that the teacher can only master. The purpose of physical education learning is to be able to make students think critically and analytically. However, elementary schools' physical education learning process is still traditional.

The development of electronic-based learning media for physical education subjects needs to be done by educators to increase students' enthusiasm for participating in the learning process (Lin et al., 2021; Lubis et al., 2022). Students, especially at the elementary school level, still need a visual form of learning that seems abstract. Therefore, they need media designed as attractively as possible to make them understand and be interested in a lesson.

As the demands of 21st-century learning increase, teachers are likely to create understanding and use appropriate learning media to involve students' roles in the classroom (Puspitarini & Hanif, 2019). Therefore, it is necessary to analyse the needs of learning models in learning media and their implementation in the learning process.

Several previous studies discuss the application of website-based media to support the physical education learning process in elementary schools. Therefore, the study created E-learning content (motion graphics and WordPress websites) for fifth-grade elementary school physical education. The research results are rather good; namely, media websites, besides learning media, web-based e-learning content can also facilitate students' communication with their peers and make it easier for teachers to follow up on their students.

The teacher's activities are varied, including only assignments but also cases, interview assignments, projects, and other exciting inquiry activities (Fahrurrozi et al., 2020). Therefore, educators must be able to reorganise their teaching, and one of the metamorphoses in learning is the development of learning media.

The studies above show a need for learning media to increase students' interest in and understanding physical education subjects. In this study, a more interactive website with a more appealing design will be created to strengthen students' attentiveness in acquiring skills in physical education in elementary schools because nearly all of the research the author found discusses how learning media websites are beneficial for students but still need to be interactive.

This research develops interactive learning media based on Google Sites to increase elementary school students' interest in physical education. The inquiry used in this groundwork is: 'Is the

development of interactive websites effective in increasing elementary school students' learning interest in physical education learning?'

This research is in pursuit of responding to the upcoming issues: (1) How to develop interactive websites for elementary school students in physical education learning? (2) Can interactive websites affect elementary school students' interest in physical education learning?

1.1. Google Sites

Today, education must adapt to the times to establish a learning environment that meets those needs. To do this, you need a classroom that integrates technology (Göçen et al., 2020). For example, many fundamental concepts in learning can be delivered effectively through teaching and learning activities using multimedia technology. In addition, implementing learning supported by appropriate learning media will provide stimuli that motivate students (Alfurqan et al., 2019; Sastradika et al., 2021).

Particularly for young children in elementary school who still require media to comprehend abstract concepts like physical education. Currently, many types of programs and software can be obtained easily. Therefore, many technological products can be used in the field of education. One of the technology products that can be used for educational purposes is Google products, namely, Google Sites. Google Sites can be used for educational purposes for free (Hasna et al., 2021).

However, the utility of Google Sites in studying still needs to be widely adopted by educators. As a result, Google Sites can be an innovation in educational learning media. In addition, Google Sites is a product for creating websites that can be used for personal, group, or corporate purposes.

Google Sites are one of the most accessible options for creating information that can be accessed quickly, and users can work together on the site to attach files and details from other Google applications such as Google Docs, Sheets, Forms, Calendars, Awesome Tables, and more (Fitria et al., 2021).

Learning with Google Sites media allows students to be confident in the teacher to learn and study autonomously if the teacher is unavailable. In addition, if students do not grasp something and want to review it at any time or place, they can access it repeatedly.

Good learning media must reduce obstacles to understanding the material. Content and experiences in media use must also be accessible and easy to use (Cervenec et al., 2022). This Google Site's media is also very suitable for that. This Google Sites-based website can also be developed into an interactive webpage. An interactive website can allow for reciprocal interaction between users and their websites (Lai & Lin, 2020).

An interactive website is a page on the internet that utilises various software to create an interactive, practical, and entertaining website for users by actively involving them with the site. Interactive websites also have advantages over other websites because they have interesting interactive elements and are more user-friendly (Jin et al., 2022). Interactive websites also have advantages over other websites because they have interesting interactive features and are more user-friendly. These advantages are expected to increase student interest in learning.

1.2. Student interests

Interest means a tendency or desire towards something, a sense of preference and connection to a thing or activity without anyone asking. Interest is a feeling of interest, attention, and desire that someone has for something without any encouragement (Gultom et al., 2020; Yurizan et al., 2019). This interest will settle and develop in them as they get support from their environment through experience. Experience will be gained by interacting with the outside world through practice or learning (Pranoto & Panggabean, 2019).

Those experiences will make a memory easier to recall. According to some of the experts' definitions of interest, interest is a concentration of attention that contains elements of feelings, pleasures, and unintentional desires that are active to receive something from the outside (environment). For example, interest in learning is defined as whether someone is interested in a lesson.

The student will study hard and continue to understand all the knowledge related to the field, and he will follow the lessons enthusiastically and without burdening them. Therefore, interest in learning will encourage students to learn better with their interest or liking for the class so that they have the initiative to continue learning and feel very useful for them (Fajri et al., 2021; Vuong et al., 2021). This interest or affection can affect a person's interest in doing things, including learning.

Student learning interest is determined based on feelings of pleasure, student involvement, interest, and the student's attention. In addition, the attitude that begins learning before and after shows increased student interest in learning. Therefore, if the above factors have increased, students will be more interested in learning.

Thus, interest in education has an essential role in learning because a high interest in learning will facilitate and strengthen the attachment of learning materials to memory and reduce boredom in learning (Yuniarti & Radia, 2021). Furthermore, with learning media related to learning activities while playing, students will be interested in participating in education.

2. Methods and materials

2.1. Method

The research media method uses research and development (RND), using the Analyse, Design, Development, Implement, Evaluation (ADDIE) model. This research was undertaken for 100 fourth-grade students at elementary schools in the Cilincing district in North Jakarta, Indonesia.

2.2. Research design

In order to create an interactive website and evaluate its efficacy, this study uses the RND technique. The researcher also employs an experimental one-group pretest-posttest design.

The ADDIE paradigm, which has five phases: analysis (analyse), design (design), development (developing), implementation (implementation), and evaluation, is used in this RND (evaluation). This study used a pre-selected subject population. The test was conducted twice in this design – previous to and following the experimental treatment. As for the pattern of research methods, one group pretest-posttest design can be seen in Table 1.

Table 1

Design of Experimental Research

Group	Pretest	Treatment	Post-test
Experiments	O ₁	X	O ₂

O₁: Pretest (initial test); O₂: Posttest (final test); X: an interactive website.

2.3. Population and sample

This research consists of elementary school students in the Cilincing district in North Jakarta, Indonesia. The experimental group for this study consisted of 125 students, who were chosen randomly from a sample.

2.4. Research instruments

This research uses pretest and posttest instruments to refer to students' interest in learning physical education. The pretest measurement was carried out before the treatment was given, and then the researcher gave the therapy through interactive websites. After providing the treatment

experimentally, the posttest was provided to the group. The comparison between the group's pretest and posttest shows the effect of using interactive websites on learning interest. The grid of pretest and posttest questions about students' interest in physical education is shown in Tables 2 and 3.

Table 2
Table of Pretest Instruments of Physical Education Learning Interest

Indicators	Item number
I feel unhappy following physical education learning	1
I feel unmotivated following physical education lessons	2
Physical education is an uninteresting subject to learn	3
I cannot clearly understand the physical education subject delivered by the teacher	4
The learning media used by the teacher in delivering physical education material did not help me to remember and understand the lesson well	5
I am not actively asking questions in physical education learning	6
I am not always paying attention to the material presented by the teacher	7
I cannot take the benefits of learning physical education	8
I am not interested in doing the assignments provided by the teacher	9
I cannot connect the content of physical education learning with things in real life	10
I am not interested in repeating physical education lessons at home	11
Physical education learning does not make my curiosity increase	12

Table 3
Table of Posttest Instruments of Physical Education Learning Interest

Indicators	No. item
I am enjoying physical education learning	1
I am so motivated following physical education lessons	2
Physical education is an exciting subject to learn	3
I can clearly understand physical education subjects delivered by the teacher	4
The learning media website used by the teacher in delivering physical education material helped me to remember and understand the lesson well	5
I am actively asking questions in physical education learning	6
I always pay attention to the material presented by the teacher	7
I can take the benefits of learning physical education	8
I am interested in doing the assignments provided by the teacher	9
I can connect the content of physical education learning with things in real life	10
I am interested in repeating physical education lessons at home	11
Physical education learning does make my curiosity increase	12

This RND also apply validation instruments from material and media experts to test the practicability of the media at the trial stage. The instrument grid of material validation is presented in Table 4 and Media Validation Instrument Grid Table can be seen in Table 5.

Table 4
Material Validation Instrument Grid

No	Indicators	Item number
1	Content quality	
	a. The suitability of the material with the core competence	1
	b. The acceptability of the material with the essential competencies	2
	c. The appropriateness of learning objectives with the essential competencies	3
	d. The suitability of indicator with the essential competencies	4
	e. Material completeness	5

	f. The proper of the video to clarify the material	6
	g. The correctness of the evaluation questions with the material	7
	h. Ordered and systematic presentation of material	8
	i. The suitability of the example with the material	9
2	Material benefits	
	a. Clarity of instructions for using media	10
	b. Ease of using interactive website media	11
	c. Use of language that is easy to understand	12

Table 5
Media Validation Instrument Grid Table

No	Indicators	Item number
1	Media convenience	
	a. Ease of using/operating interactive website media	1
	b. Ease of delivering material to students	2
	c. Menus can be used efficiently and effectively	3
	d. Availability of apparent application features	4
2	Design or display media	
	a. Text size	5
	b. Writing form	6
	c. Interesting colour combination	7
	d. Layout suitability	8
	e. Compatibility of writing and background	9
	f. Video clarity	10
	g. Video effectiveness	11
	h. Online website display	12
3	Suitability of subjects in the media	
	The media used is following Physical Education subjects	13

2.5. Data analysis

The data distribution normality test was carried out in statistical analysis, namely the Kolmogorov-Smirnov test. The basis for making normality test decisions, namely: (1) If the significance value is >0.05 , then the residual value is usually distributed; (2) If the significance value is <0.05 , then H_0 is rejected, and H_a is accepted.

In this study, inferential statistics were used for hypothesis testing paired sample *t*-test. Conclusions from the hypothesis are made using criteria with a significance level of 0.05. The basis for decision-making in the UHI paired sample *t*-test are: (1) If the significance value (2-tailed) <0.05 , then H_0 is rejected, and H_a is accepted; (2) If the significance value (2-tailed) >0.05 , then H_0 is accepted, and H_a is rejected.

Using a Likert scale with the questionnaire score category, a data measurement analysis technique was used to determine media and material experts' responses. Table 6 displays the validation score category of media experts and material experts.

Table 6
Validation Score-Category of Media Experts and Material Experts

Scoring scale	Alternative answer
5	Very good
4	Good
3	Pretty good
2	Not good
1	Very not good

The feasibility test of the website’s interactive media was analysed with a percentage rating scale. The validation criteria used in the website interactive learning media research are presented in Table 7.

Table 7
Media Eligibility Criteria Based on the Rating Scale

No	Percentage of scoring result	Eligibility criteria
1	86%–100%	Very worthy
2	51%–85%	Worthy
3	26%–50%	Less worthy
4	0%–25%	Not feasible

3. Result/findings

This RND use the ADDIE model consisting of five stages: analysis, design, development, implementation, and evaluation. Those stages of this study are explained in detail as follows.

3.1. Analysis

The analysis started by seeking information related to students' interest in physical education learning and the learning media used by teachers in physical education learning. The data collection technique involved distributing questions for the fourth grade at elementary schools in the Cilincing district in North Jakarta, Indonesia.

The analysis results show that some students need more interest in physical education. However, the media teachers use during physical education learning is still conventional, teacher-oriented, and not interactive. Results of the questions given to students also stated that physical education learning still uses the textbook, making students more bored and unmotivated.

It concludes that learning media that can be applied to grade 4 elementary school students to increase student interest and innovate are interactive websites that use technology and the internet to be accessible anywhere and at any time. This website is full of illustrations that interest students in physical education.

3.2. Design

This interactive website was designed using Google Sites. The Google Sites template has many current configurations and up-to-date types and utilises the ‘consulting’ template category. In addition, some buttons are essential on the editor page related to adding, deleting, editing sections, etc. The design was created for a fourth-grade elementary school, was simple to understand, and included numerous images to assist students in better understanding the concept of material in physical education.

In the results of the analysis, it was found that some students want to repeat a study if they need help understanding. Therefore, this website has created media full of visual-like animated displays that are attractive and easily understood by students.

The appearance of the pages is different to make students more interested in participating in the adventures contained in the comic content. Furthermore, the content of physical education is made light and simple so that students can easily understand and not feel bored when reading the material. Students can also easily access this interactive website by simply using their gadgets.

3.3. Development

There are four menu bars on the main page of the interactive website: home, contents, books, and exercises. The contents menu was divided into several pages that were themed. For example, the home menu displays a welcome page with a student illustration and some physical education-related elements. The button ‘Let us go explore’ leads to other pages showing all the website

themes. In addition, some GIF animation on the pages will increase student interest in using this website.

There were various themed pages in the menu of contents. A welcome page with a student illustration and specific components connected to physical education can be seen in the home menu. All the themes on this website are displayed on different pages when you click the 'Let us go explore' button. Students will be more interested in utilising this website if there is some GIF motion on the pages. This book page is expected to improve student literacy through digital books that are more attractive with many animated displays and more concise material related to physical education.

On the exercise page, there are some questions to determine students' abilities after using website media. This question can be accessed through a Google Form. In addition, students can also access some games on this page that are free to play. Some teachers in Indonesia make the games through the Wordwall website.

3.4. Implementation

Implementing the interactive website in the fourth grade of elementary school was tested by two media experts and material experts. Media validation is done by distributing questionnaires. The results of the validation by these experts are used to improve the product of the interactive website that was developed. After getting a valid score from the expert, the interactive website was tested on a random sample involving students from four elementary schools as the experimental group.

Before the trial, students were presented with a pretest questionnaire on interest in learning; after the media trial, students were given a posttest questionnaire on interest in learning. This research used data analysis techniques for the pretest and posttest using Statistical Package for the Social Sciences 21. The normality tests used in this study were the Kolmogorov-Smirnov test and the Saphiro-Wilk test.

The hypotheses for this test are as follows.

Ho: The data comes from a population with a normal distribution.

Ha: Data does not come from a population with a normal distribution.

The following are the criteria for testing the hypothesis: reject Ho if the p -value is less than α .

Table 8

Test of Normality

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	0.244	80	0.000	0.817	80	0.000
Posttest	0.345	80	0.000	0.656	80	0.000

Table 8 shows that the p -value is less than 0.000, indicating that Ho should be rejected. That is, the data observed in this study were not normally distributed. Furthermore, testing the significance of the data using the Wilcoxon test is part of non-parametric statistics and an alternative to the paired sample t -test because the data is not normally distributed.

The hypothesis for the Wilcoxon test is as follows.

Ho: There are differences in students' interest in learning physical education in fourth grade.

Ha: Students' interest in learning physical education in fourth grade is the same.

Criteria in hypothesis testing reject H_0 if the p -value is less than α .

Table 9
Test Statistics

	Posttest-pretest
Z	-3.118
Asymp. sig. (2-tailed)	0.002

Table 9 shows that the p -value is 0.000 less than 0.05, indicating that H_0 is rejected. This means students' interest in learning physical education in grade 4 elementary school differed after using the interactive website.

3.5. Evaluation

The evaluation involved media experts as well as material experts. This evaluation aims to improve the interactive website product based on Google Sites to increase the interest of fourth-grade students at elementary schools in physical education learning.

3.6. Material expert

A material expert, one of the fifth-grade elementary school teachers in Cilincing District, North Jakarta, assesses the website's validity. The results of the material expert validation are displayed in Table 10.

Table 10
Validation Material

No	Aspect	Indicator	Score	Table score	Maximum score	Percentage (%)	Validation criteria
1	Content quality	1	4	36	45	80	Worthy
		2	4				
		3	4				
		4	4				
		5	4				
		6	4				
		7	4				
		8	4				
		9	4				
2	Material benefit	10	4	12	15	80	Worthy
		11	4				
		12	4				
Percentage of all aspects						80	Worthy
All aspects validation criteria							

The result of the material expert validation revealed that it is known that the average percentage of achievement acquired from 2 aspects, which include 12 statements in the questionnaire, is 80%. Therefore, the interactive website developed has a reasonable interpretation.

3.7. Media expert

A media expert assessed the interactive website's validity based on Google Sites. The results of media expert validation consisting of three aspects are shown in Table 11.

Table 11
Validation Media

No	Aspect	Indicator	Score	Table score	Maximum score	Percentage (%)	Validation criteria
1	Ease of use	1	5	19	20	95	Very worthy
		2	4				
		3	5				
		4	5				
2	Design	5	5	38	40	95	Very worthy
		6	4				
		7	4				
		8	5				
		9	5				
		10	5				
		11	5				
		12	5				
3	Suitability of subjects in the media	13	5	5	5	100	Very worthy
Percentage of all aspects						96	
All aspects validation criteria							Very worthy

Based on the results of the media expert validation assessment in Table 12, it is known that the average percentage of achievement obtained from three aspects, containing the 13 statements in the questionnaire, is 96%. Therefore, the interactive website developed has a reasonable interpretation.

Table 12
Expert Review Recapitulation

Expert	Percentage
Material expert	80
Media expert	96
Average	88

4. Discussion

Based on the results obtained from the assessment of several media and material experts. The average evaluation of the learning media of interactive websites is 88%. The expert assessment resulted that the media website can be categorised as 'very worthy'. With the evaluation of these experts, the media that have been classified as 'very worthy' must continue to provide improvements so that later they can be better and fit for use. As a result, expert input is required to be used as a reference in developing the media for this website.

Effectiveness and better appearance are some things that need to be focused on in website improvement. Several aspects of the media that need to be considered again are the harmony between the material and the visual appearance, thus making it easier for students to understand. For example, although students' interest in learning physical education is already high in fourth grade, a more appealing visual display increases student interest in learning and understanding physical education.

Furthermore, the choice of language used is also essential in compiling shorter material because the media of this website aims to make physical education material more concise and accessible for students to understand.

These findings align with the study by Jin et al. (2022), presenting that interactive websites offer many advantages due to their more attractive interactive elements and are simpler to utilise. These benefits can boost student interest in learning and improve their involvement in the teaching and learning process.

Similar to the study conducted by Göçen et al. (2020), stating that in order to create an academic atmosphere, education must adapt to the times. This requires a technologically integrated classroom. The students can effectively absorb teaching materials by making use of multimedia technology.

5. Conclusion

It can be highlighted that the conclusion from this study is based on the analysis of the needs of grade 4 students in Cilincing District, North Jakarta; in understanding physical education, media is needed to increase student interest. Visual media, such as an interactive website, can be an option that is exciting and easy to use by students. The Google Sites-based website that was developed was made with the consideration that it would be easy to use by grade 4 students with an attractive appearance but still simple and easy to use anywhere and anytime.

Two experts validated the effectiveness of the media before it was used by students, with the results of the interactive website meeting good criteria. The paired sample *t*-test results show that the significance value (2-tailed) is 0.00, so H_0 is rejected, and H_a is accepted, indicating a difference in the average pretest and posttest of learning motivation. The pretest results show that the use of the interactive website has a positive effect on increasing the learning interest of grade 4 students in learning physical education in the Cilincing District.

The *T*-test results show that using interactive website media has a good effect on increasing student interest. Therefore, it can be recommended from this research that an interactive website can be executed as a learning medium to improve interest in student learning in the wider area, not only in the Cilincing sub-district but in several other elementary schools for grade 4 to increase students' interest in learning physical education through the learning medium of an interactive website.

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