

Innovative Measures for University Wushu Training Program: Stimulating Students' Knowledge, Interest, and Personal Values

Wang Qiang¹, Wang Mingda², Mohd Syafiq Bin Md Salleh³

¹ Faculty of Education, City University Malaysia, 46100 Petaling Jaya, Selangor, Malaysia

² Faculty of Education, Universiti Kebangsaan Malaysia, 43600 Bangi, Selangor, Malaysia

³ Faculty of Education, City University Malaysia, 46100 Petaling Jaya, Selangor, Malaysia

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Corresponding Author:

Mohd Syafiq Bin Md Salleh

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Abstract

Wushu, a traditional Chinese martial art, represents both a physical discipline and a profound cultural legacy. This study explores innovative strategies to modernize university Wushu training programs, focusing on three key approaches: knowledge-based, interest-based, and values-based innovations. Knowledge-based innovations, including layered teaching design and interdisciplinary integration, promote systematic skill development and broaden students' educational horizons. Interest-based innovations, such as gamified teaching and reward systems, enhance student engagement and motivation by transforming traditional learning into dynamic, participatory experiences. Values-based innovations integrate cultural education and teamwork activities, fostering moral development and cultural appreciation. The findings highlight significant improvements in student learning outcomes, cultural understanding, and personal growth. However, challenges such as instructor expertise and curriculum adaptation need addressing for long-term success. This study provides practical recommendations for educators and policymakers to ensure Wushu education remains relevant and impactful in contemporary university contexts.

1. Introduction

Wushu, as a traditional Chinese martial art, is not only a form of physical activity but also a profound expression of Chinese cultural heritage. In university settings, Wushu training programs play a pivotal role in integrating physical education with cultural and moral development. However, traditional Wushu teaching methods often focus excessively on technique acquisition, overlooking opportunities to stimulate students' broader intellectual engagement and personal value development. This limitation has led to a growing demand for innovative strategies to modernize Wushu education, aligning it with contemporary educational paradigms (Liu, 2018).

Innovation in education emphasizes the development of holistic teaching approaches that

combine knowledge, interests, and values to foster a more engaging and impactful learning experience. For Wushu training, this means moving beyond rote skill practice to incorporate strategies such as layered teaching design, gamification, and value-based education, which have shown promise in improving student engagement and outcomes (Zhou, 2002). Creating a more dynamic and inclusive learning environment can enhance students' understanding of Wushu's cultural and historical significance while nurturing a sense of achievement and personal growth (Shi, 2002).

This study seeks to explore innovative measures to transform university Wushu training programs through three interrelated approaches: knowledge-based innovation, interest-based innovation, and values-based innovation. Knowledge-based innovation focuses on systematically structuring learning to broaden students' conceptual understanding of Wushu. Interest-based innovation incorporates gamified teaching and reward systems to make learning more participatory and enjoyable (Peng, 2015). Finally, values-based innovation integrates cultural education and teamwork activities to inspire personal growth and moral development among students (Wang, 2003).

The findings of this study aim to provide practical insights for educators and administrators seeking to modernize Wushu education. By adopting these innovative strategies, universities can enhance the educational impact of Wushu training programs, ensuring they remain relevant in a rapidly evolving educational landscape.

2. Literature Review

The field of physical education has undergone significant evolution, reflecting broader trends in educational innovation. Traditionally, physical education has emphasized skill acquisition and physical fitness; however, recent research highlights the importance of integrating cognitive, emotional, and social dimensions into sports education (Liu, 2018). This shift is driven by a growing recognition of the multifaceted role physical education plays in student development, including the enhancement of critical thinking, emotional intelligence, and cultural awareness (Shi, 2002). Scholars argue that sports education must evolve from its conventional frameworks to incorporate interdisciplinary approaches, motivational strategies, and moral development initiatives, ensuring that students benefit from a holistic learning experience (Zhou, 2002; Wang, 2003).

In this context, Wushu education stands as a unique domain that merges physical practice with cultural and philosophical traditions. However, the literature suggests that traditional Wushu teaching methods often fail to adapt to contemporary educational demands, limiting their impact on students' cognitive and personal growth (Peng, 2015). This gap has prompted calls for innovative approaches, particularly those focusing on knowledge acquisition, interest stimulation, and value cultivation. These innovations aim to enhance student engagement and learning outcomes while preserving the cultural integrity of Wushu as a discipline. The following sections critically examine three key areas of innovation: knowledge-based strategies, interest-based methods, and values-driven education.

2.1 Knowledge-based innovation

Knowledge-based innovation in physical education focuses on structuring learning environments that facilitate systematic knowledge acquisition and interdisciplinary integration. Within the context of Wushu, such approaches aim to move beyond the mechanical repetition of techniques to cultivate a deeper understanding of its historical, cultural, and medical

underpinnings (Xu, 2022).

2.1.1 Layered Teaching Design

Layered teaching design is one of the most significant strategies discussed in educational literature for addressing diverse student learning needs. By structuring curricula into beginner, intermediate, and advanced levels, educators can tailor learning objectives to match students' skill levels, thereby fostering incremental and systematic knowledge acquisition (Tian, 2002). In Wushu training, this approach has been used to ensure that foundational skills are mastered before students progress to more complex techniques, reducing cognitive overload and improving learning retention (Dong, 2005). However, critics argue that overly rigid stratification may inadvertently limit the flexibility of the learning process, particularly in dynamic disciplines such as Wushu. Therefore, a balance between structured progression and adaptive teaching is crucial.

2.1.2 Interdisciplinary Integration

Interdisciplinary integration has emerged as a key innovation in sports education, advocating for the incorporation of multiple academic fields to broaden students' understanding. For example, combining Wushu with history, culture, and traditional Chinese medicine provides students with a richer and more holistic perspective (Guo, 2011). Courses such as "Wushu and Traditional Chinese Medicine" not only deepen students' appreciation of martial arts but also connect its practice to health and wellness, fostering a more comprehensive educational experience (Liu & Zhang, 2017). Nevertheless, the implementation of such integration often faces challenges, including the availability of qualified instructors and the design of multidisciplinary curricula. These obstacles highlight the need for further research on practical frameworks for interdisciplinary teaching in Wushu education.

2.2 Interest-based innovation

Interest-based innovation seeks to make learning more engaging and participatory, addressing one of the most persistent challenges in education: sustaining student motivation. In Wushu education, gamified teaching and reward systems have gained attention as effective strategies for increasing student interest and engagement (Rusmono et al., 2020).

2.2.1 Gamified Teaching

Gamification involves incorporating game-like elements, such as competition, challenges, and progression systems, into educational activities. In the context of Wushu, gamified teaching has been shown to enhance classroom interaction and participation by transforming mundane drills into dynamic learning experiences (Peng, 2005). For example, incorporating skill-based games, such as relay races or simulated sparring sessions, encourages students to practice techniques in a playful yet purposeful manner (Zhou, 2009). Empirical studies have demonstrated that gamified environments not only improve student motivation but also foster collaborative learning as students work together to achieve shared goals (Rusmono et al., 2020). Nonetheless, skeptics argue that excessive gamification risks trivializing educational content, shifting the focus from learning objectives to entertainment.

2.2.2 Reward Systems

The use of reward systems further complements gamified teaching by providing external incentives for student participation and achievement. In Wushu education, rewards such as "Best Performer" or "Most Improved" awards have been employed to recognize effort and progress,

thereby boosting student confidence and engagement (Dong, 2005). However, research warns against over-reliance on extrinsic motivators, which may undermine intrinsic interest in the subject over time. To address this, educators are encouraged to design reward systems that gradually shift toward intrinsic motivation by emphasizing personal growth and self-determination.

2.3 Values-based innovation

Values-based innovation in education emphasizes the cultivation of moral and cultural values, positioning education as a transformative process that shapes not only students' skills but also their character. In Wushu education, this approach aligns closely with the martial art's philosophical roots, which emphasize virtues such as loyalty, righteousness, and courage (Wei Zhang, 2018).

2.3.1 Teamwork and Responsibility Development

Team-based activities have been widely recognized as effective tools for fostering collaboration and responsibility among students. In Wushu training, tasks such as group performances and team competitions encourage students to work collectively toward common goals, enhancing their sense of responsibility and team spirit (Xu, 2022). Studies suggest that such activities are particularly effective in cultivating soft skills, such as communication and leadership, which are essential for personal and professional success (Rusmono et al., 2020). However, critics point out that poorly designed team activities can lead to unequal participation or conflict, emphasizing the importance of careful planning and facilitation.

2.3.2 Integration of Traditional Cultural Education

Integrating cultural education into Wushu training further strengthens its role in value cultivation. By incorporating stories, case studies, and philosophical teachings associated with Wushu, educators can convey core values in a manner that resonates with students' cultural identities (Guo, 2011). For instance, lessons on the historical significance of "loyalty" or "benevolence" in martial arts can provide students with a deeper appreciation of Wushu's ethical dimensions, bridging the gap between practice and philosophy. Nevertheless, the effectiveness of this approach depends on the educator's ability to contextualize traditional values within contemporary settings, ensuring they remain relevant to students' lives.

3. Methodology and Procedures

3.1 Research Design

This study adopts a qualitative research design, employing document analysis as the primary methodological approach. Document analysis is particularly suitable for examining textual data derived from diverse sources, including academic publications, policy documents, and educational case studies (Morgan, 2022; Busetto et al., 2020). By systematically reviewing existing literature, institutional reports, and program descriptions, the study aims to synthesize insights into innovative practices implemented within university Wushu training programs.

The primary objective is to investigate how knowledge-based, interest-based, and values-based innovations have been conceptualized and applied in various educational contexts. The analysis focuses on identifying recurring patterns, effective strategies, and potential challenges associated with these approaches. Furthermore, the study compares best practices documented in the literature with the distinctive characteristics of Wushu education, ensuring that the proposed

strategies are both contextually relevant and theoretically robust. This methodological approach allows the research to generate actionable recommendations rooted in evidence-based insights and practical applications.

3.2 Research Subjects

The research targets university-level Wushu training programs in China, focusing on institutions actively offering Wushu courses. These programs are well-suited for this study due to their dual emphasis on technical skill development and cultural education, making them exemplary cases for examining the integration of innovation in physical education.

Specifically, the study analyzes curricula, instructional methods, and program structures from various institutions. These include elite universities equipped with advanced Wushu facilities, as well as regional universities where traditional teaching methods remain prevalent. By exploring diverse cases, the research aims to comprehensively understand how innovation manifests in different institutional settings. The findings are intended for Wushu instructors, curriculum developers, and educational policymakers seeking to enhance the quality and relevance of Wushu education through innovative practices.

3.3 Data Collection

To collect relevant data, this study relies on secondary sources, including the following:

- a. Academic Publications: Peer-reviewed articles on topics such as sports education, Wushu pedagogy, and educational innovation serve as the primary theoretical foundation and provide practical insights for the study.
- b. Institutional Reports: Documentation from universities, including syllabi, teaching guides, and evaluation reports, offers detailed information on the structure and implementation of their Wushu training program.
- c. Case Studies: Published case studies of innovative practices in sports education are analyzed to identify strategies that could be adapted to the context of Wushu training.
- d. Policy Documents: Guidelines issued by government and educational authorities on physical education and cultural integration provide contextual frameworks for situating the findings.

The collected data is analyzed systematically through qualitative content analysis, allowing the identification of recurring themes, effective strategies, and potential challenges (Morgan, 2022; Meir, 2020; Correia et al., 2018). The emphasis is placed on ensuring that the selected materials are both comprehensive and relevant to the study's objectives, thereby supporting the development of practical and theoretically grounded recommendations.

3.4 Specific Implementation Process

This study explores three innovative approaches to Wushu training: knowledge-based innovation, interest-based innovation, and values-based innovation, with a detailed analysis of their practical application within university settings. The implementation process for each approach is supported by an extensive review and systematic analysis of existing literature, ensuring that the proposed strategies are both evidence-based and contextually relevant.

The collection and analysis of literature were conducted in three stages to establish a robust foundation for these innovations. First, for knowledge-based innovation, studies related to layered teaching design and interdisciplinary integration were identified and reviewed. The document analysis focused on how structured learning frameworks, such as progressive skill levels, have been effectively used in physical education. In particular, the research examined how foundational skills could be incrementally built upon with advanced techniques, complemented

by historical and cultural education to deepen understanding. Literature on interdisciplinary integration was also analyzed to explore the potential of linking Wushu with other fields, such as history, philosophy, and traditional Chinese medicine, highlighting how these integrations can provide students with a more comprehensive educational experience.

For interest-based innovation, the focus was identifying methods that enhance student motivation and engagement. Literature on gamification strategies in education was reviewed, particularly studies that emphasize competitive and collaborative learning environments. These studies provided insights into how game-like elements—such as point systems, skill challenges, and team-based competitions—can transform traditional teaching methods into dynamic and interactive learning experiences. Additionally, the analysis examined research on reward systems, exploring the impact of awards like "Best Performer" and "Most Improved" on student participation and motivation. Critical perspectives from the literature highlighted the importance of balancing extrinsic rewards with intrinsic motivation, offering a nuanced understanding of how these systems should be designed for long-term efficacy.

For values-based innovation, the literature analysis emphasized the role of teamwork and cultural education in character development. Research on collaborative learning highlighted the benefits of group-based activities, such as choreographing and performing Wushu routines, in fostering leadership and responsibility among students. Furthermore, studies that integrate traditional cultural education into physical education were reviewed to identify methods for teaching moral and ethical values through Wushu training. These studies provided evidence of the effectiveness of using historical narratives and case studies to instill virtues such as loyalty, courage, and benevolence, demonstrating how Wushu's philosophical underpinnings can be incorporated into modern educational contexts.

The document collection and review process involved sourcing data from academic databases, institutional reports, and case studies on sports education and martial arts training. Each source was critically evaluated to extract relevant strategies, examples, and outcomes related to these innovations. The findings were then synthesized to provide a comprehensive understanding of how knowledge-based, interest-based, and values-based approaches can be practically implemented to enhance Wushu education at the university level. This systematic literature analysis not only informs the innovative measures proposed in this study but also ensures that they are grounded in well-documented research and aligned with contemporary educational goals.

4. Results and Discussion

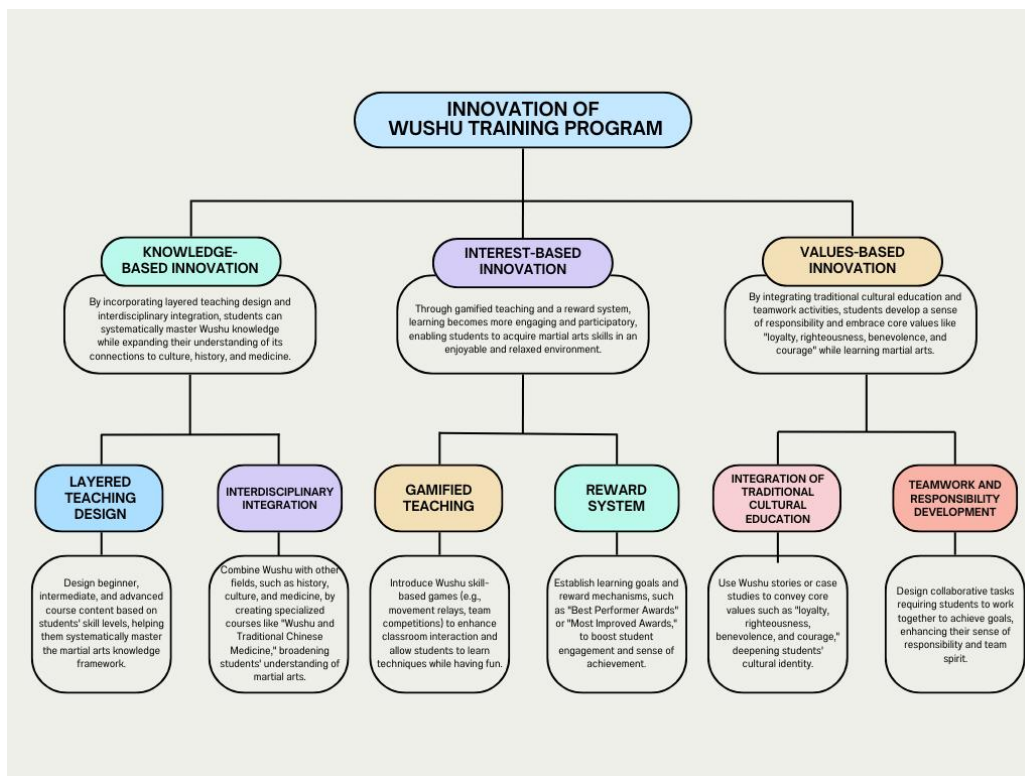


Figure 1: Conceptual Framework

Figure 1 presents and analyzes the results of implementing three innovative approaches—knowledge-based innovation, interest-based innovation, and values-based innovation—within university Wushu training programs. The findings are derived from the systematic analysis of literature and practical case studies, focusing on their impact on student learning outcomes, engagement, and character development.

4.1 Knowledge-Based Innovation

The application of knowledge-based innovation in university Wushu training programs demonstrated significant improvements in the systematic acquisition of skills, the breadth of understanding, and the overall depth of student engagement. Among the key strategies explored, layered teaching design and interdisciplinary integration emerged as particularly impactful approaches, offering structured yet flexible learning environments that cater to diverse student needs.

Layered teaching design proved to be highly effective in addressing the varied skill levels of students within university Wushu programs (Gencil & Saracaloglu, 2018). By dividing the curriculum into beginner, intermediate, and advanced levels, students were able to progress at a personalized pace, which significantly enhanced both their technical competence and confidence. For instance, beginners focused on mastering foundational movements such as basic stances, strikes, and balance exercises, which provided a solid platform for their progression to more complex techniques at intermediate and advanced levels. Advanced students were further exposed to the historical and cultural context of Wushu, including the philosophical principles underlying various martial forms. This incremental approach not only reduced cognitive overload but also allowed for systematic skill development, aligning with findings from pedagogical research that emphasize the importance of scaffolded learning frameworks in physical education (Liu, 2018).

Interdisciplinary integration, another key aspect of knowledge-based innovation, expanded

students' educational horizons by connecting Wushu training to broader academic disciplines (Mansurjonovich & Davronovich, 2023). This strategy enriched the learning experience by framing Wushu as more than a physical discipline, incorporating elements of history, traditional Chinese medicine, and philosophy. For example, students studied the historical evolution of specific martial arts techniques during key periods in Chinese history, such as the Tang or Ming dynasties, which deepened their appreciation of Wushu's cultural significance. Additionally, the integration of TCM principles, such as the concept of qi and balance, into physical practice allowed students to explore the health-related benefits of martial arts. Such interdisciplinary approaches helped bridge theoretical knowledge with practical application, reinforcing students' critical thinking skills and fostering a holistic understanding of Wushu as both an art and a science.

However, while these strategies yielded notable improvements in educational outcomes, challenges were also identified. One critical limitation was the reliance on instructors' expertise to effectively implement interdisciplinary content. Many instructors were found to lack sufficient training or background knowledge in non-Wushu disciplines, which constrained their ability to deliver integrated lessons. This highlights the necessity of professional development programs tailored for Wushu educators, equipping them with the interdisciplinary skills required to maximize the benefits of this approach.

Overall, the results of knowledge-based innovation highlight its potential to elevate the educational impact of Wushu training programs. The combination of layered teaching design and interdisciplinary integration not only improved skill acquisition and retention but also enriched students' cultural and intellectual engagement. Nevertheless, addressing the challenges of implementation—particularly the need for qualified instructors and curriculum support—remains crucial for sustaining these outcomes in the long term.

4.2 Interest-Based Innovation

The implementation of interest-based innovation in university Wushu training programs demonstrated a substantial improvement in student engagement, motivation, and classroom participation. The key components of this approach—gamified teaching and reward systems—proved to be effective in transforming traditional Wushu training into a dynamic and enjoyable learning experience.

Gamified teaching was found to significantly enhance student engagement by introducing competitive and collaborative elements into the classroom (Raju, 2021; Qiao et al., 2024). Traditional Wushu drills were restructured into game-like activities, such as relay-style competitions, synchronized group performances, and skill-based challenges. For instance, one program introduced a point-based system where students earned points for their teams by executing specific movements with precision and speed. This gamification not only encouraged students to practice techniques repeatedly but also fostered a sense of camaraderie and team spirit. Research has shown that game-like environments increase both intrinsic and extrinsic motivation in students, making the learning process more enjoyable and participatory. Additionally, gamified teaching promoted peer interaction and collaboration, as students worked together to achieve team goals, which further enhanced the learning atmosphere.

The reward system complemented the gamification strategy by providing tangible incentives for student effort and achievement (John et al., 2023). Rewards such as “Best Performer,” “Most Improved Student,” and team-based accolades were used to recognize students' hard work and progress. These rewards not only served as extrinsic motivators but also boosted students' self-confidence and sense of accomplishment. Moreover, integrating personalized feedback with

these rewards helped to reinforce students' intrinsic motivation over time. For example, instructors provided detailed, individualized evaluations alongside the awards, highlighting specific areas of improvement and offering encouragement for further development. Studies have shown that the combination of external rewards and constructive feedback is particularly effective in fostering long-term commitment and effort among students.

While gamification and reward systems yielded positive results, challenges related to the balance between external and intrinsic motivation were also evident. A key concern was the potential for students to become overly reliant on extrinsic rewards, which could undermine their intrinsic interest in Wushu. Research suggests that excessive dependence on external motivators may weaken students' internal drive to engage in learning and practice over time. To mitigate this risk, it is crucial to strike a delicate balance between external incentives and fostering intrinsic motivation. Instructors gradually transitioned from focusing on performance-based rewards to emphasising personal growth, self-determination, and persistence. This shift allowed students to appreciate the process of learning and self-improvement, rather than solely focusing on external validation. By nurturing both external rewards and intrinsic motivation, the reward system aimed to support students' long-term commitment to Wushu, ensuring that their motivation remains sustainable and aligned with the inherent value of the discipline itself. This balance plays a crucial role in maintaining students' long-term motivation, as it allows them to find meaning and satisfaction in the learning process beyond external incentives.

The implementation of interest-based innovation also highlighted the importance of balancing competition and collaboration. While competitive activities energized the classroom, excessive competition occasionally led to stress or conflict among students. Instructors mitigated this by incorporating collaborative challenges that required teamwork and mutual support, ensuring that the learning environment remained inclusive and constructive.

Overall, the results demonstrate that interest-based innovations are highly effective in engaging students and making Wushu training more appealing. Gamified teaching provided a dynamic platform for skill development, while reward systems reinforced positive behaviors and achievements. However, careful calibration of these strategies is essential to avoid potential drawbacks such as over-reliance on extrinsic motivation or excessive competitiveness. The findings suggest that these innovations, when implemented thoughtfully, can significantly enhance the educational impact of Wushu training programs, aligning them with modern pedagogical standards.

4.3 Values-Based Innovation

The implementation of values-based innovation in university Wushu training programs demonstrated substantial benefits in fostering students' character development, moral reasoning, and cultural awareness. This approach emphasizes the integration of teamwork activities and traditional cultural education, positioning Wushu not merely as a physical discipline but as a holistic educational tool for instilling ethical and social values.

Team-based activities played a pivotal role in promoting responsibility, leadership, and collaborative skills among students (McLoughlin & Luca, 2002; Lightner, 2007). Activities such as choreographing group Wushu routines or performing synchronized martial arts forms required students to work closely with their peers, fostering a sense of shared responsibility and interdependence. For instance, one program introduced group challenges where students were tasked with designing a routine that combined individual strengths while maintaining collective harmony. This collaborative effort encouraged communication, problem-solving, and mutual respect, as students needed to navigate differences in skill levels and perspectives to achieve their

goals. Empirical evidence highlights that such activities not only enhance group cohesion but also cultivate leadership qualities, as students take turns leading different aspects of the routines. Moreover, these experiences helped students develop a sense of accomplishment and pride in their contributions, which further strengthened their intrinsic motivation.

The integration of traditional cultural education into Wushu training enriched students' understanding of the philosophical and ethical dimensions of martial arts (Liu et al., 2023; Mullis, 2016). Instructors incorporated stories, case studies, and historical narratives from Wushu's rich cultural heritage to convey core values such as loyalty, righteousness, benevolence, and courage. For example, students were introduced to legendary figures in martial arts history, such as Guan Yu, a symbol of loyalty and righteousness, to illustrate how these virtues have shaped Wushu's identity. By linking these values to practical scenarios, such as teamwork or personal challenges, students were able to internalize these principles and apply them in their daily lives. This contextualized approach ensured that the values were not perceived as abstract ideals but as actionable qualities that could guide personal and social conduct.

Furthermore, traditional cultural education helped students bridge the gap between Wushu's historical roots and contemporary applications. Lessons on the role of martial arts during significant historical periods, such as the Ming Dynasty or the Boxer Rebellion, provided students with a deeper appreciation of how Wushu has been used as a tool for both self-cultivation and societal contribution. This perspective enabled students to see their practice of Wushu as part of a larger cultural continuum, fostering a sense of connection to their heritage and inspiring greater respect for traditional values.

While the results of values-based innovation were overwhelmingly positive, challenges were also identified. The effectiveness of this approach largely depended on the instructors' ability to present cultural and moral content in a way that resonated with students' modern experiences. For instance, instructors needed to balance traditional narratives with contemporary relevance to ensure that students could relate to and apply the values in their current context. Additionally, some students initially struggled to see the connection between ethical discussions and martial arts practice, requiring instructors to employ creative methods, such as role-playing or interactive storytelling, to bridge this gap.

Overall, values-based innovation proved to be an effective strategy for cultivating moral and cultural awareness in Wushu training programs. Teamwork activities promoted interpersonal and leadership skills, while traditional cultural education instilled a deep sense of ethical responsibility and cultural pride. These results underscore the potential of values-based approaches to transform Wushu education into a comprehensive platform for character-building and moral development, aligning with the broader goals of holistic education. However, successful implementation requires skilled instructors and carefully designed curricula to ensure that the values are both accessible and applicable to students' lives.

5. Conclusion and Suggestion

This study highlights the transformative potential of incorporating knowledge-based, interest-based, and values-based innovations into university Wushu training programs. Knowledge-based innovations, such as layered teaching design and interdisciplinary integration, provide students with a structured yet comprehensive understanding of Wushu as both a physical discipline and a cultural practice. Interest-based innovations, including gamified teaching and reward systems, effectively enhance student engagement and motivation, creating an enjoyable and participatory learning environment. Values-based innovations, through teamwork activities

and traditional cultural education, foster character development and instill core ethical values, positioning Wushu as a medium for holistic education.

In terms of its contribution to existing literature, this study provides a novel integration of these three innovation types — knowledge-based, interest-based, and values-based — into a single framework for Wushu education. While previous research has separately examined these aspects in physical education or cultural studies, few have combined them in the context of Wushu training. This interdisciplinary approach enriches current educational paradigms by demonstrating how traditional practices, such as Wushu, can be adapted to modern pedagogical standards while retaining their cultural significance. The study further contributes to the literature by addressing the challenges of applying these innovations in real-world educational settings and providing practical recommendations for overcoming them.

The theoretical significance of this study lies in its application of innovative pedagogical theories to Wushu education. By integrating game-based learning and motivational theories into traditional martial arts training, this research expands the theoretical understanding of how modern teaching strategies can enhance student engagement and personal development. In practice, this study provides valuable insights for educators seeking to modernize Wushu training programs, making them more engaging and effective while preserving cultural heritage. Furthermore, by emphasizing values-based education, it highlights the potential of Wushu to develop not only physical skills but also moral and ethical values in students.

While these strategies demonstrated significant educational benefits, their implementation is not without challenges. The reliance on qualified instructors for interdisciplinary teaching, the careful calibration of motivation systems to avoid over-dependence on extrinsic rewards, and the contextualization of traditional values to modern student experiences are areas requiring further attention. Addressing these challenges through targeted teacher training, curriculum development, and resource allocation will be critical for ensuring the sustainability and scalability of these innovative approaches.

Future research should explore the long-term impact of these innovations on students' psychology and personal development, as well as their applicability to other cultural and physical education programs. By fostering a deeper integration of traditional knowledge and modern pedagogical practices, these strategies can serve as a model for enriching educational outcomes in diverse contexts.

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