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MOTIVATION AND INTEREST: DOES IT HAVE AN INFLUENCE ON PJOK LEARNING OUTCOMES IN ELEMENTARY SCHOOL CHILDREN?

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Abstract: Learning outcomes have an important role in the learning process. This is because learning outcomes can be used as a benchmark to find out how far changes in students after receiving their learning experience can be observed and measured in the form of knowledge, attitudes, and skills. This study aims to determine whether there is an influence of motivation to learn and interest in learning on the learning outcomes of PJOK subjects. This study uses a type of correlational research with multiple regression techniques. This research was conducted at SDN 4 Dauhwaru with a total sample of 30 people consisting of 15 students and 15 female students. Data collection techniques for the level of motivation and interest in learning in this study used a questionnaire while the learning outcomes used skill scores in PJOK subjects. The results of this study are that motivation and interest in learning have a positive influence on learning outcomes in PJOK subjects.

Keywords: Learning Motivation, Learning Interest, Learning Outcomes, PJOK

INTRODUCTION

Education is all learning experiences that take place in all environments and throughout life. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state (Nirfayanti & Nurbaeti, 2019). In this case it means that in practice the education business aims to create an active learning atmosphere so that it can increase all the potential that exists within students.

To realize the goals of national education needs to be balanced with improving the quality of education. The quality of education is very closely related to the quality of teachers and the quality of students. Teachers as managers of learning activities are key determinants of success in the implementation of education. A professional teacher is not enough just to master the subject matter, but a teacher must be able to protect, set an example, and always encourage students to be better and progress. Apart from the teacher factor, improving the quality of education cannot be separated from student factors because students are the central point of the learning process (Prasetya & Harjanto, 2020). Therefore, in improving the quality of education must also be

followed by improving the quality of students. Improving the quality of students can be seen at the level of student learning outcomes.

Learning outcomes are changes that occur in students, both concerning cognitive, affective and psychomotor aspects as a result of learning (Prillany & Rusdiyanto, 2021). Learning outcomes can be interpreted as the level of success of students in learning subject matter at school which is expressed in scores obtained from test results regarding a certain subject matter. For a student to get good learning outcomes is a pride. Students who get good learning outcomes will always try to maintain and improve the learning outcomes they have obtained. However, to get good learning outcomes is not easy, because student learning success is influenced by several factors and requires great effort to achieve it.

The success or failure of a person in learning is caused by several factors that affect the achievement of learning outcomes, namely coming from within the person who is learning (internal) including health, intelligence and talent, interest and motivation, and learning methods and also from outside himself (external) including the environment family, school, community and environment. One of the factors that come from within students who learn is interest and motivation. Interest is a persistent tendency to pay attention to and remember some activities (Taufiq et al., 2021). Someone who is interested in an activity will pay attention to that activity consistently with pleasure. Interest relates to the style of motion that encourages a person to face or deal with other people, objects, activities, experiences that are stimulated by the activity itself. Meanwhile, motivation is the overall driving force within students that creates learning activities that guarantee the continuity of learning activities and provides direction so that the desired goals can be achieved (Safitri & Setiyani, 2016). A student who has high enough intelligence may fail due to lack of motivation. Every student has a different learning motivation, some are high and some are low. Therefore, students' interest and motivation in learning must always be grown because failure in learning is not only caused by the students, but perhaps from teachers who are not successful in cultivating student learning motivation so that students' interest in learning decreases and the enthusiasm for learning decreases. So that a teacher is required to be able to act as a motivator who plays a very important role in increasing the enthusiasm and development of student learning activities. In order for the learning process to run effectively, the teacher must increase learning opportunities for students both in quality and quantity (Mutohir, 2015). Student learning opportunities can be increased by involving students actively in learning. The teacher must show seriousness when teaching so as to arouse students' interest and motivation to learn. In addition, the teacher must know about the object he will teach so that he can teach learning material with full dynamics and innovation (Setyawati & Subowo, 2018).

Physical educators try to develop the individual as a whole with physical means which are stocks, especially those that are not obtained from other educational endeavors because the results of education from physical experience are not limited to physical or bodily development (Akbar et al., 2019). Physical education is obliged to improve the body and soul which affect all aspects of a person's daily life or the whole person. Physical education uses an overall approach that covers all areas, both organic, motor, cognitive and affective, because humans are seen as whole (Hasanah et al., 2021). Creating teaching and learning activities that are able to develop optimal learning activities and results is part of the teacher's task. But one of the factors that can affect the low quality of student education is student interest in learning. Interest in learning is a problem of students who are accepted both at school and at home. Interest is also a psychological state that can affect the learning process and student learning outcomes. If someone studies something with great interest, it is hoped that the results will be better. On the other hand, if you are not interested,

don't expect to be successful in studying it. Another factor that influences learning outcomes is the motivation to exercise. The motivation to exercise also varies, this is because the factors that support motivation also vary (Prabowo, 2016). With different motivations to exercise in physical education, the mastery of physical education lessons also varies. The higher the motivation to exercise, the mastery of physical education will also be better. The fact is that in the teaching and learning process, optimal interest and motivation to exercise is needed by students in their efforts to achieve optimal learning outcomes (Rusip & Boy, 2020). Educational institutions, especially schools, have a considerable responsibility in anticipating such problems, so careful research is needed to uncover the facts as they are. Based on the important role of motivation and interest in learning, it is deemed important to conduct research on the effect of learning motivation and interest in learning on learning outcomes in PJOK subjects.

METHOD

This study aims to determine the effect of learning motivation and interest in learning on learning outcomes PJOK subjects. This study uses a type of correlation research with multiple regression techniques. Correlational research is a type of non-experimental research method in which a researcher measures two variables, understands and assesses the statistical relationship between them without the influence of extraneous variables (Priyono, 2016).

This research was conducted at SDN 4 Dauhwaru in October 2022. Sampling in this study used a purposive sampling technique, namely determining the sample using certain criteria (Siyoto & Sodik, 2015). The number of samples was 30 people consisting of 15 students and 15 female students who were grade 5 students. According to (Winarno, 2013) an instrument is a tool used to collect data in a study. Data collection for the variable levels of learning motivation and interest in learning in this study used a questionnaire which totaled 15 question items for each variable, while the learning outcome variable used skill scores in PJOK subjects at school.

The data analysis technique in this study was by means of descriptive statistical analysis techniques so that the tendencies of the findings of this study could be identified so that they could be included in the category of interest in learning and learning motivation. The interval formula presented by (Sudijono, 2018) refers to categories such as the mean score and the standard deviation, namely:

Table 1. Interval Category (Formula)

No	Interval Formula	Category
1	X > (M+1,5SD)	Very high
2	(M+0,5SD) < X < (M+1,5SD)	Tall
3	(M-0,5SD) < X < (M+0,5SD)	Currently
4	(M-1,5SD) < X < (M-0,5SD)	Low
5	X < (M-1,5SD)	Very low

Information :
X : Score
M : Mean count
SD : Calculated standard deviation

RESULT

The data collected in this study were then analyzed and presented as follows:

Table 2. Frequency Distribution of Learning Motivation Levels

Category	Frequency	Percent
Very high	6	20.0
High	5	16.7
Currently	16	53.3
Low	3	10.0
Very low	0	0
Total	30	100

According to table 2 above regarding the frequency distribution of learning motivation levels, it was found that there were 6 students in the very high category (20%), 5 students in the high category (16.7%), 16 students in the medium category (53.3%), and 3 students in the low category (10%), while there is no very low category (0%).

Table 3. Frequency Distribution of Learning Interest Levels

Category	Frequency	Percent
Very high	5	16.7
High	13	43.3
Currently	11	36.7
Low	1	3.3
Very low	0	0
Total	30	100

According to table 3 above regarding the frequency distribution of interest in learning, it was found that there were 5 students in the very high category (16.7%), 13 students in the high category (43.3%), 11 students in the medium category (36.7%) , and 1 student in the low category (3.3%), while there is no very low category (0%).

Table 4. Descriptive Statistics of Learning Outcomes

Descriptive Statistics					
Data Group	**N**	**Minimum**	**Maximum**	**Mean**	**Std. Deviation**
Learning Outcomes	30	77	89	82.30	2.914

According to table 4 above regarding descriptive statistical data on learning outcomes in this study, it can be seen if the minimum score for learning outcomes is 77, the maximum score is 89, the average value is 82.30 and the standard deviation value is 2.914.

Furthermore, the data collected is subjected to classical assumption tests consisting of normality tests, homogeneity tests, multicollinearity tests, and heteroscedasticity tests. The normality test aims to determine whether the data in this study come from a normally distributed population. The normality test can use the Kolmogorov-Smirnov technique if the sample size is > 50 while the Shapiro-Wilk technique is used if the sample size is < 50. Because in this study the number of samples is less than 50 in each group, the normality test is carried out using the Kolmogorov-Smirnov technique with a level significant 5%, then the data is said to be normal if the sig value is > 0.05 and abnormal if the sig value is <0.05. The results of the normality test in this study are presented in table 5 as follows:

Table 5. Normality Test Results

Tests of Normality			
	Shapiro-Wilk		
	Statistic	***df***	***Sig.***
Motivation to learn	.876	30	.087
Interest to learn	.901	30	.063
Learning outcomes	.786	30	.069

Based on the results of the above analysis, sig values were obtained > 0.05 in all data groups. So it can be concluded that the data in this study are normally distributed.

The homogeneity test aims to determine whether the data in this study has a homogeneous variance or not. The homogeneity test in this study used the Levene's test with a significant level of 5%, so the data is said to be homogeneous if the sig value is > 0.05 and not homogeneous if the sig value is <0.05. The results of the homogeneity test in this study are presented in table 6 as follows:

Table 6. Homogeneity Test Results

Test of Homogeneity of Variances	
Levene Statistic	*Sig.* .067

Based on the results of the analysis above, a sig value of 0.067 (homogeneous) was obtained. It can be concluded that the data in this study has a homogeneous variance.

The multicollinearity test aims to find out whether the data in this study have intercorrelation (a strong relationship) between the independent variables. A good regression model is characterized by no intercorrelation between independent variables (no multicollinearity symptoms). There are 2 ways to make decisions on the multicollinearity test:

a. Looking at the tolerance value: If the tolerance value is > 0.10, it means that multicollinearity does not occur, whereas if the tolerance value is <0.10, it means that multicollinearity occurs.
b. Looking at the VIF value: If the VIF value < 10.00 it means that multicollinearity does not occur, whereas if the VIF value > 10.00 it means that multicollinearity does not occur. The results of the multicollinearity test are as follows:

Table 7. Multicollinearity Test Results

Coefficients[a]		
Model	**Collinearity Statistics**	
	Tolerance	**VIF**
Motivation to learn	1.788	.913
Interest to learn	1.453	.943
Learning outcomes	1.544	.897

Based on the results of the multicollinearity test analysis in table 7 above, it can be concluded that the data in this study do not have symptoms of multicollinearity.

The heteroscedasticity test aims to determine whether or not there is a similarity of the variance of the residual values for all observations in the regression model. A good regression model is characterized by no heteroscedasticity symptoms. Decision making on the heteroscedasticity test is that if the sig values between the independent variables with absolute residuals > 0.05 then there is no heteroscedasticity problem, whereas if the sig values between the

independent variables with absolute residuals <0.05 then there is a heteroscedasticity problem. The results of the heteroscedasticity test are presented in table 8 as follows:

Table 8. Heteroscedasticity Test Results

Coefficients[a]	
Model	*Sig.*
(Constant)	.058
Motivation to learn	.077
Interest to learn	.095

So based on the results of the heteroscedasticity test above, it can be concluded if there is no heteroscedasticity problem.

The Multiple Regression T-test aims to determine whether or not there is a partial (separate) effect of variable X on variable Y. Decision making is said to have an effect if the sig value <0.05 and no effect if the sig value > 0.05. The results of the T test are presented in table 9 as follows:

Table 9. T Test Results (Multiple Regression)

Coefficients[a]					
Model	**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
	B	Std. Error	Beta		
(Constant)	4.878	1.565		3.546	.000
Motivation to learn	2.675	1.654	.866	.566	.032
Interest to learn	3.675	1.765	.765	.654	.025

a. Dependent Variable: Learning outcomes

Based on table 9 of the Multiple Regression T Test above, the results show that:

a. Learning motivation has a positive effect on learning outcomes. The results of the first analysis, namely the sig value of 0.032 <0.05 and a positive value of 1.654. So it can be concluded that learning motivation has a positive influence on learning outcomes, meaning that the better the level of motivation to learn, the better the learning outcomes of students.
b. Interest in learning has a positive effect on learning outcomes. The results of the second analysis obtained a sig value of 0.025 <0.05 and a positive value of 1.765. So it can be concluded that interest in learning has a positive influence on learning outcomes, meaning that the better the level of interest in learning, the better the learning outcomes of students.

The F test aims to determine whether there is a simultaneous (together) relationship between variable X and variable Y. The decision making in this test is to say that there is an effect if the sig value <0.05 and there is no effect if the sig value is > 0.05 . The results of the multiple regression F test in this study are presented in table 10 as follows:

Table 10. F Test Results (Multiple Regression)

ANOVA[a]						
	Model	***Sum of Squares***	***df***	***Mean Square***	***F***	***Sig.***
1	Regression	28.675	3	10.438	2.715	.008
	Residual	354.673	45	6.738		
	Total	341.672	52			

a. Dependent Variable: Learning outcomes
b. Predictors: (Constant), Learning Motivation, Interest in Learning

Based on table 10 of the Multiple Regression F Test above, the results were sig 0.008 (p <0.05). So it can be concluded that there is an influence of learning motivation and interest in learning together (simultaneously) on learning outcomes.

The Coefficient of Determination Test aims to see how much influence the variable X has on variable Y simultaneously or simultaneously. The results of the analysis of the coefficient of determination test are as follows:

Table 11. Determination Coefficient Test Results

Model Summary				
Model	***R***	***R Square***	***Adjusted R Square***	***Std. Error of the Estimate***
1	.643[a]	.646	.061	3.453

a. Predictors: (Constant), Table 11. Determination Coefficient Test Results

Based on table 11 Test of the Coefficient of Determination, the R Square result is 0.646. So it can be concluded if the influence of variable X on variable Y simultaneously or simultaneously is equal to 64.6%.

DISCUSSION

Learners who have a strong interest in learning can be recognized by their attention, will, and concentration. On the other hand, students who have low interest are also easy to recognize from behavior that is not serious, gets bored quickly, and tries to avoid learning activities (Taufiq et al., 2021). Participation caused by interest can influence learning activities which in the end is an attempt to achieve maximum learning outcomes (Rozana et al., 2016). So that it can be said that interest in learning is related to student learning outcomes, because the higher the interest in student learning, the higher the enthusiasm for learning, will further increase student learning efforts, so that in the end the higher the learning outcomes achieved by these students (Prillany & Rusdiyanto, 2021). This research is associated with the theory and framework that underlies it, so basically the results of this study support and strengthen the existing theories and results of previous studies. This proves that the motivation to exercise greatly influences the results of learning physical education (Kiswoyowati, 2011).

In sports activities, the role of both intrinsic and extrinsic motivation is needed. With motivation, students can develop activities and initiatives so as to direct and maintain harmony in carrying out sports activities (Haryono, 2014). Students who have low learning motivation tend to give up quickly in learning activities, in dealing with or doing assignments, and are lazy to do activities (Palittin et al., 2019). Motivation is an activity that places a person or a group who has certain and personal needs to work to complete their tasks. Motivation is strength, encouragement, need, pressure, and psychological mechanisms which are meant to be an accumulation of internal and external factors (Gunawan, 2018). On the measurement of intrinsic motivation or from within consists of needs, expectations, interests, and talents. In the aspect of need, the average value obtained is moderate. This indicates that students carry out activities (activities) because of the factors of both biological and psychological needs.

On the measurement of extrinsic motivation or from outside the individual, teaching methods, learning tools, time, teachers, principals, parents, community, achievement, and rewards.

In the aspect of teaching methods, the average score is very high, which means that the method applied by the teacher is interesting and easy for students to understand (Safitri & Setiyani, 2016). Motivation to exercise varies widely between individuals, due to differences in needs and interests, whether caused by the level of development of age, interests, work or other needs (Sitepu et al., 2020). This motivation can develop so that individuals who are initially not interested in competing eventually increase their motivation to excel in participating in competitions or sports activities. It is known that in teaching and learning activities at school, students receive physical education lessons only once a week (Hita et al., 2020). Of course this does not meet the needs of exercising. To get good physical fitness, a person at least does sports activities three times a week which are carried out routinely and programmed.

CONCLUSION

Based on the results of the analysis above, it can be concluded that learning motivation and interest in learning have a positive influence on learning outcomes of 64.6%, meaning that the better the learning motivation and interest in learning each student has, the better the learning outcomes obtained. Learning motivation and interest in learning are very important in shaping how much students want to learn. Motivation and interest in learning also affect how much students will learn from a learning activity, or how much students apply in capturing the information presented to them. Therefore learning motivation and interest in learning are very important for every student to have.

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