ANALYSIS OF INTEREST AND MOTIVATION FOR LEARNING PHYSICAL EDUCATION IN STUDENTS

Fahrizal¹, Rusli², Sarifin³, Hezron Alhim Dos Santos⁴, Andi Mas Jaya⁵*

¹²³ Prodi Fisioterapi, Universitas Negeri Makassar
⁴ Prodi Pendidikan Jasmani, Kesehatan dan Rekreasi, Universitas Negeri Makassar
E-mail: a.mas.jaya.am@unm.ac.id

DOI: 10.31602/rjpo.v6i2.13227

ABSTRACT
This research aims to determine students' interest in studying physical education at SD Inpres 12/79 Ujung Tanah, students' motivation for studying physical education at SD Inpres 12/79 Ujung Tanah and the factors that influence the interest and motivation to learn physical education at SD Inpres 12/79 Ujung Tanah. This research uses a survey type of research. The variables in this research are interest and motivation in learning Physical Education. This research was carried out at SD Inpres 12/79 Ujung Tanah Bone with a sample of 48 students. The conclusion of this research is that students' interest in studying physical education at SD Inpres 12/79 Ujung Tanah is still classified as low. Motivation of students studying physical education at SD Inpres 12/79 Ujung Tanah is classified as having high learning motivation as well as the factors that influence interest and motivation to learn physical education for students at SD Inpres 12/79 Ujung Tanah, namely extrinsic, including appreciation, rivalry, competition and also intrinsic, including encouragement from within students to like learning physical education itself.

Key Words: Physical; Education; Interest; Motivation

Submitted: 29 November 2023, Accepted: 6 December 2023, Published: 8 December 2023.
INTRODUCTION

Bone Regency is one of the regencies with the largest population in South Sulawesi Province. Having an area of around 4,559.00 km2, the average population density of Bone Regency is 162 people/km2. From the area and population density, it can be seen that there are so many people in one area. This data also provides an illustration that the number of schools in each region is not less than 2 schools. Every village in Bone Regency has at least one elementary school, some even have more than one elementary school.

Ujung Tanah Village has an area of 27.13 km2 with a population of 2,044 people. The number of elementary schools in Ujung Tanah village is around 5 elementary schools. In this research the author discusses the interests and motivations of elementary schools in Ujung Tanah Village, especially at SD Inpres 12/79 Ujung Tanah. Based on data from our school by the Ministry of Education and Culture, SD Inpres 12/79 Ujung Tanah has a sufficient number of students to support the improvement of education in Ujung Tanah village, every year the school graduates at least 30 students.

The learning program at school really determines student learning outcomes as a report every semester as evaluation material for the extent to which students understand the subject matter. Evaluations are carried out periodically, either evaluating each subject matter known as daily tests or competency tests for each subject matter and end-of-semester evaluations. The evaluation results can provide an overview of students' abilities and then be used as a reference by teachers to increase creativity and innovation in learning. This can help teachers to stimulate students' interest and motivation during learning. As well as speeding up students in receiving material presented by subject teachers.

The results of field observations carried out by the author through learning outcomes data and reinforced by subject teachers, especially physical education lessons, showed that there were problems encountered by teachers at SD Inpres 12/79 Ujung Tanah. On average, students in the upper class groups (grades 4, 5, and 6) have less interest during physical education lessons. This also certainly affects students' motivation to understand and be skilled in carrying out motor movement activities. Data from physical education teachers, namely from the evaluation scores for each main material obtained on average, students were only able to understand 70% of the material taught.

The student's lack of interest and motivation is considered a problem that needs a solution, but before looking for a solution it is necessary to review or re-analyze the things or factors that influenced the problem. Considering the importance of physical education as a basic movement activity that supports healthy and fit individuals for quality survival from elementary school age. Based on strong reasons and data obtained from observations, the author will analyze the interest and motivation to learn physical education among students at SD Inpres 12/79 Ujung Tanah.

This research explores problems related to students' interest and motivation in learning physical education at SD Inpres 12/79 Ujung Tanah and the factors that influence the interest and motivation to learn physical education at SD Inpres 12/79 Ujung Tanah.

Interest is a desire that a person has consciously. Interest drives a person to acquire special subjects, activities, understanding, and skills for the purpose of attention or desired achievement. Interest is the most important issue in education, especially when it is related to a person's activities in everyday life. The interest that exists within a person will provide an overview of activities to achieve a goal. Interest is a tendency that persists in a subject or object to feel interested in something. Interest is a strong source of motivation to encourage someone to learn and can add joy to every activity they do. Interest can also be concluded as a mediator of an attitude that causes a person to be active in carrying out an activity. Interest is very important for someone who will carry out an activity, without interest it will not be possible to carry out activities to produce maximum results.(Hasbillah et al., 2022)

Ngalim Purwanto (2009:27) suggests that there is a relationship between motive and interest, "Interest directs actions towards a goal and is a human impulse to interact with the outside world". According to B. Suryobroto (1988: 109), interest is the tendency in an individual to be interested in a subject or like an object. According to Hilgard, quoted by Slameto (2010: 57), interest is a tendency to pay attention to and remember several activities. Slameto (2010:180) states that interest is a feeling of preference and interest in a thing or activity without anyone telling you to.
Some of the opinions above can be concluded that the meaning of interest is characterized by a feeling of interest or pleasure towards an object which is followed by the emergence of attention towards the object which results in a person having a desire to be involved in a particular object because it is felt to be meaningful in itself so that there is hope that the object aimed.

Motivation (movere) according to Bimo Walgito (in Erjati Abbas, 2014: 80) means "to move" or to move. So, motivation is defined as the power within an organism that encourages it to act or is a driving force. In religious language, the term motivation according to Tayar Yusuf is not much different from "intention/intention" (innamal a'malu binniat = actually actions depend on intention), namely the tendency of the heart that encourages someone to take action. Thus, it can be understood that the basic definition of motivation is the internal state of an organism that encourages it to do something. Many terms are used to refer to motivation or motive, including need, urge, desire and drive. The term motivation, which is defined as a condition in a person's personality that encourages the individual's desire to carry out certain activities in order to achieve goals. The motivation that exists in a person is the driving force that will realize a behavior in order to achieve the goal of self-satisfaction (T. Hani Handoko, 2009:252). Siagian (in Erjati Abbas, 2014: 80) states that motivation is the driving force that results in an organization member being willing and willing to mobilize their abilities in the form of expertise or skills, energy and time to carry out various activities for which they are responsible and fulfill their obligations in order to achieve goals. which has been determined previously.

Motivation according to Greenberg and Baron is defined as a series of processes that move, direct and maintain individual behavior to achieve several goals. Mathis and Jackson stated that motivation is a drive that is governed by goals and rarely appears in a vacuum. The terms need, desire, desire or drive are the same as motive, which is the origin of the word motivation. Understanding motivation is important, because reactions to compensation and other human resource issues are related to motivation (Danang Sunyoto and Burhanudin, 2011: 27). Motivation talks about how to encourage someone's work enthusiasm, so that they want to work by optimally providing their abilities and skills to achieve goals. This stimulation will create encouragement for someone to carry out activities (Ishar et al., 2023). According to Berelson and Steiner quoted by Wahjosumidjo, motivation is a conscious effort to influence someone's behavior so that it leads to achieving organizational goals (Danang Sunyoto, 2015: 10). According to Terry, motivation is a desire that exists in an individual that stimulates him to take action. This understanding concludes that motivation is stimulation that originates from an individual's desire to carry out action. Basically, this motivation departs from the motives a person has (Marno and Triyo, 2013: 21). Motivation is the desire or passion to do something. Without motivation there will be no activity because without motivation people will become passive. Therefore, in every business, motivation is needed. To want to develop, people also need motivation. Understanding motivation is not easy. It is something that is within a person and is not visible from the outside and is only visible through a person's visible behavior. Its role is very large in supporting work performance (Sunhaji, 2008: 64). According to Mc Donald (in Sardiman, 2011: 73), motivation is a change in energy in a person's personality which is characterized by the emergence of "feelings" and is preceded by a response to a goal. There are three important elements contained in McDonald's statement, namely: 1) Motivation initiates energy changes in every human individual. Even though motivation arises from within humans, its appearance will involve human physical activities; 2) Motivation is characterized by the emergence of feelings/feelings, a person's affection. In this case, motivation is relevant to psychological issues, affection and emotions which can determine human behavior; and 3) Motivation will be stimulated because of a goal. So, motivation in this case is actually a response to an action, namely a goal. This goal concerns a matter of need.

There are many motivation theories explained by experts. Motivation theory consists of two approaches, namely the content approach and the process approach. Content approaches include Abraham Maslow's hierarchy of needs theory, ERG theory, two-factor theory, and Mc Clelland's theory of needs. Meanwhile, the process approach consists of expectancy theory, justice theory, and goal setting theory.

Talking about physical activity is very closely related to sport. Touching on sports, in public life it is often discussed about "performance sports, recreational sports, health sports and educational sports" (Santosa Griwijoyo, et.al, 2012: 37) which of course are divided based on the nature and purpose of the sport itself. This division of sports does not eliminate the essence of sports activities but adds to the complexity of the goals of sports in society. One of the sports divisions mentions educational sports, which in Indonesia are known as physical education, health and recreation which are included in the elementary, middle and high school learning curriculum. Sports aimed at education are identical to physical education activities, namely sports as a medium of education (Hudsarta, 2010)
There are many studies discussing Physical Education that are present in the national education system. Physical Education Expert in Indonesia, namely Prof. H.Y.S. Santosa Griwijoyo and Dr. Didik Zafar Sidik, M.Pd. believes that: “Physical education is physical activity presented as part of curricular activities, which is used as a medium (vehicle) for the educational process. “Sports (intracurricular) are physical activities for learning and physical training, namely physical activities to enrich and improve basic movement abilities and skills.”

This shows how the relationship between physical education and sports greatly influences the learning process of children who not only learn in order to develop their knowledge in the fields of science, technology and social sciences, but knowledge of movement patterns also needs to be supported in the physical growth and development of each individual. Several researchers also agree regarding the placement of physical education and sports in learning in schools, among others physical education failing to engage some children (with girls and students with lower motor skill ability frequently identified) and many young people disengaging with physical activity and sport either during or immediately after their school years, learning experiences within physical education and across the curriculum being recognised as notably ‘divided’ and lacking in coherency from the learner’s perspective (Dawn Peney, et.al 2005: 3).

This shows how physical education is present in school learning as a source of movement learning for students so that it is hoped that physical education can also share movement patterns that are weaknesses or strengths that need to be corrected and improved by students later. Furthermore, Jowell (2002) in Dwn Penny, et. al (2005), who studied the position of physical education and sports in people’s lives, argued The whole government knows the value of sport. Value in improving health and tackling obesity. Value in giving young people confidence and purpose, to divert them from drugs and crime. And value in the lessons of life that sport teaches us. (jowell, in DCMS/ Strategy Unit,2002).

Physical education is not only an important part of one country, but also in many countries in the world. Husdarta (2010) argues that “physical education is an integral part of the overall educational process, meaning that physical education is one of the media to help achieve overall educational goals”. The presence of physical education is not as a complement to other scientific disciplines but rather as a scientific discipline that is very important in influencing the development of behavior (affective) which is manifested in the learning of body movement. In line with this, Timothy Chandler argues that sports studies and physical education have become increasingly important within the curriculum at both school, college and university level. Education has recognised that sport is not simply a human activity that has no importance within society. It is an activity that is worthy of study, from a variety of disciplinary approaches, so that the impact and importance of sport can be properly assessed and understood (Timothy Chandler, et.al 2007 : ix) where physical education is increasingly showing the important position of this learning in various levels of education. Of course, this refers to the benefits obtained by students.

The presence of physical education in the education curriculum and occupying an important position in its application is a result achieved because of the objectives of physical education itself. Through movement activities carried out at each study meeting or in free time, the objectives of physical education include organic, neuromuscular, intellectual and emotional. (Andi Ihsan and Hasmiyati: 2011)

Some of these components represent the complex nature of students as whole humans who in fact are the superior seeds of the nation’s future generations.

The organic and neuromuscular components describe the objectives of the physical aspects and movement skills that must be achieved in every Physical Education learning process at school. The organic component which is the standard for this achievement includes the functional capacity of the organs in the human body such as cardiovascular and muscle endurance, while the neuromuscular component includes aspects of the ability to perform movement skills which are based on physical components such as flexibility, speed, agility, balance and etc.

**METHOD**

This research uses a quantitative approach with a survey research type, in this case survey research is used to determine and analyze students’ physical education learning motivation. This research was carried out at SD Impres 12/79 Ujung Tanah Bone Regency from May to November 2023.

The variables in this research are interest and motivation to learn physical education, sports and health. Population is a generalization area consisting of objects/subjects that have certain qualities and...
characteristics that researchers apply to study and then draw conclusions (Sugiyono, n.d.) The number of students at SD Inpres 12/79 Ujung Tanah is 48, consisting of 36 boys and 12 girls.

The sample is part of the number and characteristics of the population, then the sample is a part or representative of the population studied (Ivankova & Creswell, 2009). In connection with this research, the sample used is entirely from the existing population, so the sample in this research is often referred to simply as random sampling.

The method used in this research is an analytical method with an attitude scale questionnaire as data collector. Meanwhile, the attitude scale questionnaire in this study includes intrinsic motivation and extrinsic motivation in taking physical education subjects.

Primary data was taken based on the results of filling out a questionnaire distributed to students participating in physical education subjects at SD Inpres 12/79 Ujung Tanah. There are 2 ways to collect primary data, namely questionnaires, documentation.

RESULTS AND DISCUSSION

The results of this research can be described in a description of the research data regarding students’ interest in participating in physical education learning at SD Inpres 12/79 Ujung Tanah by filling in a questionnaire. This effort aims to collect interest data from students. The respondents in this research were 65 students at SD Inpres 12/79 Ujung Tanah. The results of the data analysis can be described as follows:

1. Validity and Reliability Test Results
   a. Questionnaire Validation Test

   Before using the questionnaire that has been prepared on respondents, a validation test is first carried out to obtain information on the suitability of the questionnaire to be used to collect data on interest in learning physical education. To find out which statement items are valid. Based on the results of the questionnaire validation test, initial data from the questionnaire results of 29 statements obtained the Pearson correlation coefficient value for each item at a significance level of 5%, then compared with the r-table value of 0.396. From the results of the validity test which has been carried out with the following criteria: If the correlation coefficient value of statement items is > 0.396, this indicates that several statements are considered valid or worthy of being maintained as questionnaire statement items to be used, and the results are 24 valid items and 5 invalid items.

   b. Questionnaire Reliability Test

   The next questionnaire feasibility test is the reliability (consistency) test of the questionnaire before use. The reliability test is to determine the consistency of the questionnaire. Based on the results of the questionnaire reliability test, the Cronbach’s Alpha coefficient value was obtained at a significance level of 5%, then the coefficient was compared with the standard value of 0.7. From the test results, it can be seen that the Cronbach’s Alpha test that was carried out was 0.867 with the following criteria: If the Cronbach’s Alpha coefficient value is > 0.7, this indicates that the questionnaire is considered reliable (consistent).

   Thus, it can be concluded that based on the validity and reliability values of the questionnaire that has been tested, it is suitable to be used to reveal the value of students’ interest in participating in physical education learning at SD Inpres 12/79 Ujung Tanah.

Deskripsi Subjek Penelitian

This research was conducted on students at UPT SD Inpres 12/79 Ujung Tanah. totaling 24 students (male and female).

1. Data Description

   The results of quantitative descriptive analysis of this research data can be seen in the table below:

   a. Value of interest in participating in Physical Education learning

   Table 1.: Statistics data on interest in participating in Physical Education learning

<table>
<thead>
<tr>
<th>Statistik</th>
<th>Nilai</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>48</td>
</tr>
<tr>
<td>Mean</td>
<td>56.63</td>
</tr>
</tbody>
</table>

Riyadhoh : Jurnal Pendidikan Olahraga is licensed under a Creative Commons Attribution 4.0 International License.
After conducting quantitative descriptive analysis of research data regarding students' interest in participating in physical education learning at SD Inpres 12/79 Ujung Tanah, it was discovered that from the 48 students who were observed, several statistical values were known as a description of the characteristics of students' interests as follows:

The average score is (mean) 56.63 points, the average, standard deviation is 12.13 points, the lowest score (minimum) is 33 points, the highest score (maximum) is 77 points, about 44.00 points and Sum (total score) namely 1359 points.

2. Interpretation of Assessment Norms

The score criteria for assessing the status of students' interest in participating in physical education learning at SD Inpres 12/79 Ujung Tanah are as follows:

Table 3: Interest categorization norms

<table>
<thead>
<tr>
<th>No.</th>
<th>Scoring Scale</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>82 – 96</td>
<td>Very High</td>
</tr>
<tr>
<td>2</td>
<td>76 – 82</td>
<td>High</td>
</tr>
<tr>
<td>3</td>
<td>53 – 67</td>
<td>Medium</td>
</tr>
<tr>
<td>4</td>
<td>38 – 53</td>
<td>Low</td>
</tr>
<tr>
<td>5</td>
<td>24 – 38</td>
<td>Very Low</td>
</tr>
</tbody>
</table>

b. Interpretation of norms for assessing students' interest categories in participating in physical education learning at SD Inpres 12/79 Ujung Tanah

After data analysis, the status of students' interest in participating in physical education learning at SD Inpres 12/79 Ujung Tanah can be verified using the assessment norms in table 3 above. As for the distribution of the verification results for the categories of student interest scores in participating in physical education learning at SD Inpres 12/79 Ujung Tanah from 48 student data, the results can be seen in table 4 below.

Table 4: Verification results for the categories of student interest scores in participating in physical education learning at SD Inpres 12/79 Ujung Tanah

<table>
<thead>
<tr>
<th>No.</th>
<th>Kategori</th>
<th>Frekuensi</th>
<th>Persentase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Very High</td>
<td>3</td>
<td>6.3%</td>
</tr>
<tr>
<td>2.</td>
<td>High</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>3.</td>
<td>Medium</td>
<td>3</td>
<td>6.3%</td>
</tr>
<tr>
<td>4.</td>
<td>Low</td>
<td>6</td>
<td>12.5%</td>
</tr>
<tr>
<td>5.</td>
<td>Very Low</td>
<td>36</td>
<td>75.0%</td>
</tr>
<tr>
<td>Summary</td>
<td></td>
<td>48</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based on table 4 above, the status of students' interest in participating in physical education learning at SD Inpres 12/79 Ujung Tanah shows that interest in the "very high" category = 3 people (0.0%), "high" category
Based on the description above, the frequency percentage value of students’ interest status in participating in physical education learning at SD Inpres 12/79 Ujung Tanah can be presented in a bar diagram as follows:

**Image 1**: Bar diagram of the frequency of students' interest status values in participating in physical education learning at SD Inpres 12/79 Ujung Tanah

Furthermore, based on the description of table 4 above, the percentage value of students' interest status in participating in physical education learning at SD Inpres 12/79 Ujung Tanah can be presented in a bar diagram as follows:

**Image 2**: Bar chart of the percentage of categories of student interest in participating in physical education learning at SD Inpres 12/79 Ujung Tanah

Based on table 4 above, interest in learning physical education from 48 student answers shows that the status of interest in participating in physical education learning at SD Inpres 12/79 Ujung Tanah is that those included in the "Very high" category = 6.3%, "High" category = 0.0%, "Medium" category = 6.3%, "Low" category = 12.5%, and "Very low" category = 75.0%.

c. Learning Motivation

It is generally known that the physical education learning motivation of students at SD Inpres 12/79 Ujung Tanah is 155.23, the level of learning motivation for students at SD Inpres 12/79 Ujung Tanah, so it is in the Good category. The level of learning motivation of students at SD Inpres 12/79 Ujung Tanah students categorized as very good was 8 people (16.67%), good 38 people (80%), moderate 2 people (3.33%), poor and very poor 0 people (0.00%). The following is a bar diagram of the level of learning motivation of students at SD Inpres 12/79 Ujung Tanah: For more details, see table 4.18 and figure 4.16 below:
Tabel 4.5. Frequency Distribution of Students' Learning Motivation Values at SD Inpres 12/79 Ujung Tanah

<table>
<thead>
<tr>
<th>Kelas Interval</th>
<th>Kategori</th>
<th>Frekuensi</th>
<th>Persentase</th>
</tr>
</thead>
<tbody>
<tr>
<td>168 – 200</td>
<td>Very High</td>
<td>8 siswa</td>
<td>16.67%</td>
</tr>
<tr>
<td>136 – 167</td>
<td>High</td>
<td>38 siswa</td>
<td>80%</td>
</tr>
<tr>
<td>104 – 135</td>
<td>Medium</td>
<td>2 siswa</td>
<td>3.33%</td>
</tr>
<tr>
<td>72 – 103</td>
<td>Low</td>
<td>0 siswa</td>
<td>20%</td>
</tr>
<tr>
<td>40 – 71</td>
<td>Very Low</td>
<td>0 siswa</td>
<td>0%</td>
</tr>
</tbody>
</table>

Summary 48 siswa 100%

Image 4.16 Student Learning Motivation Diagram

B. Discussion

Learning and practicing physical education is essentially an effort to develop the potential possessed by each individual which aims to instill knowledge and understanding and develop forms of knowledge and understanding into real attitudes or actions in the form of abilities in various forms of physical education activities at school which are of course based on interest. the student concerned

The categories of interest in learning physical education, especially volleyball material, which vary among students at SD Inpres 12/79 Ujung Tanah vary based on the analysis of questionnaire item categories as follows:

"High" interest is based on: Because when playing with various movements, students feel that the playing field is not hot, comfortable, the teacher always gives encouragement to students, the teacher explains the material well, and the teacher always provides guidance, it is quite easy to use the tools used as learning media variety of play

Interest is "Medium" because when playing variations of movements it allows to increase honesty, the tools used are quite simple and easy to carry, the teacher often gives examples of playing variations of movements, the teacher often gives directions on how to play variations of movements, and the game explained by the teacher is sufficient. easy to understand

Interest is "low" because when playing various physical education movements, students do not get added value in learning physical education, do not improve their agility, do not pay enough attention when the
teacher gives the material, do not want to know the various variations of movements, pay less attention to the teacher when explaining the rules variations of movements, variations of movements require high attention, don't always pay attention to friends who can play variations of movements, playing variations of movements lack enthusiasm, I always play variations of movements with less confidence, in playing variations of movements I am less sporty, and in playing variations of instrument movements less simple to use.

Interest is "very low" because when students play variations of volleyball, learning in the form of variations of movements requires a lot of attention, this cannot be done by the two students, and they don't want to pay attention to friends who can already play variations of movements.

Because the results of this research show that the level of student interest in participating in physical education learning at SD Inpres 12/79 Ujung Tanah is still in the "medium" category, meaning it can still be improved by paying attention to the points explained above. This explanation is in line with the opinion of Sardiman (2007), stating that: "interest arises not suddenly or spontaneously, but arises as a result of participation, experience, habits when learning to work". And because interests will always be related to needs and desires. Thus, it can be concluded that to foster interest, what is important is how to create certain conditions so that students always need and want to continue learning (are interested).

Interest is an activity that places a person or group who has certain and personal needs to work to complete their tasks. Motivation is a force, drive, need, pressure, and psychological mechanism which is intended to be an accumulation of internal and external factors.

The results of the descriptive analysis show that the motivation underlying students' motivation for physical education learning outcomes at SD Inpres 12/79 Ujung Tanah was found to be 80% in the good category. These results indicate that the motivation of students studying physical education at SD Inpres 12/79 Ujung Tanah has a strong drive to improve student learning outcomes following physical education learning. The motivation that students have is influenced by factors that come from within or outside the student.

The medium category of student motivation can be increased in accordance with Prayitno's opinion (1989: 170) regarding how to generate extrinsic motivation, namely: (1) giving rewards and criticism, (2) competition and competence, (3) notification of progress, (4) reward and punishment. To be physically and psychologically motivated, students must feel like they exist, so they will be motivated to cover up their shortcomings.

Motivation to exercise varies widely between individuals, due to differences in needs and interests, whether due to developmental level, age, interests, work or other needs. This motivation can develop so that individuals who were initially not interested in competing eventually increase their motivation to excel in participating in matches or sporting activities.

It is known that in teaching and learning activities at school, students receive physical education lessons only once a week. Of course this does not meet the need for exercise. To get good physical fitness, a person must do sports activities at least three times a week on a regular and programmed basis. The implementation of physical education learning which is only carried out once a week with limited time allocation is felt to be insufficient or unable to improve the physical fitness of students at SD Inpres 12/79 Ujung Tanah. To obtain a good level of motivation, regular and periodic physical activity or exercise is needed.

CONCLUSION
The conclusions from this research are:

a. Students' interest in learning physical education at SD Inpres 12/79 Ujung Tanah is still in the low category
b. Students' motivation to learn physical education at SD Inpres 12/79 Ujung Tanah is classified as having high learning motivation.
c. The factors that influence the interest and motivation to learn physical education of students at SD Inpres 12/79 Ujung Tanah are extrinsic including rewards, rivalry, competition and also intrinsic including encouragement from within students to like learning physical education itself.

REFERENCE