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## ANALYSIS OF STUDENTS' INTEREST AND MOTIVATION IN PARTICIPATING IN PHYSICAL EDUCATION LEARNING

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**Abstract.** Physical education plays a vital role in developing students' motor skills, physical abilities, and knowledge, while also fostering positive attitudes toward active lifestyles. Interest and motivation are essential factors influencing learning outcomes in physical education (PJOK) at the elementary school level. This study aims to analyze students' interest and motivation in participating in PJOK learning. The research employed a quantitative descriptive design with purposive sampling. The sample consisted of 20 students from a population of 110, selected based on low initial motivation and interest in PJOK. Data were collected using a questionnaire and analyzed through percentage techniques. Results revealed that learning readiness (73%), personal interest (74%), teacher's influence (71%), social support (78%), and ideals/aspirations (74%) were categorized as good. Meanwhile, the learning environment (65%), student ability (65%), physical condition (64%), and dynamic elements (67%) were categorized as sufficient. Overall, students' interest and motivation in PJOK learning reached the "good" category, with an average of 70%. These findings highlight the importance of strengthening instructional strategies to enhance motivation and engagement. The study provides valuable insights for PJOK teachers to design more effective and supportive learning environments.

**Keywords:** physical education; student interest; learning motivation; elementary school



## INTRODUCTION

Education is a process of learning and self-development that aims to improve a person's abilities, knowledge, and character so that they can become better individuals, more knowledgeable, and contribute more to society. In Indonesia, sports education is not only about developing physical skills and fitness, but also has an important role in shaping students' physical and mental health. This is in accordance with (UUD NO. 11 of 2022) concerning educational sports, namely: "educational sports are physical activities carried out as part of the learning process in all educational units in the form of physical education to develop and foster the physical and spiritual potential of students to acquire knowledge, personality, skills, health, fitness, achievements, and superior human resources and character".

Education is a deliberate and planned effort to build learning conditions and learning flows that enable students to actively realize their potential and acquire the skills, knowledge, morality, intelligence, personality, and spiritual strength needed for their own benefit and contribution to society, nation, and state (Zainal 2022). Quality education is inseparable from the success of the learning process in the classroom. According to (Jasmine 2014) the learning process is a series of interconnected activities between teachers and students in an educational situation with the goal of achieving specific learning objectives. Furthermore, Bunyamin (2021) emphasizes that learning is a system containing many interconnected components. These components include objectives, methods, materials, and evaluation. Educators need to consider these four important components when selecting and determining strategies, approaches, methods, and media to utilize during the learning process.

One of the subjects taught in education, especially at the elementary school level, is the subject of Physical Education and Health. Physical education and health sports are learning processes that utilize physical activity as the primary means to achieve comprehensive changes in a person's quality, including mental, physical, and emotional aspects (Asiva and Noor 2023). Therefore, physical education, sports, and health provided in schools must treat students as a whole, a total being, rather than simply viewing them as individuals with separate physical and mental qualities (Yusuf Effendi, Olivia Dwi Cahyani, and Adi S 2022).

Physical education, sports, and health instruction in schools should consider students' physical and mental orientation. Physically, instruction should stimulate

students' physical growth and development, while mentally, it should stimulate more positive mental development. To stimulate positive mental development, the learning process must create conditions that foster students' motivation to learn (Supriyadi, 2021). Student success in learning can be influenced by several factors: internal factors, those originating from within the student, and external factors, those originating from outside the student. Internal factors include motivation, attention, interest, talent, intelligence, and learning styles. External factors include the family environment, school environment, and community environment (Hemayanti, Muderawan, and Selamat 2020). Interest and motivation are among the internal factors students possess.

According to (Malisi 2025) learning interest consists of four main components, namely; attention, relevance, confidence, and satisfaction. Attention refers to an individual's interest in a topic, relevance relates to an individual's understanding of the benefits and relevance of the topic to everyday life, confidence is an individual's belief in their ability to learn the topic, and satisfaction is a positive experience that an individual gets after learning. Interest is a person's tendency to pay attention and remember several activities or activities carried out by someone, this arises due to a response or stimulus to carry out an activity (Hasanah and Muzaffar 2022). For students, learning interest is defined as a student's interest in a lesson that causes them to be diligent in learning and try to understand all the knowledge related to that field (Safira and Cendra 2025). Interest is a student's drive or desire both from within and from outside or the drive of internal and external factors to achieve a goal (Hemayanti, Muderawan, and Selamat 2020). Interest is a person's tendency to pay attention to and remember certain activities or tasks. This arises due to a response or stimulus to carry out an activity (Malinta 2020). Interest is also relevant during the learning process because it is related to the level of individual engagement in learning (Aji et al. 2023). In addition to interest, student motivation and the environment also significantly influence physical education learning.

Motivation is a psychological aspect that drives a person to express the ability of an action in achieving their desired goals (Yusuf Effendi, Olivia Dwi Cahyani, and Adi S 2022). In the teaching and learning process, student motivation is very important in driving learning activities to achieve teaching goals in order to obtain the desired learning outcomes. Students who have good learning motivation tend to follow the teaching and learning process in class well. Likewise, students who lack good learning motivation tend

to be lazy and follow the learning process less well so that the learning outcomes obtained tend to be poor (Saputra et al. 2024).

Schools, as places where learning takes place, are expected to be more than just learning. Learning or teaching activities are a core component of the overall educational process at school (Irawan, Aziz, and Wibisono 2024). Motivation is a tendency within a person to be attracted to an object. Motivation is a strategy or effort of a person or individual to achieve or attain a goal (Yusuf Effendi, Olivia Dwi Cahyani, and Adi S 2022). Learning will be more meaningful and enjoyable when students experience and do it. The accuracy of teaching and learning activities in schools, as well as the length of time and preparation in delivering the material, determine how effective the learning process is (Idham et al. 2022). The more effective the learning process, the better the results of a learning, because the effectiveness of learning has the goal of providing positive behavioral changes for students (Lestari, Suryana, and Hermawan 2022). Teachers in delivering Physical Education, Sports, and Health lessons are required to be able to teach various basic movement skills, game/sports techniques and strategies, sportsmanship, instill character education (values of discipline, sportsmanship, honesty, cooperation, etc.) and habituate a healthy lifestyle (Wildayanti, Asrin, and Husniati 2022)

Good motivation in students will make learning run well. Therefore, it can be concluded that the factor that encourages students to learn is motivation, the higher the motivation, the higher the opportunity to achieve learning effectiveness, and vice versa, the lower the student's motivation, the opportunity to achieve learning effectiveness will also be lower (Irawan, Aziz, and Wibisono 2024). The accuracy of teaching and learning activities in schools, as well as the length of time and preparation in delivering material, determine how effective the learning process is (Mulya and Lengkana 2020). The more effective the learning process, the better the results of a learning, the effectiveness of learning has the goal of providing positive behavioral changes for students (Badriah et al. 2023). Highly motivated students will have the willingness to make maximum efforts to achieve a predetermined goal (Badriah et al. 2023). Students who are motivated to learn will certainly have a positive impact on how well they are taught in class because motivated students will continue to strive to achieve their goals. Having a strong foundation of learning motivation can produce positive results (Badriah et al. 2023).

Therefore, interest and motivation are important in learning physical education in elementary schools.

Based on the results of observations that have been carried out, namely some students came late to the field, as well as when the teacher explained the material some students were seen daydreaming and chatting, in addition during warm-ups students seemed less interested and lazy to follow the warm-up properly, and when doing sports such as playing ball, there were some students who chose to be quiet in class, sitting on the sidelines of the field just to pay attention, and some chose to buy snacks. It was seen that only some students followed the learning process and some did not follow, as well as the minimal role of teachers to develop in maintaining high interest in learning so that the learning process becomes more effective and useful.

## **METHOD**

This study uses a quantitative descriptive research type (Sugiyono 2019). The sample selection in this study used a *purposive sampling technique*. *Purposive sampling* is a sampling technique with certain considerations (Sugiyono 2019). The population in this study was 110 students, while the sample was 20 students. The instruments used in this study were questionnaires given to students and interviews given to sports teachers. After the data was obtained, the data was analyzed using a percentage method which was calculated manually using an Excel application with percentage criteria.

**Table 1.** Assessment Guidelines

Assessment Norms	Criteria
85% - 100%	Very good
66% - 84%	Good
51% - 65%	Enough
36% - 50%	Not enough
0% - 35%	Very less

Source: (Sugiyono 2019)

## **RESULTS AND DISCUSSION**

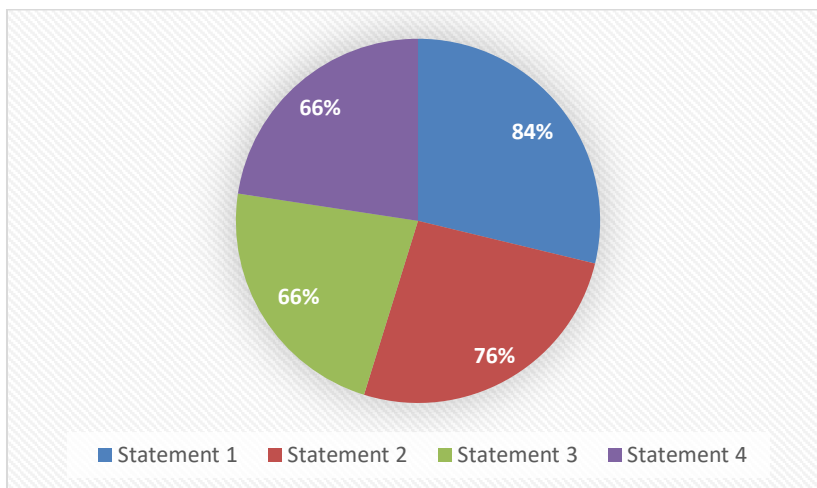
### **1. Readiness to Learn**

**Table 2.** Learning Readiness Indicators

No	Percentage (%)	Criteria
Statement 1	84%	Good

Statement 2	76%	Good
Statement 3	66%	Good
Statement 4	66%	Good
Average	73%	<b>Good</b>

Based on the table above, the learning readiness indicator has 4 statements submitted to respondents. Statement 1 has a percentage of (84%) with good criteria, statement 2 has a percentage of (76%) with good criteria, statement 3 has a percentage of (66%) with good criteria, and statement 4 has a percentage of (66%) with good criteria. The learning readiness indicator in participating in physical education learning has an average of (73%) with a **good category**. More clearly can be seen in Figure 1.



**Figure 1.** Learning Readiness Indicators

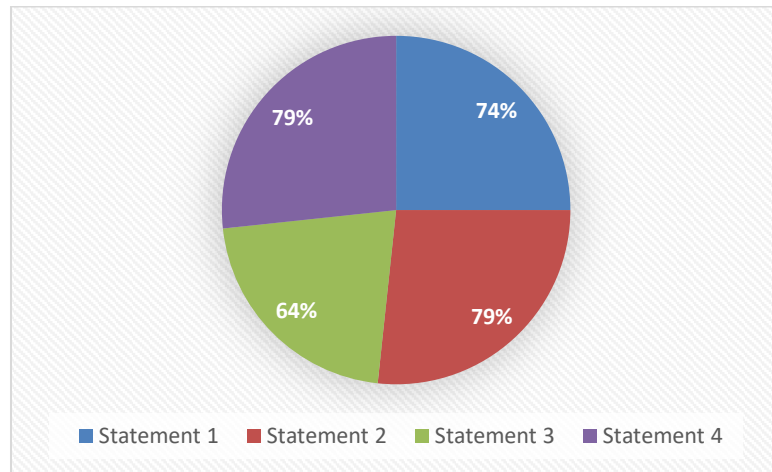
## 2. Personal Interests

**Table 3.** Personal Interest Indicators

No	Percentage (%)	Criteria
Statement 1	74%	Good
Statement 2	79%	Good
Statement 3	64%	Enough
Statement 4	79%	Good
Average	74%	<b>Good</b>

Based on the table above, the personal interest indicator has 4 statements submitted to respondents. Statement 1 has a percentage of (74%) with good criteria, statement 2 has a percentage of (79%) with good criteria, statement 3 has a percentage of (64%) with sufficient criteria, and statement 4 has a percentage of (79%) with good

criteria. The personal interest indicator in participating in physical education learning has an average of (74%) with a **good category**. More clearly can be seen in Figure 2.



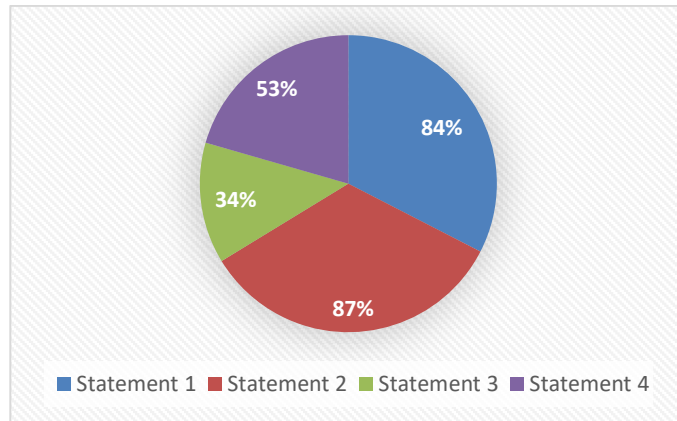
**Figure 2.** Personal Interest Indicator

### 3. Learning Environment

**Table 4.** Learning Environment Indicators

No	Percentage (%)	Criteria
Statement 1	84%	Very good
Statement 2	87%	Very good
Statement 3	34%	Very less
Statement 4	53%	Enough
Average	65%	<b>Enough</b>

Based on the table above, the learning environment indicator has 4 statements submitted to respondents. Statement 1 has a percentage of (84%) with very good criteria, statement 2 has a percentage of (87%) with very good criteria, statement 3 has a percentage of (34%) with very poor criteria, and statement 4 has a percentage of (53%) with sufficient criteria. The learning environment indicator in participating in physical education learning has an average of (65%) with the **sufficient category**. More clearly can be seen in Figure 3.



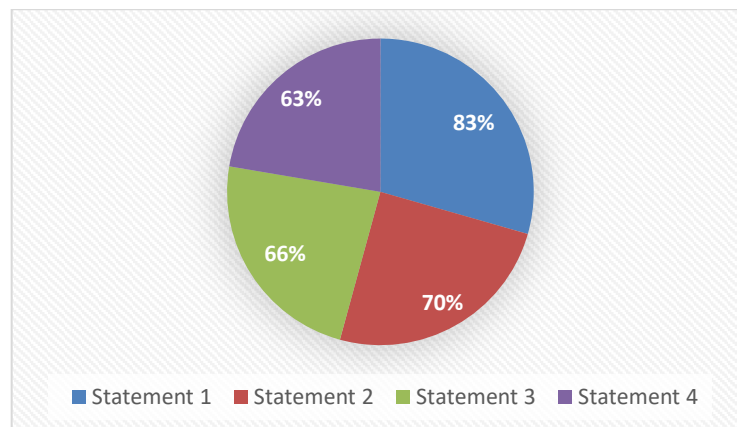
**Figure 3.** Learning Environment Indicators

#### 4. Teacher Influence

**Table 5.** Teacher Influence Indicators

No	Percentage (%)	Criteria
Statement 1	83%	Very good
Statement 2	70%	Good
Statement 3	66%	Good
Statement 4	63%	Enough
Average	71%	<b>Good</b>

Based on the table above, the teacher influence indicator has 4 statements submitted to respondents. Statement 1 has a percentage of (83%) with very good criteria, statement 2 has a percentage of (70%) with good criteria, statement 3 has a percentage of (66%) with good criteria, and statement 4 has a percentage of (63%) with sufficient criteria. The teacher influence indicator in participating in physical education learning has an average of (71%) with a **good category**. More clearly can be seen in Figure 4.



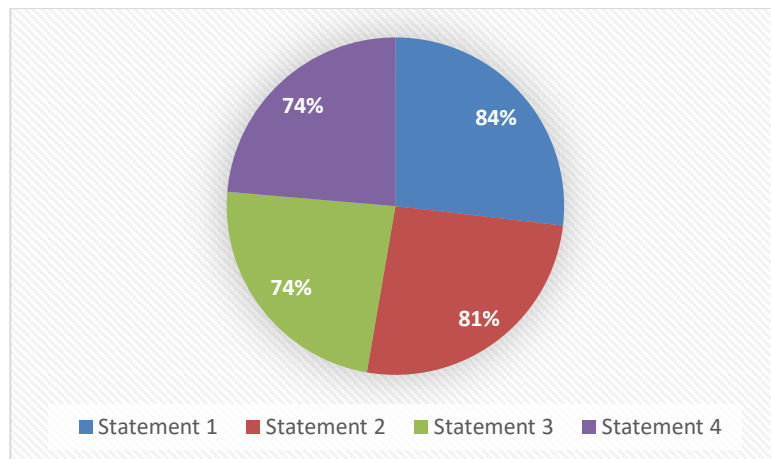
**Figure 4.** Teacher Influence Indicators

## 5. Social Support

**Table 6.** Social Support Indicators

No	Percentage (%)	Criteria
Statement 1	84%	Good
Statement 2	81%	Good
Statement 3	74%	Good
Statement 4	74%	Good
Average	78%	<b>Good</b>

Based on the table above, the social support indicator has 4 statements submitted to respondents. Statement 1 has a percentage of (84%) with good criteria, statement 2 has a percentage of (81%) with good criteria, statement 3 has a percentage of (74%) with good criteria, and statement 4 has a percentage of (74%) with good criteria. The social support indicator in participating in physical education learning has an average of (78%) with a **good category**. More clearly can be seen in Figure 5.



**Figure 5.** Indicators Social Support

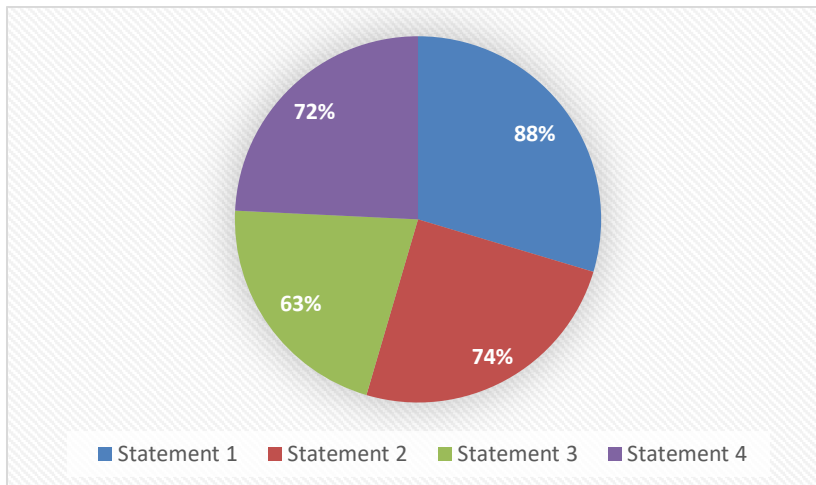
## 6. Aspirations

**Table 7.** Indicators of Ideals/Aspirations

No	Percentage (%)	Criteria
Statement 1	88%	Very good
Statement 2	74%	Good
Statement 3	63%	Enough
Statement 4	72%	Good
Average	74%	<b>Good</b>

Based on the table above, the ideals/aspirations indicator has 4 statements submitted to respondents. Statement 1 has a percentage of (88%) with very good

criteria, statement 2 has a percentage of (74%) with good criteria, statement 3 has a percentage of (63%) with sufficient criteria, and statement 4 has a percentage of (72%) with good criteria. The ideals/aspirations indicator in participating in physical education learning has an average of (74%) with a **good category**. More clearly can be seen in Figure 6.



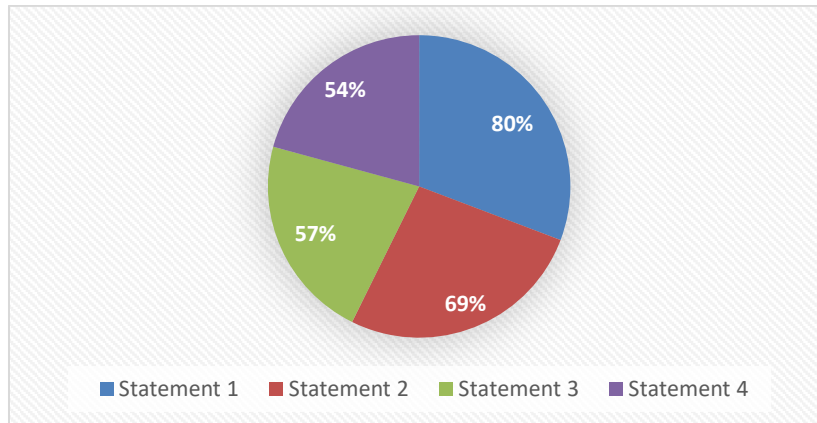
**Figure 6.** Aspiration Indicators

## 7. Student Abilities

**Table 8.** Student Ability Indicators

No	Percentage (%)	Criteria
Statement 1	80%	Good
Statement 2	69%	Good
Statement 3	57%	Enough
Statement 4	54%	Enough
Average	65%	<b>Enough</b>

Based on the table above, the student ability indicator has 4 statements submitted to respondents. Statement 1 has a percentage of (80%) with very good criteria, statement 2 has a percentage of (69%) with good criteria, statement 3 has a percentage of (57%) with sufficient criteria, and statement 4 has a percentage of (54%) with sufficient criteria. The student ability indicator in participating in physical education learning has an average of (65%) with the **sufficient category**. More clearly can be seen in Figure 7.



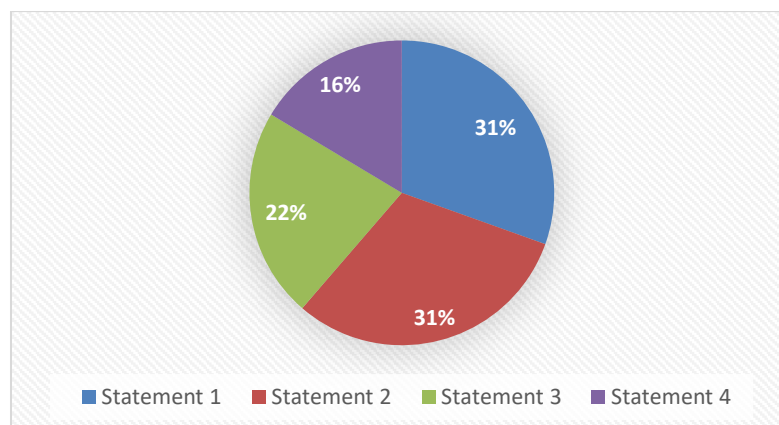
**Figure 7.** Student Ability Indicators

## 8. Physical Condition

**Table 9.** Physical Condition Indicators

No	Percentage (%)	Criteria
Statement 1	78%	Good
Statement 2	79%	Good
Statement 3	57%	Enough
Statement 4	42%	Not enough
Average	64%	<b>Enough</b>

Based on the table above, the physical condition indicator has 4 statements submitted to respondents. Statement 1 has a percentage of (78%) with very good criteria, statement 2 has a percentage of (79%) with good criteria, statement 3 has a percentage of (57%) with sufficient criteria, and statement 4 has a percentage of (42%) with less criteria. The physical condition indicator in participating in physical education learning has an average of (64%) with the **sufficient category**. More clearly can be seen in Figure 8.



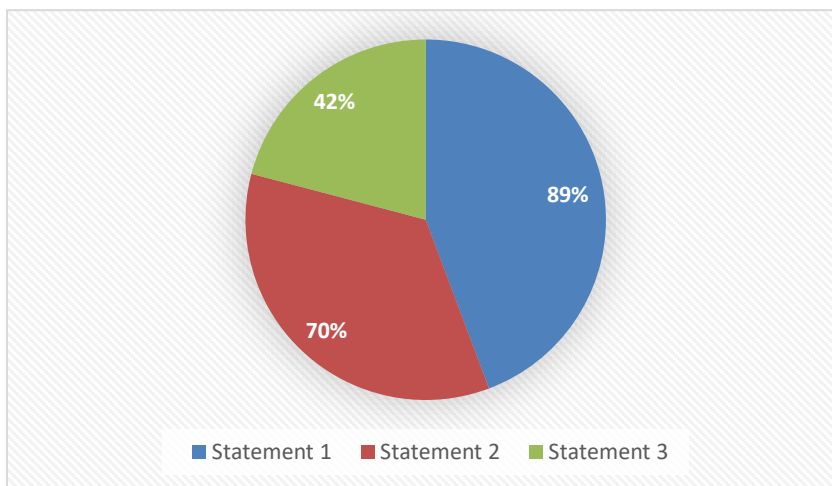
**Figure 8.** Physical Condition Indicators

**9. Dynamic Elements**

**Table 10.** Dynamic Element Indicators

No	Percentage (%)	Criteria
Statement 1	89%	Very good
Statement 2	70%	Good
Statement 3	42%	Not enough
Average	67%	<b>Good</b>

Based on the table above, the dynamic element indicator has 3 statements submitted to respondents. Statement 1 has a percentage of (89%) with very good criteria, statement 2 has a percentage of (70%) with good criteria, and statement 4 has a percentage of (42%) with less criteria. The dynamic element indicator in participating in physical education learning has an average of (67%) with a **good category**. More clearly can be seen in Figure 9.



**Figure 9.** Dynamic Element Diagram

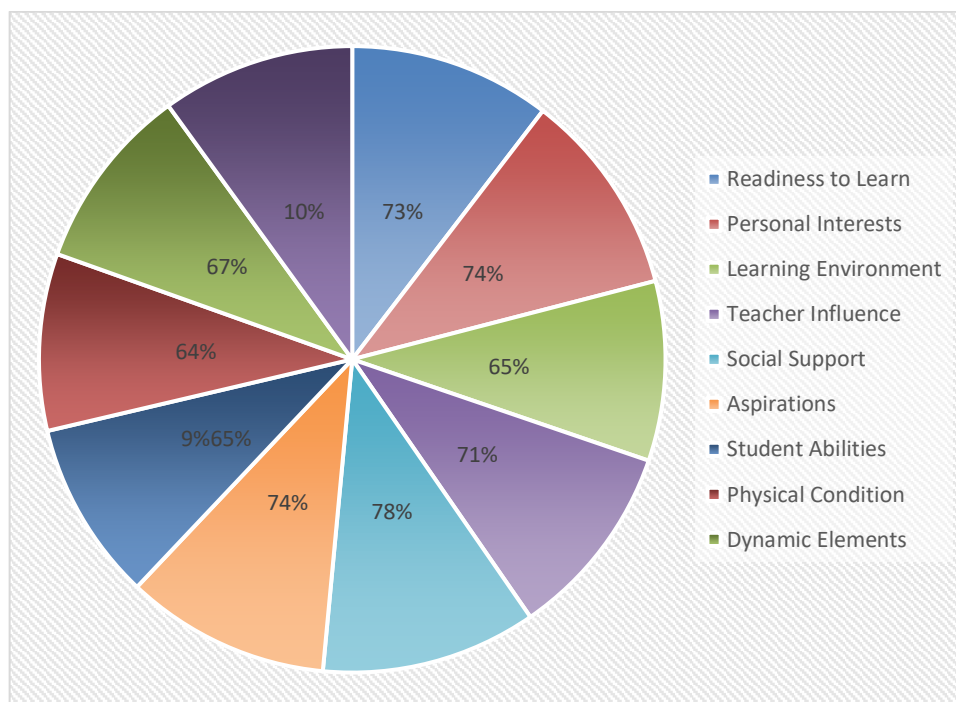
**10. Analysis of Students' Interests and Motivation in Participating in Physical Education Learning**

**Table 11.** Analysis of Students' Interest and Motivation in Participating in Physical Education Learning

Indicator	Percentage (%)	Criteria
Readiness to Learn	73%	Good
Personal Interests	74%	Good
Learning Environment	65%	Enough
Teacher Influence	71%	Good
Social Support	78%	Good
Aspirations	74%	Good
Student Abilities	65%	Enough

Physical Condition	64%	Enough
Dynamic Elements	67%	Good
Average	70%	<b>Good</b>

Based on the table above, the analysis of students' interest and motivation in participating in physical education learning on the learning readiness indicator is (73%) with good criteria, the personal interest indicator is (74%) with good criteria, the learning environment indicator is (65%) with sufficient criteria, the teacher's influence indicator is (71%) with good criteria, the social support indicator is (78%) with good criteria, the ideals/aspirations indicator is (74%) with good criteria, the student's ability indicator is (65%) with sufficient criteria, the physical condition indicator is (64%) with sufficient criteria, and the dynamic element indicator is (67%) with good criteria. Based on 9 indicators, students' interest and motivation in participating in physical education learning have an average of (70%) with the **good category**. More clearly can be seen in Figure 10.



**Figure 10.** Analysis of Students' Interest and Motivation in Participating in Physical Education Learning

## DISCUSSION

Physical education is an integral part of the overall educational process which is a field of endeavor that has the goal of developing appearance through carefully selected

physical activities to obtain tangible results, which will enable individuals to live more effectively and more perfectly (Winarno 2006). Student success in learning can be influenced by several factors, namely internal factors, namely factors originating from within the student and external factors, namely factors originating from outside the student. Internal factors consist of motivation, attention, interest, talent, intelligence, and learning methods.

External factors consist of the family environment, school environment, and community environment (Hemayanti, Muderawan, and Selamat 2020). Interest is a student's drive or desire both from within and from outside or the drive of internal and external factors to achieve a goal (Hemayanti, Muderawan, and Selamat 2020). Interest also has relevance during the learning process because it is related to the level of individual involvement in learning (Aji et al. 2023). In addition to interest, motivation from students and the environment also greatly influences physical education learning. Motivation is a psychological aspect that drives a person to express the ability of an action in achieving the desired goal (Yusuf Effendi, Olivia Dwi Cahyani, and Adi S 2022). Motivation is one of the factors that influences the success of student learning activities. Without encouragement, stimulation, or motivation, the learning process will be difficult to achieve the expected success (Mulya and Lengkana 2020). Many factors influence students' interest and motivation in participating in physical education lessons, not only internal factors, but also external factors also influence students' interest and motivation in participating in physical education lessons. The factors that influence internal and external factors of interest and motivation are learning readiness, personal interests, learning environment, teacher influence, social support, ideals/aspirations, student abilities, physical condition, and dynamic elements.

The results of the analysis of students' interest and motivation in participating in physical education learning on the learning readiness indicator are (73%) with good criteria, personal interest indicator is (74%) with good criteria, learning environment indicator is (65%) with sufficient criteria, teacher influence indicator is (71%) with good criteria, social support indicator is (78%) with good criteria, ideals/aspirations indicator is (74%) with good criteria, student ability indicator is (65%) with sufficient criteria, physical condition indicator is (64%) with sufficient criteria, and dynamic element indicator is (67%) with good criteria. Based on 9 indicators of students' interest and

motivation in participating in physical education learning, the average is (70%) with the Good category.

## CONCLUSION

Based on the results of the study, it can be concluded that the results of the analysis of students' interests and motivations in participating in physical education learning on the learning readiness indicator are in the good category with a percentage of (73%), the personal interest indicator is in the good category with a percentage of (74%), the learning environment indicator is in the sufficient category with a percentage of (65%), the teacher's influence indicator is in the good category with a percentage of (71%), the social support indicator is in the good category with a percentage of (78%), the ideals/aspirations indicator is in the good category with a percentage of (74%), the student's ability indicator is in the sufficient category with a percentage of (65%), the physical condition indicator is in the sufficient category with a percentage of (64%), and the dynamic element indicator is in the good category with a percentage of (67%). Based on the results of the study, it can be concluded that students' interests and motivations in participating in physical education learning are in the good category with a percentage of (70%).

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