

The Scouting Extracurricular Student Learning Motivation for Physical Education Learning

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A. Conception and design of the study; **B.** Acquisition of data; **C.** Analysis and interpretation of data; **D.** Manuscript preparation; **E.** Obtaining funding

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ABSTRACT

This study aims to determine how high the learning motivation of scouting extracurricular students toward physical education learning. This research is a quantitative descriptive research. The method used is the survey method. The subjects of this study were all students who participated in extracurricular scouting activities at SMA Negeri 13 Makassar totaling 31 students. The instrument used is a questionnaire. The analysis technique carried out is to pour frequency into percentages. The results showed that the learning motivation of scouting extracurricular students towards physical education learning in the high category was obtained by 11 students or 35.5%, in the medium category obtained by 15 students or 48.4%, in the low category obtained by 5 students or 16.1%. The results of this study showed that the learning motivation of scouting extracurricular students towards Physical Education learning was moderate with the consideration of the highest frequency being in the medium category with 15 students or 48.4%.

Keyword: Motivation; Learn; Scout; Learning; Physical Education

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INTRODUCTION

In Law of the Republic of Indonesia, Number 20 of 2003 concerning the national education system functions to develop the ability and shape the character and civilization of a dignified nation to educate the nation's life, it aims to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Rohmansyah, 2017). Education is essentially an effort to cultivate humans that aims to improve the quality of the whole person. Therefore, education has an important role in a country. Education is a planned and purposeful effort (Octavian & Aldya, 2020). The purpose of education is to realize the learning process so that students actively develop their potential (Bangun & Yunis, 2016) so that an effort is formed to realize Indonesian



people who have religious spiritual strength, self-control, personality, intelligence, noble morals and skills needed by themselves, society, nation and state (Haris et al., 2021).

To achieve these educational goals, in learning, motivation is needed (Komarudin & Prabowo, 2020) Because as an inner or external driver that makes a person has a strong motivation with all the efforts he wants to achieve (Arifin, 2017). Motivation can also be said to be a series of efforts to provide certain conditions, so that someone wants and wants to do something (Akbar, 2019), and if he doesn't like it, then it will try to negate or avoid the dislike (Kusuma & Winarno, 2018). In learning, motivation can be said to be the overall driving force within (Fitriyani et al., 2020) students who generate desire or drive, which ensures the continuity of learning (Taqwim et al., 2020), and which gives direction to learning, so that the desired goals of the learning subject can be achieved.

Learning motivation is a condition found in an individual where there is an urge to do something to achieve goals (Hardiyanti, 2019). A teacher should develop an approach that can arouse student motivation to feel and truly take part and play an active role in teaching and learning (Pujiharsa et al., 2022) thus providing great opportunities for the achievement of learning objectives (Nababan et al., 2021). A person's learning motivation is influenced by two factors, namely: (1) Extrinsic factors including the environment (natural and social), parental attention, curriculum, teachers, infrastructure, facilities, and administration, and (2) Intrinsic factors which include physiological (physical condition) and psychological (attitudes, talents, interests, intelligence, and cognitive abilities) (Hidayat & Hambali, 2019). Motivation is very necessary in the learning process because someone who does not have the motivation to learn (Bambang et al., 2021), will not be able to carry out activities in the learning process (Build, 2019). This is a sign that something to be done does not meet his needs. With the awareness that learning is a necessity, learning can run well (Nawawi et al., 2020). Learning is a process and not a result (Rais & Syafrudin, 2020). Therefore, learning takes place actively and integratively by using various forms of deeds to achieve goals (Wemvi & Nirwandi, 2020). Whether individuals learn or not depends largely on their motivational needs (Meliani, 2020). The needs and motivations of individuals/individuals become the goals of individuals/individuals in learning (Pangestu et al., 2021). Motivation will arise if individuals have a great interest (Arimbawa et al., 2021).

Scouting activities at school are currently an extracurricular activity that must be followed by all students of SMA Negeri 13 Makassar but can also be used as an optional activity in the form of management activities of a scout organization called Praja Trifa Scout with front group numbers 06-085 and 06-086. At SMA Negeri 13 Makassar several students are active in the extracurricular, organizational, and extracurricular sports fields. Organizational extracurricular, especially scouting, a non-sports activity (Afzal et al., 2021) However, in scouting activities, many movement activities are carried out (Bomans Wadu et al., 2020) Like in Saturday Sunday camp and marching drills (Nurdin et al., 2021). Problems that occur in the school that is the location of the research, namely at SMA Negeri 13 Makassar located on Jalan Tamangapa Raya III No. 37. The school has two scientific majors, namely science and social studies. The school has 7 extracurricular activities consisting of 4 organizational activities, namely Student Council, Scouting, Paskibra, and PMR. As well as 3 sports activities, namely Futsal, Volleyball and Basketball. This research focuses on scouting extracurricular management activities. Based on observations, In Physical Education learning activities at SMA Negeri Negeri 13 Makassar, researchers found that some students who included participating in extracurricular scouting activities were less enthusiastic and just followed the Physical Education learning process without knowing the benefits to themselves (Diagusta & Priambodo, 2019) Moreover, the school has been equipped with adequate facilities and infrastructure so that the teaching and learning process runs well (Widiastuti, 2019).



Following Physical Education learning regularly and purposefully will be able to improve physical fitness and to achieve the goals of the learning outcomes to be achieved (Bahari et al., 2020). The low enthusiasm for student learning in learning makes a teacher expected not only to transfer knowledge but also to be able to generate student learning motivation (Cahyono, 2017). As is known in Physical Education learning student motivation is a very supportive factor in efforts to achieve Physical Education learning goals (Adhie, 2019). Organization groups Student Council, Scouts, Paskibra, and PMR are extracurricular activities in schools and have an influence (Aji, 2016). Extracurricular Scouting at SMA Negeri 13 Makassar has a very important influence because The Scout movement is a forum for fostering the young generation with great potential (Amri, 2018) and is useful for educating students' discipline with the basic principles contained in the Dasa Dharma Pramuka (Rahmawati, 2018).

Looking at the facts in the field based on the observations of researchers, student motivation still looks moderate. This guess is based on the appearance of students less passionate about learning. This has only been seen with the naked eye, of course, it needs to be done more scientifically or researched more deeply to be concluded and accounted for.

METHODS

Research variables are something that want to be observed and taken data. In addition, research variables are often also expressed as factors that play a role in the event or symptom to be studied. The variable in this study is a single variable, namely a survey of student learning motivation who participated in scouting extracurricular activities on physical education learning at SMA Negeri 13 Makassar. Research on the learning motivation of students who participated in scouting extracurricular activities towards physical education learning at SMA Negeri 13 Makassar is quantitative research with a survey approach. The survey itself aims to obtain a general picture of the characteristics of the population. The type of survey used in this study is a descriptive survey. Descriptive research design is research conducted with the main aim of providing an objective description of a situation (Notoadmojo, 2005). This is intended to collect data on the motivation of students who participate in scouting extracurricular activities toward Physical Education learning. Based on the purpose of the study, the research method used is a survey research method with a questionnaire instrument. Survey research seeks to quantitatively describe the tendencies, attitudes, or opinions of a particular population by examining a sample of that population. This type of survey research is research that aims to obtain information from a group of people, in this case, a sample, through questionnaires given to respondents. The population is students who participate in scouting extracurricular management activities with a total of 31 students. In this study, sampling used *total sampling techniques*. *Total sampling* is a sampling technique in which the number of samples is equal to the population (Sugiyono, 2007). So the sample in this study was all students who participated in scouting extracurricular activities with a total of 31 students. The basis of *total sampling* is that if the number of subjects is less than 100, it is better to take all. However, if the number of subjects is more than 100 then the number taken is between 10-15% or 20-25% of the total. (Arikunto, 2006). The instrument used is a questionnaire or questionnaire. A questionnaire or questionnaire is a data collection technique through forms containing questions asked in writing to a person or group of people to get answers or responses and information needed by researchers (Mardalis, 2014). In the questionnaire used, respondents were given statements based on motivational aspects of Physical Education learning. The following is a grid of instruments that will be used as guidelines in the preparation of research instruments. The measurement of the instrument used in this study used the Likert

scale. Respondents were asked to fill out a questionnaire that had been prepared in the form of a question sentence by putting a checklist (✓) on the questionnaire answer sheet and choosing one of the four answer categories provided, namely SS (strongly agree), S (agree), TS (disagree), STS (strongly disagree).

Table 1.
 Questionnaire Scoring Guidelines

Alternative Answers	Positive Statements	Negative Statements
Strongly agree (SS)	4	1
Agree (S)	3	2
Disagree (TS)	2	3
Strongly Disagree (STS)	1	4

This study did not use instrument trials, because in this study the technique used was a one-shot technique. According to Suharsimi Arikunto (2006), "one shot or measurement once". This means that when you first distribute the questionnaire to respondents, the results of one questionnaire distribution are used as real research data. The study was conducted at one time against one group. Testing of attitude scale instruments on students includes validity tests and reliability tests. According to Suharsimi Arikunto (2010), an instrument is said to be valid if it can measure what should be measured. A good instrument is an instrument that can meet the requirements of good validity and reliability.

Table 2.
 Interpretation of the Reliability Coefficient

Coefficient Interval	Interpretation
0.80-1.00 0.60-0.80 0.40-0.60 0.20 - 0.40	Very High Reliability High Reliability Medium Reliability Low Reliability

To analyze the data, researchers used descriptive statistics. The calculation technique for each item in the attitude scale uses presentation. According to Anas Sudjono (1995) with the formula:

$$P = \frac{F}{N} \times 100\%$$

To give meaning to the existing scores, a separate category form was made from three groups, namely high, medium, and low. The categorization uses mean (X) and standard deviation (SD).

Table 3.
 Category Calculation

No	Interval	Category
1.	$X < M - 1SD$	Low
2.	$M - 1SD < X < M + 1SD$	Keep
3.	$M + 1SD < X$	Tall

RESULTS AND DISCUSSION

Result

Validation Test Results

The validity test is used to measure whether or not a questionnaire is valid. A questionnaire is said to be valid if the questions on the questionnaire can reveal something that the questionnaire will measure. The validity test is calculated by comparing the value of the r count (correlated item-total correlations) with the r-value of the table. If r counts > of r of the table (at a signification level of 5%) then the statement is valid.

Table 4.
 Validity Test Results

Items	Correlated item-total correlations		r Table	Sig.	Information
	(r Calculate)				
P1	0,722		0,355	0,000	Valid
P2	0,488		0,355	0,005	Valid
P3	0,559		0,355	0,001	Valid
P4	0,638		0,355	0,000	Valid
P5	0,738		0,355	0,000	Valid
P6	0,560		0,355	0,001	Valid
P7	0,589		0,355	0,000	Valid
P8	0,605		0,355	0,000	Valid
P9	0,445		0,355	0,012	Valid
P10	0,654		0,355	0,000	Valid
P11	0,596		0,355	0,000	Valid
P12	0,704		0,355	0,000	Valid
P13	0,418		0,355	0,019	Valid
P14	0,505		0,355	0,004	Valid
P15	0,697		0,355	0,000	Valid
P16	0,559		0,355	0,001	Valid
P17	0,570		0,355	0,001	Valid
P18	0,762		0,355	0,000	Valid
P19	0,803		0,355	0,000	Valid
P20	0,734		0,355	0,000	Valid
P21	0,673		0,355	0,000	Valid
P22	0,523		0,355	0,003	Valid
P23	0,562		0,355	0,001	Valid
P24	0,545		0,355	0,002	Valid
P25	0,517		0,355	0,003	Valid
P26	0,510		0,355	0,003	Valid
P27	0,715		0,355	0,000	Valid
P28	0,533		0,355	0,002	Valid
P29	0,464		0,355	0,009	Valid
P30	0,654		0,355	0,000	Valid

Based on the data above, it shows that the value of the r-count is greater than the value of the r-table and the significance value is smaller than 0.05. This means for the quality test the data shown from the validity test that is said to be valid. The reliability test is carried out by looking at the results of the calculation of the α value (Cronbach Alpha). A variable is said to be reliable if it gives a value of $\alpha > 0.6$. But on the contrary, if $\alpha < 0.6$, it is considered less reliable.

Table 5.
 Reliability Test Results

Cronbach Alpha	Reliability Standards	Information
0,938	0,60	Very High Reliability

Description of Respondent Identity

Table 6.
 Description of respondents by class

	Class	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Class X	16	51.6	51.6	51.6
	Class XI	3	9.7	9.7	61.3
	Class XII	12	38.7	38.7	100.0
	Total	31	100.0	100.0	

Based on **Table 6** above, it can be seen that from the total number of respondents, there were 16 students, or 51.6% in class X, 12 students, or 38.7% were in class XII, and

3 students, or 9.7% were in class XI. The data mentioned above shows that the most respondents are in class X, which is 51.6%

Table 7.
 Description of respondents by age

	Age	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15 Years	9	29.0	29.0	29.0
	16 Years	8	25.8	25.8	54.8
	17 Years	7	22.6	22.6	77.4
	18 Years	7	22.6	22.6	100.0
	Total	31	100.0	100.0	

Based on **Table 7** above, it can be seen that from the total number of respondents, there were 9 students or 29% were at the age of 15 years, 8 students or 25.8% were at the age of 16 years and 7 students or 22.6% were at the age of 17 and 18 years respectively. The data mentioned above shows that most respondents are at the age of 15 years, which is 29%.

Table 8.
 Description of respondents by gender

	Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Man	12	38.7	38.7	38.7
	Woman	19	61.3	61.3	100.0
	Total	31	100.0	100.0	

Based on **Table 8** above, it can be seen that from the total number of respondents, there were 19 students, or 61.3% who were female, and 12 students or 38.7% were male. The data mentioned above shows that most respondents are of the female sex, which is 61.3%.

Learning Motivation Description Results

From the results of the research data analysis carried out, it can be described in the form of a table as follows:

Table 9.
 Description of Learning Motivation Statistics

Statistics	Learning Motivation
N	31
Mean	78.81
Median	78.00
Mode	86
Std. Deviation	6.008
Variance	36.095
Range	17
Minimum	71
Maximum	88
Sum	2443

Based on **Table 9** above, it can be seen that the statistics of learning motivation with an average of 78.81, a middle value of 78.00, a value that often appears of 86, and a standard deviation of 6.008. While the highest score is 88 and the lowest score is 71. The test results can be categorized as the learning motivation of extracurricular scouting students towards PE learning at SMA Negeri 13 Makassar. Such calculations are presented in the table as follows:

Table 10.
 Description of Learning Motivation

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	5	16.1	16.1
	Keep	15	48.4	64.5
	Tall	11	35.5	100.0
	Total	31	100.0	100.0

Referring to the categorization of trends that have been calculated, the frequency of scouting extracurricular students' learning motivation towards physical education learning can be seen that student motivation in participating in physical education learning is moderate with an average consideration of 31 respondents of 78.81. The learning motivation of extracurricular scouting students towards physical education learning in the high category was 5 students or 16.1%, the medium category was 15 students or 48.8% and the low category was 11 students or 35.5%. Here is a graph of learning motivation

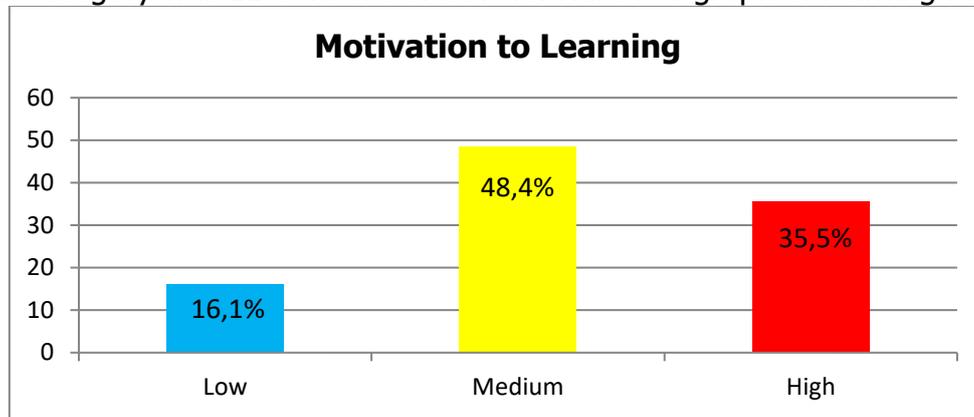


Figure 1.

Bar chart of scouting extracurricular student learning motivation towards physical education learning

Results Description of Physiological Needs, Aptitudes, Teaching Methods, Learning Tools and Environmental Conditions

The results of the research data analysis carried out can be described in the form of a table as follows:

Table 11.

Statistical Description of Factors Physiological Needs, Aptitude, Teaching Methods, Learning Tools and Environmental Conditions

		Physiological Needs	Talent	Teaching Methods	Learning Tools	Environmental Conditions
N	Valid	31	31	31	31	31
	Missing	0	0	0	0	0
Mean		27.52	14.77	15.77	11.00	9.74
Median		28.00	15.00	16.00	10.00	10.00
Mode		28	16	17	14	11
Std. Deviation		1.458	1.687	1.257	2.295	1.290
Variance		2.125	2.847	1.581	5.267	1.665
Range		7	6	4	6	5
Minimum		23	11	14	8	7
Maximum		30	17	18	14	12
Sum		853	458	489	341	302

Based on Table 11 above, it can be seen that the statistics of physiological needs factors with an average of 27.52, a middle value of 28.00, a value that often appears at 28, and a standard deviation of 1.458. While the highest score is 30 and the lowest score is 23. Talent factor statistics with an average of 14.77, a median value of 15.00, a value that often appears of 16, and a standard deviation value of 1.687. While the highest score is 17 and the lowest score is 11. Statistical factors of teaching methods with an average of 15.77, a middle value of 16.00, a value that often appears of 17, and a standard deviation of 1.257. While the highest score is 18 and the lowest score is 14. Statistical factors of learning tools with an average of 11.00, a middle value of 10.00, a value that often appears of 14, and a

standard deviation of 2.295. While the highest score is 14 and the lowest score is 8. Statistical factors of environmental conditions with an average of 9.74, a median value of 10.00, a value that often appears of 11, and a standard deviation of 1.290. While the highest score is 12 and the lowest score is 7.

Results of Categorization of Physiological Needs, Talents, Teaching Methods, Learning Tools and Environmental Conditions

Physiological Needs

The results of the research data analysis carried out can be described in the form of a table as follows

Table 12.
Description of physiological needs factors

Category	Frequency	Percent	Valid Percent	Cumulative Percent	Interval
Valid	Low	3	9.7	9.7	$X < M - 1SD$
	Keep	10	32.3	41.9	$M - 1SD < X < M + 1SD$
	Tall	18	58.1	100.0	$M + 1SD < X$
Total	31	100.0	100.0		

Referring to the categorization of trends that have been calculated, the physiological needs factor in providing learning motivation for scouting extracurricular students to PE learning can be seen that physiological needs affect learning motivation by having a high-frequency category of 18 students or 58.1%, medium frequency of 10 students or 32.3%, low frequency of 3 students or 9.7%. Here is a graph of physiologic need factors

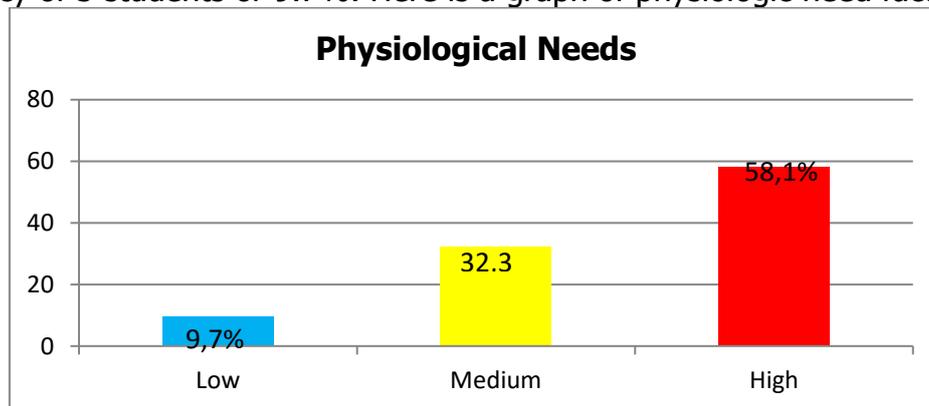


Figure 2.

Bar chart of scouting extracurricular students' learning motivation towards PE learning based on physiological needs factors

Talent

The results of the research data analysis carried out can be described in the form of a table as follows

Table 13.
Description of Talent Factor

Category	Frequency	Percent	Valid Percent	Cumulative Percent	Interval
Valid	Low	8	25.8	25.8	$X < M - 1SD$
	Keep	8	25.8	51.6	$M - 1SD < X < M + 1SD$
	Tall	15	48.4	100.0	$M + 1SD < X$
Total	31	100.0	100.0		

Referring to the calculated categorization of tendencies, the aptitude factor in providing scouting extracurricular student learning motivation for physical education can be

seen that the aptitude factor affects learning motivation by having a high-frequency category of 15 students or 48.4%, medium and low frequency equally, namely 8 students or 25.8%. Here is a graph of talent factors:

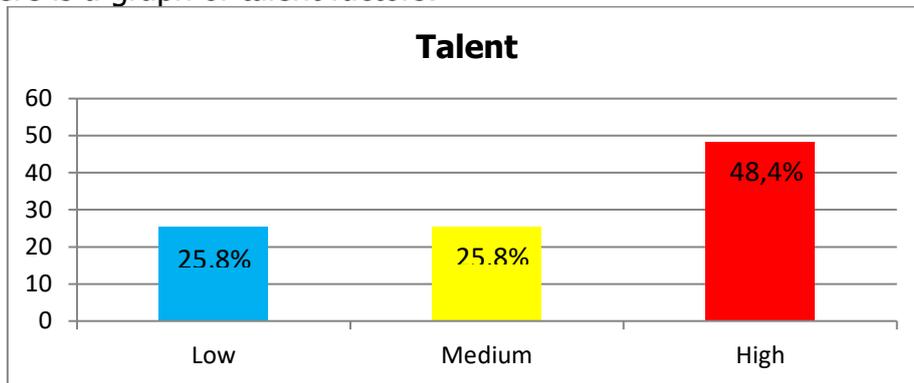


Figure 3.

Bar chart of scouting extracurricular students' learning motivation towards PE learning based on aptitude factors

Teaching Methods

The results of the research data analysis carried out can be described in the form of a table as follows

Table 15.
 Description of Teaching Method Factors

Category	Frequency	Percent	Valid Percent	Cumulative Percent	Interval
Valid	Low	7	22.6	22.6	$X < M - 1SD$
	Keep	12	38.7	61.3	$M - 1SD < X < M + 1SD$
	Tall	12	38.7	100.0	$M + 1SD < X$
Total	31	100.0	100.0		

Referring to the categorization of trends that have been calculated, the teaching method factor in providing scouting extracurricular student learning motivation for PE learning can be seen that the teaching method factor affects learning motivation by having high and medium frequency categories of 12 students or 38.7%, low frequency of 7 students or 22.6%. Here is a graph of teaching method factors:

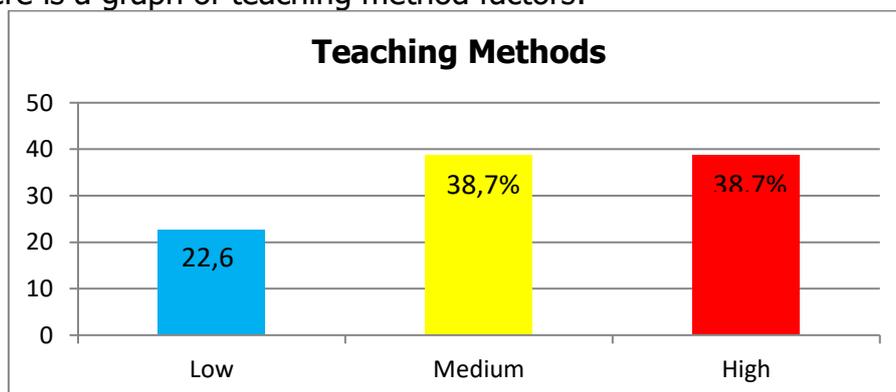


Figure 4.

Bar chart of scouting extracurricular students' learning motivation towards PE learning based on teaching method factors

Learning Tools

The results of the research data analysis carried out can be described in the form of a table as follows :

Table 16.
 Description of Learning Tools Factors

Category	Frequency	Percent	Valid Percent	Cumulative Percent	Interval
Valid	Low	4	12.9	12.9	$X < M - 1SD$
	Keep	17	54.8	67.7	$M - 1SD < X < M + 1SD$
	Tall	10	32.3	100.0	$M + 1SD < X$
	Total	31	100.0	100.0	

Referring to the categorization of trends that have been calculated, the teaching tool factor in providing learning motivation for scouting extracurricular students towards PE learning can be seen that the factor of teaching tool needs affects learning motivation by having a high-frequency category of 10 students or 32.3%, medium frequency of 17 students or 54.8%, low frequency of 4 students or 12.9%. Here is a graph of lesson tool facts:

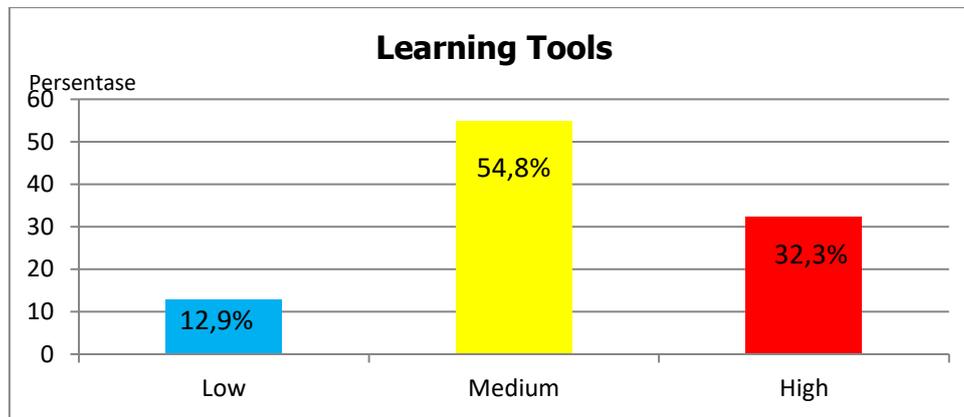


Figure 5.

Bar chart of scouting extracurricular students' learning motivation towards PE learning at SMA Negeri 13 Makassar based on learning tool factors

Environmental Conditions

The results of the research data analysis carried out can be described in the form of a table as follows

Table 17.
 Description of Environmental Conditions Factors

Category	Frequency	Percent	Valid Percent	Cumulative Percent	Interval
Valid	Low	7	22.6	22.6	$X < M - 1SD$
	Keep	13	41.9	64.5	$M - 1SD < X < M + 1SD$
	Tall	11	35.5	100.0	$M + 1SD < X$
	Total	31	100.0	100.0	

Referring to the categorization of trends that have been calculated, the factors of environmental conditions in providing learning motivation for scouting extracurricular students to physical education can be known that environmental conditions affect learning motivation by having a high-frequency category of 11 students or 35.5%, medium frequency of 13 students or 41.9%, low frequency of 7 students or 22.6%. Here is a graph of environmental condition factors

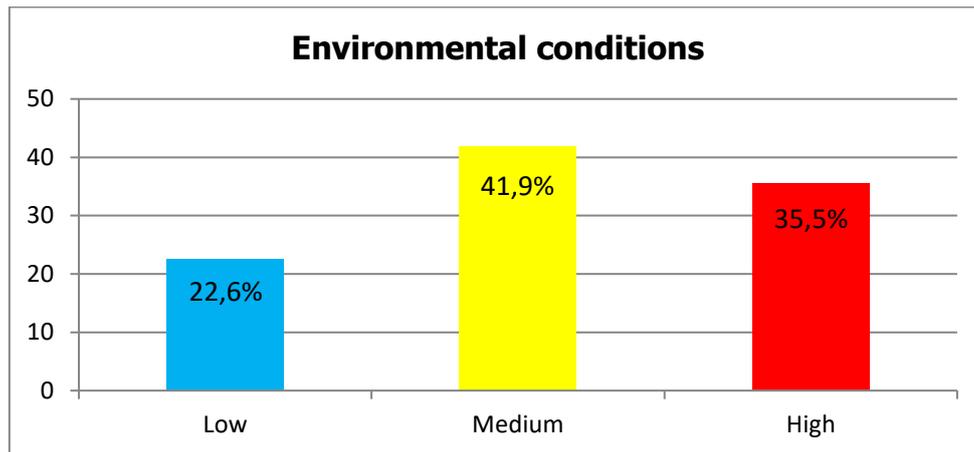


Figure 6.

Bar chart of scouting extracurricular students' learning motivation towards PE learning based on environmental conditions

Discussion

The results of the description of the results of research conducted on the learning motivation of scouting extracurricular students towards physical education learning obtained the results that the motivation of scouting extracurricular students towards physical education learning was medium with the consideration of the most frequency being in the medium category with 15 students or 48.4%. The learning motivation of scouting extracurricular students towards physical education learning in the high category of 11 students or 35.5%, in the low category of 5 students or 16.1%. According to Sumadi Suryabrata, (1995), Motivation is a process in a person that encourages individuals to carry out certain activities to achieve goals.

Based on the results of research that shows that student motivation turns out to be in the medium category. This situation is influenced by 5 factors, namely physiological needs, talents, teaching methods, learning tools, and environmental conditions. The following are described factors that affect student learning motivation towards physical education learning.

Physiological Needs

Physiological needs factor in providing learning motivation in the high category or 58.1%. This is caused by several things including maintaining a healthy body, the body becomes healthy and fit and develops self-actualization.

Talent Factor

Based on the analysis that has been done, high student talent or 48.4% was obtained. This is due to the motivation of students to participate in PE learning following their abilities. This follows the opinion of Slameto (2003) which states that if the learning material learned by students follows their talents, the learning outcomes are better because they like to learn and they will be more active in learning

Teaching Method Factors

Judging from the teaching method factor, it is known that the teacher's teaching method affects student motivation in the same category, namely medium and high or 38.7%. This is because the teaching method of physical education teachers is not easy to understand and accept by students and does not vary so it bores students in receiving lessons. This follows the opinion of Slameto (2003) which states that progressive teachers



dare to try new methods, which can help teaching and learning activities, increase student motivation to learn

Learning Tool Factors

The existing PE learning tools factor affects student motivation in the moderate category 54.8%. This is because complete equipment is needed for the smooth teaching and learning process. In addition, teacher teaching tools are more innovative and modern. This is following the opinion of Slameto (2003) which states that complete and appropriate learning tools will facilitate the acceptance of learning materials given to students.

Factors of environmental conditions.

Environmental factors affecting student motivation in attending PE lessons are included in the medium category or 41.9%. This is because students are affected by the conditions of the family environment and seatmates who like sports activities and fun physical learning environments. This is following the opinion of Max Darsono (2000) who stated that there are three student environments, namely the family, school and community environment. Teachers should try to manage the classroom, create a pleasant teaching atmosphere, and present themselves attractively to help students be motivated to learn.

From these results, it can be seen that student motivation in participating in physical education learning is very influential on the success of learning packaged by teachers. This is because students as learning actors are the most important part of learning success. So learning must be packaged in such a way and try to foster student learning motivation so that learning can run optimally.

CONCLUSION

Based on the results of research and discussion, it can be concluded that the learning motivation of scouting extracurricular students towards physical education learning at SMA Negeri 13 Makassar for the 2018/2019 academic year as a whole is moderate. In detail, as many as 16.1% had low motivation, 48.4% had medium motivation and 35.5% had high motivation.

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