

## ABSTRAK

### **Darmila Vera (2021): Pengaruh Status Gizi, Kebugaran Jasmani, dan Motivasi Belajar terhadap Hasil Belajar Pendidikan Jasmani, Olahraga, dan Kesehatan Peserta Didik SDN 04 Langung Saiyo Kecamatan Rao Utara.**

Masalah dalam penelitian ini berawal dari masih rendahnya hasil belajar Pendidikan Jasmani, Olahraga, dan Kesehatan (PJOK) peserta didik SDN 04 Langung Saiyo Kecamatan Rao Utara Kabupaten Pasaman. Tujuan penelitian ini untuk mengetahui pengaruh secara langsung, pengaruh tidak langsung, dan pengaruh secara simultan status gizi, kebugaran jasmani, dan motivasi belajar terhadap hasil belajar Pendidikan Jasmani, Olahraga, dan Kesehatan (PJOK) peserta didik SDN 04 Langung Saiyo Kecamatan Rao Utara Kabupaten Pasaman.

Jenis penelitian ini adalah penelitian kuantitatif dengan pendekatan kausal komperatif (analisis jalur). Populasi dalam penelitian ini seluruh peserta didik SDN 04 Langung Saiyo Kecamatan Rao Utara Kabupaten Pasaman yang berjumlah 181 orang. Sampel diambil dengan teknik *sampling purposive*, sehingga sampel yang diambil sebanyak 42 orang dengan dasar pertimbangan tertentu. Instrumen status gizi menggunakan indeks *antropometri* yaitu Indeks Masa Tubuh (IMT), kebugaran jasmani menggunakan Tes Kebugaran Jasmani Indonesia (TKJI) usia 10 - 12 tahun, motivasi belajar menggunakan *kuisisioner* (angket), dan hasil belajar PJOK menggunakan nilai akhir pada mata pelajaran Pendidikan Jasmani, Olahraga, dan Kesehatan (PJOK).

Hasil pengujian hipotesis menunjukkan: (1) terdapat pengaruh langsung status gizi terhadap hasil belajar PJOK ( $P_{yx_1} = 0,270$  dengan sumbangan 7,29%); (2) terdapat pengaruh langsung kebugaran jasmani terhadap hasil belajar PJOK ( $P_{yx_2} = 0,393$  dengan sumbangan 15,14%); (3) terdapat pengaruh langsung motivasi belajar terhadap hasil belajar PJOK ( $P_{yx_3} = 0,316$  dengan sumbangan 10%); (4) terdapat pengaruh tidak langsung status gizi melalui motivasi belajar terhadap hasil belajar PJOK ( $P_{yx_1} = 0,270$   $P_{x_3_1} = 0,434$   $P_{yx_3} = 0,316$  dengan sumbangan pengaruh total 18,84%); (5) terdapat pengaruh tidak langsung kebugaran jasmani melalui motivasi belajar terhadap hasil belajar PJOK ( $P_{yx_2} = 0,393$   $P_{x_3_2} = 0,424$   $P_{yx_3} = 0,316$  dengan sumbangan pengaruh total 27,77%); (6) terdapat pengaruh simultan status gizi, kebugaran jasmani, dan motivasi belajar terhadap hasil belajar PJOK ( $R_{square} = 0,878$  atau 87,8%).

**Kata Kunci : Status Gizi, Kebugaran Jasmani, Motivasi Belajar, Hasil Belajar**

## ABSTRACT

**Darmila Vera (2021): The Influence of Nutritional Status, Physical Fitness, and Learning Motivation on Learning Outcomes of Physical Education, Sports, and Health of Students at SDN 04 Langung Saiyo, North Rao District.**

The problem in this study originated from the low learning outcomes of Physical Education, Sports, and Health (PJOK) students of SDN 04 Langung Saiyo, North Rao District, Pasaman Regency. The purpose of this study was to determine the direct, indirect, and simultaneous influence of nutritional status, physical fitness, and learning motivation on learning outcomes of Physical Education, Sports and Health (PJOK) students of SDN 04 Langung Saiyo, North Rao District, Pasaman Regency.

This type of research is a quantitative study with a comparative causal approach (path analysis). The population in this study were all students of SDN 04 Langung Saiyo, North Rao District, Pasaman Regency, totaling 181 people. The sample was taken by technique *purposive sampling*, so that the sample taken was 42 people with certain considerations. The nutritional status instrument uses an index, *anthropometric* namely Body Mass Index (BMI), physical fitness uses the Indonesian Physical Fitness Test (TKJI) aged 10-12 years, learning motivation uses a *questionnaire* (questionnaire), and learning outcomes of PJOK use the final score in Physical Education subjects, Sports, and Health (PJOK).

The results of hypothesis testing show: (1) there is a direct effect of nutritional status on learning outcomes of PJOK ( $Pyx_1 = 0.270$  with a contribution of 7.29%); (2) there is a direct effect of physical fitness on learning outcomes of PJOK ( $Pyx_2 = 0.393$  with a contribution of 15.14%); (3) there is a direct effect of learning motivation on learning outcomes of PJOK ( $Pyx_3 = 0.316$  with a contribution of 10%); (4) there is an indirect effect of nutritional status through learning motivation on learning outcomes of PJOK ( $Pyx_1 = 0.270$   $Px_{31} = 0.434$   $Pyx_3 = 0.316$  with a total contribution of 18.84%); (5) there is an indirect effect of physical fitness through learning motivation on learning outcomes of PJOK ( $Pyx_2 = 0.393$   $Px_{32} = 0.424$   $Pyx_3 = 0.316$  with a total impact contribution of 27.77%); (6) there is a simultaneous effect of nutritional status, physical fitness, and learning motivation on learning outcomes of PJOK ( $R_{square} = 0.878$  or 87.8%).

***Keywords: Nutritional Status, Physical Fitness, Learning Motivation, Learning Outcomes***