

Motivation to learn physical education through face-to-face learning in the COVID-19 pandemic

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ABSTRACT

This study aims to determine the motivation to learn physical education, sport, and health through face-to-face learning during the COVID-19 pandemic for students at SD Negeri 2 Guwang in the 2021/2022 academic year. The type of this research is descriptive quantitative research with the h survey method. The population used in this study were students of SD Negeri 2 Guwang for the academic year 2021/2022, totaling 133 students. The sampling technique used was a random sampling of as much as 25% of the total population of 33 students. The data collection technique used a closed questionnaire/questionnaire in several papers. Data were analyzed using quantitative descriptive statistics with percentages. The results of data analysis on motivation to learn physical education, sport, and health through face-to-face learning during the COVID-19 pandemic for students at SD Negeri 2 Guwang in the 2021/2022 academic year, as many as 19 students, or 57.575% have very high motivation, 14 participants students or 42.425% have high motivation, 0 students or 0% have moderate motivation, 0 students or 0.00% have low motivation, and 0 students or 0.00%. Based on the analysis of the data from the discussion, it can be concluded that the motivation to learn physical education, sport, and health through face-to-face learning during the COVID-19 pandemic for students at SD Negeri 2 Guwang in the 2021/2022 academic year shows an average score of 66.3 with a very high category.

Keywords: learning, motivation, physical education

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INTRODUCTION

At the beginning of 2020 the world was shocked by the COVID-19 pandemic which attacked the human respiratory system (Mashuri 2020) which disrupted several aspects of life and required adaptation to these conditions. The COVID-19 pandemic in the world has had a major impact on the education sector with details of 67% of learning being carried out remotely, 24% of the learning process suspended and educational institutions still looking for digital or independent learning solutions, and 7% of learning being canceled or abolished (Marinoni, Land, and Jensen 2020; Rahman, Basri, et al. 2021). The COVID-19 pandemic in Indonesia has changed the teaching and learning process in Indonesia from face-to-face learning to online (Rahman, Prasetyo, and Mashuri 2021). The risk of online learning is that it requires students to learn online is very diverse and parents play a role in supervising their children's learning. The government establishes an online learning process for substitute media so that learning can

still be carried out from home. According to [Sukmarini et al. \(2021\)](#) electronic learning online learning) is a learning activity that utilizes networks (Internet, LAN, WAN) as a method of delivery, interaction, and facilities and is supported by all other learning media.

Based on the results of observations and interviews conducted by the researcher with the physical education teacher of SD Negeri 2 Guwang, on 15-08-2021, it is known that online learning has been carried out in mid-March 2020. Online learning has a major impact on the earnings that take place in schools. Online learning at home should have facilities such as computers, laptops, or mobile phones in supporting students to participate in the online learning process. Online learning during the COVID-19 pandemic has an impact on educators because teachers must be able to use technology or social media for learning facilities.

Physical education (PE) is an integral part of the educational process which demands learning through physical activity to form healthy human beings physically, spiritually, and socially and spiritually in a fun way to become a healthy lifestyle ([Mashuri 2019; Mashuri et al. 2021](#)). PE is a lesson that carries out physical activities to make physical and mental changes as well as ([Husdarta, 2009](#)). Student creativity in PE learning materials is not only needed by individuals, but collaboration between groups is needed in this learning. PE is a useful education for body activities, especially in the psychomotor domain. According to [Herlina and Suherman \(2020\)](#), PE is a physical activity that can be a medium so that it can develop individually or as a whole. According to the 2017 Ministry of Education and Culture, is an integral part of overall education, which develops aspects of physical fitness, social, and critical thinking skills, moral action, and emotional.

PE lessons have a character that prioritizes the psychomotor domain but still prioritizes the cognitive and affective domains ([Mashuri et al. 2022](#)). Psychomotor skills are related to aspects of skills related to the function of the nervous system and muscles. This realm consists of readiness, imitation, getting used to, adjusting, and creating ([Haryanti, 2016](#)). According to [Arikunto \(2013\)](#), "the psychomotor domain has something to do with muscle work and results in physical movement". Because the characteristics of PE require students' physical activity, the media must understand body activities. One of the media that can be used is video media.

[Handayani, Hafidah, and Nurjanah \(2021\)](#) stated that online learning can cause students to get bored because of learning to watch, and in learning, there is no supervision. If this continues to happen, the influence of the quality of education will decrease. For this reason, a

solution is needed so that the enthusiasm and motivation of students to learners increase. Observations of the situation in the field need to be carried out to find out the true picture of how efficient online learning is. For this reason, this article the researcher wrote aims to show an overview of the decline in student motivation and activity during the Covid-19 pandemic, so that it can be used as a reference on what to do for the parties concerned.

The Gianyar Education Office, Bali has decided that face-to-face learning for schools under the auspices of the Gianyar Regency Government, will take effect from Monday 20 September 2021. The intended schools are playgroup, elementary school, junior high school, and senior high school. The maximum number of students in a class is 20 people. Face-to-face learning that is carried out must implement a strict Health Protocol system, to prevent the transmission of the COVID-19 Virus.

Based on observations and interviews conducted by researchers at SD Negeri 2 Guwang, there were problems that I could observe during the previous online learning process, one of which was the lack of student attention when studying and collecting assignments that were less than optimal in doing assignments. After conducting interviews with students face-to-face at school, students considered that physical education, sports, and health were not needed compared to other learning in the classroom, as responses from other students who considered PE very needed and important for fitness. physical and some think that

PE is a realm of pleasure to relieve boredom. Therefore, because it is currently implementing Face-to-face Learning, it is hoped that it can increase the motivation and enthusiasm of students to carry out PE learning. Based on this, the researchers conducted a study entitled, PE Learning Motivation through Face-to-face Learning in the Covid-19 Pandemic Period for Students of SD Negeri 2 Guwang.

METHODS

This research is quantitative and qualitative descriptive research with the type of survey research through a questionnaire/questionnaire. This study is designed to describe and explain the motivation to learn PE through face-to-face learning. The research is designed through the stages: (1) Planning that stands from the stage of needs analysis and instrument adaptation, (2) The implementation consists of the stages of data collection, data analysis, and discussion, and (3) Reporting. At the preparation stage, the research instrument will be prepared. This research instrument includes tests, then at the implementation stage of the research data is collected using instruments that have been prepared at the planning stage. The test is given to the sample

class determined by random sampling. After giving the test the data collected will be tabulated and analyzed. Then the activities at the reporting stage include overall data analysis and formulation of conclusions, as well as making research reports

According to [Sugiyono \(2016\)](#), a population is a generalization area consisting of objects/subjects that have certain qualities and characteristics. In this study, the population includes all students of SD Negeri 2 Guwang. The population is 133 people consisting of classes I, II, III, IV, V, and VI. In this study, the sampling technique used was simple random sampling which was carried out randomly using a lottery. Based on this opinion the sample in this study was $25\% \times 133 = 33.25$ rounded up to 33 respondents, namely the number of samples in this study were 33 students of SD Negeri 2 Guwang in the 2021/2022 academic year in class V with a total of 18 students, and VI with 15 students.

The data analysis technique used is the descriptive data analysis technique with the percentage of students' answers. Descriptive analysis is used to determine the motivation of students based on descriptive frequency, so that the frequency, percentage, and value with categorical intervals are known. To obtain and find out how much motivation to learn PE through face-to-face learning in SD Negeri 2 Guwang students is determined by calculating scores from indicators of intrinsic and extrinsic motivation using the following formula:

$$\text{Motivation average} = \frac{\bar{X}_1 + \bar{X}_2}{2}$$

Description :

\bar{X}_1 = motivation average intrinsic

\bar{X}_2 = motivation average ekstrinsic

RESULTS AND DISCUSSION

Results

The results of this study were obtained through a questionnaire/questionnaire filled out by each respondent. To facilitate the presentation of research data, the motivational data before being analyzed needs to be described. There are several factors observed in motivation in PE learning through face-to-face learning, namely intrinsic motivation factors which include knowledge, needs, pleasure, achievement, and extrinsic factors including friends, teachers, parents, and facilities & infrastructure.

Table 1. Description of Motivation Data Analysis of Research Results For Class V and VI SDN 2 Guwang

<i>No</i>	<i>Indicator</i>	<i>Item Nomor</i>		<i>Minimum Score</i>	<i>Maximum</i>
		<i>Positive</i>	<i>Negative</i>		
1	Knowledge	1,2	3	2	4
2	Needs	4	5	2	4
3	Enjoyment	6,7	8	2	4
4	Performance	9,10	11	2	4
5	Friend	12,13	14	2	4
6	Teacher	15	16	2	4
7	Parent	17	18	2	4
8	Facilities and infrastructure	19	20	2	4

Based on table 1, it is known that the motivation to learn Physical Education through Face-to-face Learning during the Covid-19 Pandemic Period for students at SD Negeri 2 Guwang in the 2021/2022 academic year is observed from several factors, namely knowledge, needs, fun, achievements, friends. , teachers, parents, and facilities & infrastructure.

Table 2. Percentage of Learning Motivation Score on Each Indicator In Class V & VI SD Negeri 2 Guwang

<i>No</i>	<i>Factor</i>	<i>Indicator</i>	<i>Score Presentation</i>
1	Intrinsic	Knowledge	15
2		Needs	10
3		Enjoyment	15
4		Performance	15
Total			55
1	Ekstrinsic	Friend	15
2		Teacher	10
3		Parent	10
4		Facilities and infrastructure	10
Total			45
Total number			100

Based on table 2 the percentage of intrinsic motivation of knowledge indicators is 15%, needs indicators are 10%, pleasure indicators are 15%, and achievement indicators are 15%. Total intrinsic motivation is 55%. The extrinsic motivation of the friend indicator is 15%, the teacher indicator is 10%, the parent indicator is 10%, and the facilities & infrastructure indicator is 10%. The total extrinsic motivation is 45%. So based on these results the highest factor that affects learning motivation is the intrinsic motivation factor with a total of 55%. While the indicators that. The highest that affect learning motivation are knowledge, fun,

achievement, and friends with a percentage of 15% each.

The data in the study of Motivation to Learn Physical Education through Face-to-face Learning in the Covid-19 Pandemic Period for Students at SD Negeri 2 Guwang were analyzed using descriptive statistical techniques. The calculation technique is carried out using percentages. In this study, the data were categorized into 5 namely, very high, high, medium, low, and very low. The categorization is made based on the ideal mean and ideal standard deviation which are the results of descriptive calculations that have been carried out previously.

Motivation to Learn Physical Education through Face-to-face Learning in the Covid-19 Pandemic Period for students at SD Negeri 2 Guwang has been measured using a questionnaire consisting of 20 questions. From the results of data analysis that has been carried out on the motivation of students, the mean is 66.3, the median of 66 modes is 62 and the ideal standard deviation is 33.3. The distribution of the categorization frequency can be seen as follows.

Table 3. Results of the Analysis of Learning Motivation for Physical Education through face-to-face Learning in the Covid-19 Pandemic of SD Negeri 2 Guwang

<i>Interval</i>	<i>Frekuensi (person)</i>	<i>Persentase</i>	<i>Category</i>
65-80	19	57,575	Very high
55-64	14	42,425	Hight
45-54	0	0	Currently
35-44	0	0	Low
20-34	0	0	Very low
Total		100%	

Based on table 3, it is known that as many as 19 students, or 57.575% have very high motivation, 14 students or 42.425% have high motivation, 0 students, or 0% have moderate motivation, 0 students, or equal to 0.00% have low motivation, and 0 students or 0.00% have very low motivation towards Learning Motivation for Physical Education in Sports and Health through Face-to-face Learning in the Covid-19 Pandemic Period for Students at SD Negeri 2 Guwang. When viewed from the frequency that appears from each frequency or number of students who appear in each category, it can be seen that the Motivation to Learn Physical Education in Sports and Health Through Face-to-face Learning during the Covid-19 Pandemic Period. Students at SD Negeri 2 Guwang are in the high category.

The data from the analysis of Motivation for Learning Physical Education through Face-to-face Learning in the Covid-19 Pandemic Period for Students of SD Negeri 2 Guwang, can

be described as shown in Figure 1.

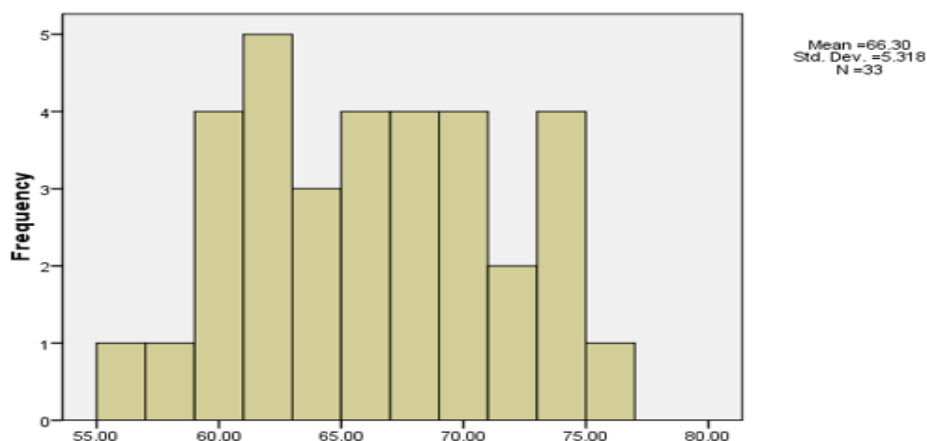


Figure 1. Data Analysis Result

Based analysis of research data shows that 19 people (57.575%) are in the "Very High" category. Based on these results, it can be stated that the Motivation to Learn Physical Education in Sports and Health Through Face-to-face Learning during the Covid-19 Pandemic Period for Students at SD Negeri 2 Guwang with an average score of 66.3 is classified as very high. This research is in line with Wibowo's title "Student Learning Motivation Survey in Participating in Physical Learning, Sports and Health in Senior High School Students in Ponorogo City District" which states that the categories in this study are classified as tall. The high motivation to learn can be influenced by intrinsic factors which include aspects of knowledge, needs, pleasure, and achievement, and extrinsic factors which include friends, teachers, parents, and facilities & infrastructure.

Discussion

This is reinforced by the research by [Kustria, Parwata, and Sptyanawati \(2020\)](#), with the title Motivation to Participate in Physical Education Learning in Sports and Health of SMA/SMK Students in Rendang District during the Covid-19 Pandemic stating that the high motivation of students in participating in learning is caused by the packaging of the material provided by the teacher, both video and using application media. The motivation of each student is certainly influenced by two factors, namely intrinsic and extrinsic motivation. [Maulana, Azhari, and Darmawan \(2018\)](#) state that there is an influence on the role of the teacher and the school environment in the learning motivation of students in physical education subjects, in research [Khoir, S., Usra, M., & Destriana, D. \(2022\)](#) that has been carried out regarding the effectiveness of limited face-to-face health education learning in the new normal era.

According to [Uno \(2008\)](#) states that there is a need for encouragement in learning, there is a desire or desire in learning, there is hope for achievement, there are activities that attract attention and there is also a conducive learning environment from friends, teachers, and other people. Motivation to learn physical education actually comes from physical education teachers because teachers directly interact with students and are able to provide mental stimulation to students to actively learn ([Mashuri 2017](#); [Mashuri and Apriliyanto 2015](#)).

From the results of interviews with PE teachers at SD Negeri 2 Guwang regarding the obstacles and readiness during face-to-face learning, it can be seen that the teachers are ready for the learning experienced during face-to-face learning, it's just that there needs to be an adaptation from students because the previous learning implementation carried out online learning. Where previous students get more theory than practice which makes students feel a little less motivated. This proof is because students prefer learning physical education directly by involving themselves with facilities and infrastructure that make students actively move ([Jatmiko et al. 2022](#)).

The impact of this research is that the results of this study can be used as a reference for schools and teachers to control the motivation of students as a supporter of success in the learning process boldly. The facts collected in the form of data from questionnaires by 33 respondents in class V, VI SD Negeri 2 Guwang stated that the motivation to learn Physical Education through face-to-face learning is included in the high category. caused by influencing factors, namely intrinsic factors and extrinsic factors. Therefore, teachers and schools must pay attention to and improve the teaching and learning process by using learning methods and media according to the character and circumstances of students both morally and materially so that they can increase or maintain students' intrinsic and extrinsic motivation in face-to-face learning PE ([Mashuri and Pratama 2019](#); [Vilchez et al. 2021](#)). These two factors will support each other and students can have very high motivation, and research [Darmawan, M., Destriana, D., & Bayu, W. \(2022\)](#). is so that it can be a reference in increasing students' learning motivation

CONCLUSION

Based on the results of data analysis from the discussion, it can be concluded that the Learning Motivation for Physical Education in Sports and Health Through Face-to-face Learning in the Covid-19 Pandemic Period for Students at SD Negeri 2 Guwang for the Academic Year 2021/2022 is in the high category. Based on the conclusions of the research

above, the suggestions that can be given are: (1) For students, it is recommended to increase their motivation to learn by participating in learning well so that they are more focused and enthusiastic in the online learning process, (2) For teachers, it is hoped that they will be able to foster student motivation in the face-to-face learning process by taking into account the supporting factors for increasing student motivation, (3) for schools, schools are expected to be able to foster student motivation in the online learning process by taking into account the supporting factors for increasing student motivation.

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