

Student Interest and Motivation in Physical Education, Sports, and Health after COVID-19

by Musamus Journal Of Physical Education And Sport

Submission date: 10-Nov-2023 05:35AM (UTC+0530)

Submission ID: 2223327168

File name: khairul_siap_publish.pdf (318.04K)

Word count: 6271

Character count: 34310



Student Interest and Motivation in Physical Education, Sports, and Health after COVID-19

Khairul^{1*}, Andika Triansyah², Novi Yanti³

^{1,2,3} Universitas Tanjungpura, Indonesia

*Corresponding Author: Khairul e-mail: khairulmpw14@gmail.com

Received: 12 October 2023; Accepted: 25 October 2023; Published: 31 October 2023

Abstract

Objectives. The COVID-19 pandemic brought about a significant transformation in learning methods, especially in Indonesia. For almost two years, physical education, sports, and health classes were conducted online from home, and now there is a shift back to in-person learning, both in classrooms and in practical settings. Our research aims to evaluate the level of students' motivation and enthusiasm towards participating in physical education, sports, and health classes after the pandemic. This study will delve into the technical details of the changes in the learning methods and assess the effectiveness of these changes.

Material and methods. The study employed a descriptive quantitative research design using a survey method. All 127 VIII-grade students at SMP Negeri 2 Mempawah Hilir were selected as the research sample using a saturated sample technique. The data collection technique used indirect communication through a closed questionnaire that employed the Likert Scale to measure attitudes. Students answered several statements in the questionnaire directly.

Results. Based on the gathered data, the research results indicate that at SMP Negeri 2 Mempawah Hilir, 78% of students, which amounts to 99 students out of 127 students, have a high interest in learning physical education sports and health after the COVID-19 pandemic. Similarly, 73% of students, which counts for 93 students out of 127 students, have a high motivation to learn physical education sports, and health after the COVID-19 pandemic.

Conclusions. Based on the results obtained, it can be inferred that the students have shown a significant level of enthusiasm towards physical education, sports, and health even after the COVID-19 pandemic. The evidence suggests that physical education is highly valued by the students for their overall wellness and fitness.

Keywords: Interest, Motivation, Physical Education, COVID-19 Pandemic

DOI: 10.35724/mjpes.v6i1.5561

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Introduction

Education can be defined as a well-organized and systematic approach to guiding individuals towards learning and acquiring knowledge (Dhia et al., 2023). The purpose of education is to help individuals develop into independent, responsible, creative, knowledgeable, healthy, and noble human beings, both physically and spiritually (Mashhad et al., 2023). This is in line with the opinion of Ilma, (2015) which states that to become a human being who believes and is devoted to God Almighty, has a noble character, is healthy, knowledgeable, capable, creative, independent, and becomes a democratic and responsible citizen.⁷

Physical education, sports, and health are essential components of the curriculum in schools worldwide. These subjects aim to promote the physical, mental, and emotional well-being of students by providing them with knowledge and skills to maintain a healthy lifestyle. Physical education classes typically involve a range of activities such as sports, gymnastics, and dance, which help students develop coordination, strength, and endurance. Additionally, these classes promote teamwork, sportsmanship, and leadership skills. Overall, physical education, sports, and health play a critical role in ensuring the overall development and success of students in their academic and personal lives (Saputra, Suryadi, et al., 2023; Suryadi, Samodra, et al., 2023; Suryadi, Suganda, et al., 2023), starting from elementary school level to high school level (Rubiyatno & Suryadi, 2022). Physical education for sport and health is a subject that studies physical development and skills (Hardinata, Fakhruddin Fakhruddin, et al., 2023; Harianto, Gustian, Supriatna, Shalaby, & Taiar, 2023). Physical education is education that uses physical activity as the main medium to achieve learning objectives (Haidara, Okilanda, Dewintha, & Suryadi, 2023). The physical education learning process that takes place is generally face-to-face learning, the teacher presents physical education learning material by arranging a series of activities (Umar et al., 2023).⁸

With the spread of COVID-19 in Indonesia, the usual face-to-face teaching and learning process in schools has been replaced by online learning. The first case of coronavirus in Indonesia was detected on March 2, 2020, and on March 15, 2020, the Indonesian government implemented physical distancing measures. Later, on March 30, 2020, the government introduced a policy of large-scale social restrictions (PSBB) to contain the spread of the virus. Following the government's recommendation, the way of life in Indonesia and even the entire world has changed (Suryadi, 2022). As in the world of education which is also affected. According to the circular letters of the Ministers of education and Culture Number 02 of 2020 and Number 03 of 2020 concerning the prevention and handling of COVID-19, schools began

implementing distance learning or commonly referred to as online until an unspecified time (Teknologi, 2021).

The transformation of learning methods from face-to-face to online has made changes in student learning (Mastura & Santaria, 2020). This online method brings major changes in the subject of physical education, sports, and health, which should be in learning students directly receive learning from the teacher and practice in the field directly. Now it must switch to online learning using cell phones as learning media (Cahyono, Resita, & Hidayat, 2021). The teacher uses the WhatsApp application on their cellphone to provide learning materials to students. Through this online learning method, students receive learning videos and are expected to study and practice the provided material independently at home. This system has been implemented for almost 2 years now in Indonesia.

Finally, good news emerged that the government would start face-to-face learning again. According to the ² circular letter of the Minister of education and Culture Number 04 of 2021 concerning the implementation of face-to-face learning for the 2021/2022 academic year (Teknologi, 2021). That way face-to-face learning will be re-implemented with health protocols starting from universities and followed by the levels below, but with too long online learning at home, many students are used to being at home and happy with cellphones and rarely do outdoor sports activities. Whereas this has an impact on endurance (Hardinata, B, et al., 2023; Supriatna, Suryadi, Haetam, & Yosika, 2023; Suryadi, Yanti, Ramli, Tjahyanto, & Rianto, 2023), as well as students' physical fitness which will decrease (Rubiyatno et al., 2023; Saputra, Putra, et al., 2023; Suryadi & Rubiyatno, 2022; Suryadi, Samodra, & Purnomo, 2021) so that ⁸ ⁹ interest and motivation must coexist in learning physical education sports and health.

In the learning process, interest is an initial movement for students in learning that can be used to achieve the desired goals. Interest can also mean a feeling that wants to arise from within an individual towards something and then accompanied by a desire to do or have. In line with the opinion of Saleh & Malinta, (2020) states that interest is the acceptance of a relationship between oneself and something outside oneself. Student learning interest is needed for ⁵ learning, so that students have an interest in the material being taught ⁵ in addition to interest, students also need encouragement or motivation to achieve their goals (Yunitasari & Hanifah, 2020).

Meanwhile, motivation can be defined as a driver or impetus for someone to do something in which it has direction and intensity. Direction is a person's search point, approach, and interest in certain circumstances, while intensity leads to the seriousness of the effort a

person makes in certain situations. Motivation is one of the most important factors to encourage students' enthusiasm for learning (Robandi & Mudjirun, 2020). In motivation there are also high desires and ideals. So that students who have learning motivation will understand what is the goal in learning, a good student condition in learning will cause the student to be enthusiastic about learning and be able to complete assignments well.

After interviewing several students of SMP Negeri 2 Mempawah Hilir who resumed attending in-person classes, researchers found that they had to readjust to learning in the classroom once again. Some students felt bored during direct instruction from the teachers. As for physical education classes, the PJOK teacher reported that many students felt tired during outdoor activities, and their interest in exercising had decreased. This was likely due to their previous experience of following online classes and staying at home. This research is in line with the opinion of Yunitasari & Hanifah, (2020) that the transition to offline learning is very influential on student interest in learning because the learning process has changed again. Judging from the existing explanation, interest and motivation are very influential in realizing learning goals. It will be very problematic if students in participating in the learning process have low interest and motivation.

Based on direct inquiries with students at the school, my observations have highlighted the crucial role of nurturing student interest and motivation in achieving successful learning outcomes. This insight has fueled my research interest in investigating the extent and nature of students' interest and motivation to engage in physical education learning after the COVID-19 pandemic. Given the context provided in the problem background, the main objective of my study is to evaluate the levels of student interest and motivation regarding participation in physical education, sports, and health classes post-pandemic.

Materials and methods

Study participants

The research was conducted on the eighth-grade students of SMP Negeri 2 Mempawah Hilir, comprising a population of 127 students. Non-probability sampling, specifically saturated sampling, was used to obtain the sample. Below is the distribution table for the obtained sample.

Table 1. Research Sample

No	Number of Class VIII	Number of Learners
1	Class VIII A	25 Person
2	Class VIII B	26 Person
3	Class VIII C	25 Person
4	Class VIII D	25 Person
5	Class VIII E	26 Person
Total		127

Study organization.

The methodology employed in this study involves the use of a quantitative research design that is descriptive in nature. The data is collected through a survey method that allows for a comprehensive analysis of the research problem. According to Sugiyono, (2017), states that "quantitative research methods are research methods based on the philosophy of positivism to examine populations or samples of research objects". The research design employed for this study involves the utilization of an indirect communication data collection technique. This technique entails the use of a questionnaire sheet containing a set of questions that are directly answered by the students. The study aims to determine the level of students' interest and motivation in learning physical education sports and health after the COVID-19 pandemic, specifically at SMP Negeri 2 Mempawah Hilir. The collected data will be used to gain insights into the impact of the pandemic on students' learning and their overall interest in physical education.

The data collection instrument used in this research design is a closed questionnaire, as explained by Suherman & Rahayu, (2015), which states that a closed questionnaire is a research tool where respondents are presented with a set of predetermined answers to choose from. Researchers use an attitude scale to measure the answers, typically the Likert scale, which consists of five levels of agreement: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1). According to Suberman & Rahayu (2015) "Likert scales are usually used to assess attitudes; Likert scales allow respondents to indicate their statements at a certain level.

Statistical analysis.

Using data analysis can be done with two types of analysis, namely statistical and non-statistical. Because the data collected is in the form of numbers, the authors use statistical analysis with the help of Microsoft Excel software on a computer. Statistical analysis can provide work efficiency and effectiveness because it can make brief data. Classification of interest and motivation scores according to (Arikunto, 2017), as follows:

Table 2. Classification of Interest and Motivation Scores

Intervals	Category
5	Very High
4	High
3	Fair
2	Low
1	Very Low

Source: (Arikunto, 2017)

Results

The survey conducted to gauge the students' interest in learning physical education, sports, and health after the Covid-19 pandemic at SMP Negeri 2 Mempawah Hilir revealed some interesting findings. The results indicate the percentage of students who are keen on learning physical education, sports, and health. These findings can be used to design a curriculum that caters to the student's interests and keeps them engaged in the learning process.

Table 3. Description of the Results of Students' Learning Interest

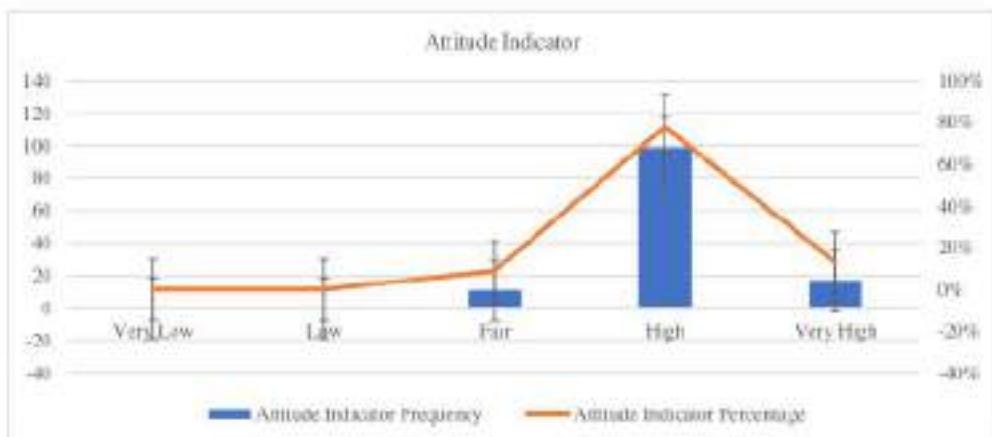
No	Category	Learning Interest	
		Frequency	Percentage
1	Very Low	0	0%
2	Low	0	0%
3	Fair	23	18%
4	High	99	78%
5	Very High	5	4%
Total		127	100%

**Figure 1.** Learning Interest Graph

As per the data presented in Table 3 and Figure 1, it can be inferred that the level of interest among students towards learning physical education, sports, and health at SMP Negeri 2 Mempawah Hilir after the COVID-19 pandemic is low. The analysis indicates that 0% of the students have very low learning interest, while another 0% have low learning interest. In contrast, 18% of the students have sufficient learning interest, 78% of the students have high learning interest, and 4% of the students have very high learning interest. These results suggest that a vast majority of the students are highly motivated and interested in learning physical education, sports, and health, despite the challenges posed by the pandemic situation.

Table 4. Description of Learning Interest Results from Attitude Indicators

No	Category	Attitude Indicator	
		Frequency	Percentage
1	Very Low	0	0%
2	Low	0	0%
3	Fair	11	9%
4	High	99	78%
5	Very High	17	13%
Total		127	100%

**Figure 2.** Attitude Indicator Graph

The data presented in table 4 and figure 2 reveals that the interest percentage derived from attitude indicators is influenced by the degree of attitude exhibited. Specifically, it is observed that the percentage of interest is 0% for very low and low attitude indicators, 9% for moderate attitude indicators, 78% for high attitude indicators, and 13% for very high attitude indicators. These findings offer valuable insights into the relationship between attitude and interest, which could be useful in various business and academic contexts.

Table 5. Description of Learning Interest Results from the Desire Indicator

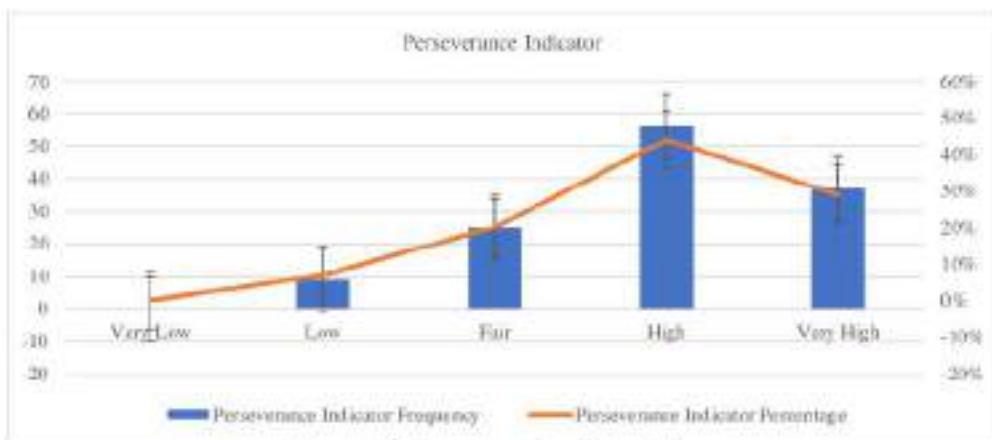
No	Category	Desire Indicator	
		Frequency	Percentage
1	Very Low	0	0%
2	Low	2	2%
3	Fair	55	43%
4	High	68	53%
5	Very High	2	2%
Total		127	100%

**Figure 3:** Desire Indicator Graph

It can be derived from Table 5 and Figure 3 that the percentage of interest from the desire indicator is nil for the very low desire indicator, 2% for the low desire indicator, 43% for the moderate desire indicator, 53% for the high desire indicator, and 2% for the very high desire indicator.

Table 6. Description of Learning Interest Results from the Perseverance Indicator

No	Category	Perseverance Indicator	
		Frequency	Percentage
1	Very Low	0	0%
2	Low	9	7%
3	Fair	25	20%
4	High	56	44%
5	Very High	37	29%
Total		127	100%

**Figure 4.** Perseverance Indicator Chart

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Based on Table 6 and Figure 4, it can be seen that the percentage of interest in the perseverance indicator varies depending on its level. For very low perseverance indicators, the percentage of interest is 0%. For low perseverance indicators, it is 7%. For moderate perseverance indicators, it is 20%. For high perseverance indicators, it is 44%. Finally, for very high perseverance indicators, it is 29%.

Table 7. Description of Learning Interest Results from the Encouragement Indicator

No	Category	Encouragement Indicator	
		Frequency	Percentage
1	Very Low	0	0%
2	Low	0	0%
3	Fair	17	14%
4	High	55	43%
5	Very High	55	43%
Total		127	100%

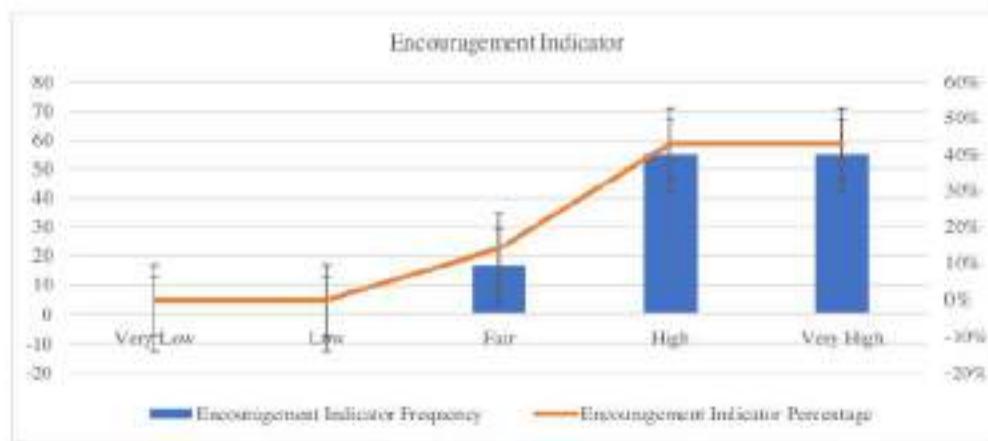


Figure 5: Graph of Encouragement Indicator

According to the data presented in Table 7 and Figure 5, the interest percentage derived from the encouragement indicator shows 0% for very low and low encouragement indicators, 14% for sufficient encouragement indicators, and 43% for both high and very high encouragement indicators.

Table 8. Students' Learning Motivation

No	Category	Learning Motivation	
		Frequency	Percentage
1	Very Low	0	0%
2	Low	1	1%
3	Fair	21	17%
4	High	93	73%
5	Very High	12	9%
Total		127	100%

The outcomes of the survey on students' learning motivation in physical education, sports, and health reveal that the percentage of student motivation in learning these subjects at SMP Negeri 2 Mempawah Hilir is as follows;

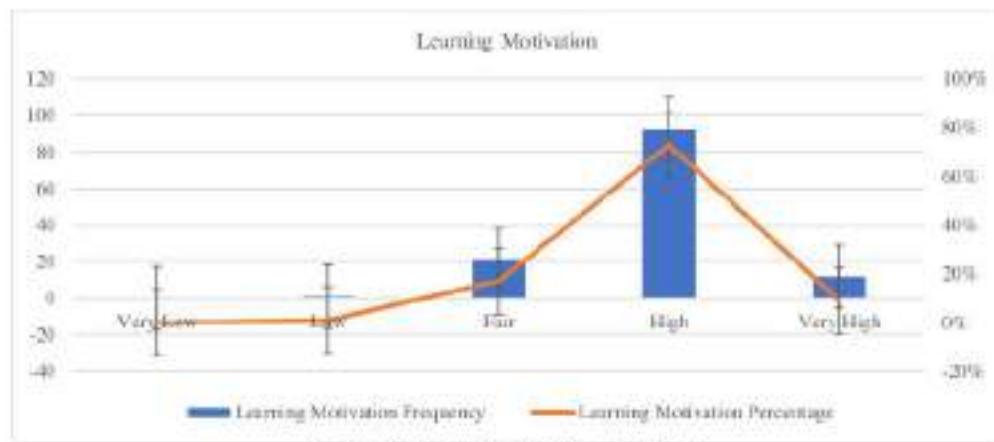
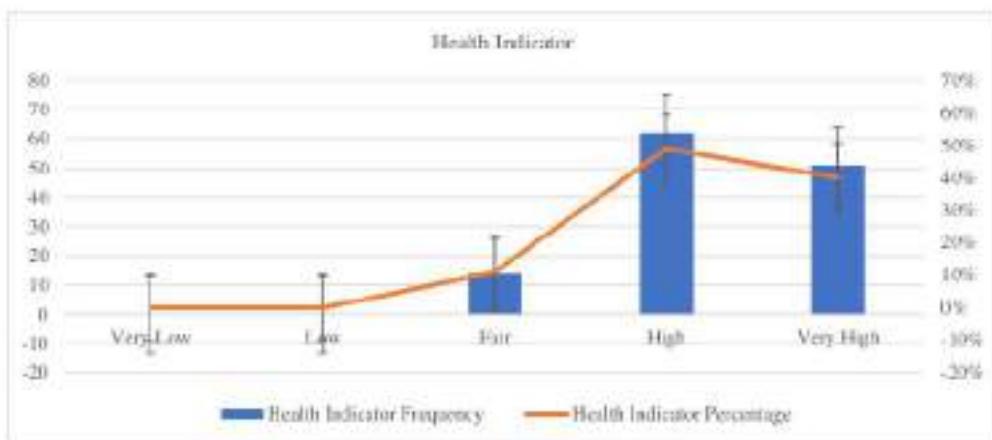


Figure 6: Learning Motivation Graph

Based on table 8 figure 6, it is known that the percentage of student motivation in learning physical education sports and health at SMP Negeri 2 Mempawah Hilir after the Covid-19 pandemic is 0% having very low interest in learning, 1% having low interest in learning, 17% having sufficient interest in learning, 73% having high interest in learning, 9% having very high interest in learning.

Table 9. Description of Learning Motivation Results from Health Indicators

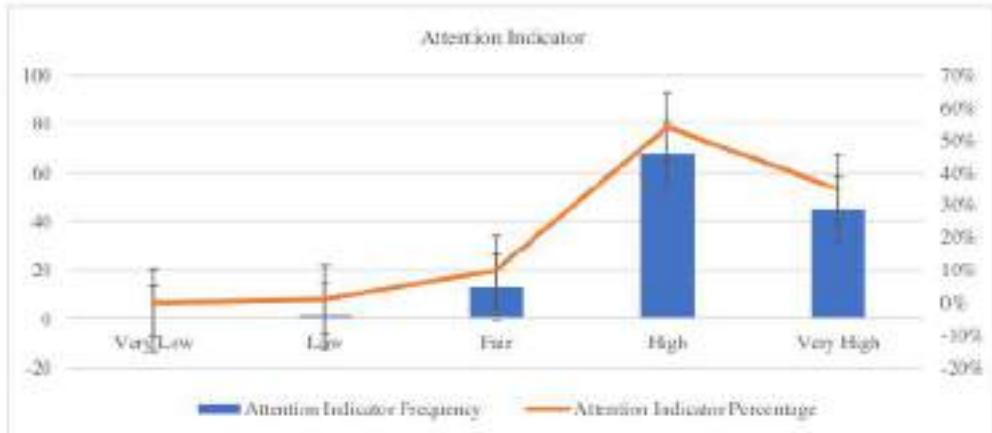
No	Category	Health Indicator	
		Frequency	Percentage
1	Very Low	0	0%
2	Low	0	0%
3	Fair	14	11%
4	High	62	49%
5	Very High	51	40%
	Total	127	100%

**Figure 6:** Health Indicator Chart

Based on Table 9 and Figure 7, it is known that the percentage of motivation from health indicators is 0% for very low health indicators, 0% for low health indicators, 11% for moderate health indicators, 49% for high health indicators, 40% for very high health indicators.

Table 10. Description of Learning Motivation Results from Attention Indicators

No	Category	Attention Indicator	
		Frequency	Percentage
1	Very Low	0	0%
2	Low	1	1%
3	Fair	13	10%
4	High	68	54%
5	Very High	45	35%
Total		127	100%

**Figure 8.** Attention Indicator Graph

Based on Table 10 and Figure 8, it is known that the percentage of motivation from the attention indicator is 0% for very low attention indicators, 1% for low attention indicators, 10% for moderate attention indicators, 54% for high attention indicators, and 40% for very high attention indicators.

for moderate attention indicators, 54% for high attention indicators, 35% for very high attention indicators,

Table 11 Description of Learning Motivation Results from Talent Indicators

No	Category	Talent Indicator	
		Frequency	Percentage
1	Very Low	0	0%
2	Low	3	2%
3	Fair	38	30%
4	High	55	43%
5	Very High	31	25%
Total		127	100%

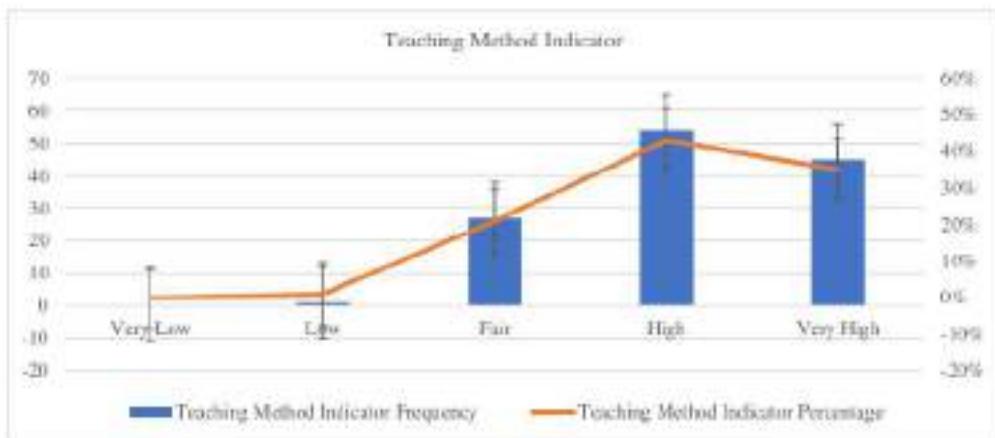


Figure 9. Graph of Talent Indicator

Based on Table 11 and Figure 9, it is known that the percentage of motivation from the Talent indicator is 0% for very low talent indicators, 2% for low talent indicators, 30% for moderate talent indicators, 43% for high talent indicators, 25% for very high talent indicators.

Table 12. Description of Learning Motivation Results from Teaching Method Indicators

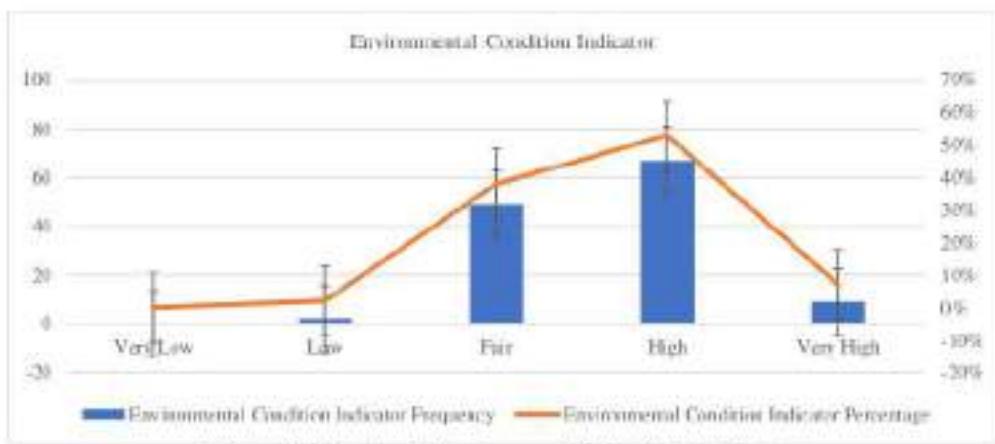
No	Category	Indikator Metode Mengajar	
		Frequency	Percentage
1	Very Low	0	0%
2	Low	1	1%
3	Fair	27	21%
4	High	54	43%
5	Very High	45	35%
Total		127	100%

**Figure 10.** Graph of Teaching Method Indicator

Based on Table 12 and Figure 10, it is known that the percentage of motivation from learning tool indicators is 0% for very low learning tool indicators, 4% for low learning tool indicators, 30% for sufficient learning tool indicators, 49% for high learning tool indicators, 17% for very high learning tool indicators.

Table 13. Description of Learning Motivation Results from Environmental Condition Indicators

No	Category	Environmental Condition Indicator	
		Frequency	Percentage
1	Very Low	0	0%
2	Low	2	2%
3	Fair	49	38%
4	High	67	53%
5	Very High	9	7%
Total		127	100%

**Figure 11.** Graph of Environmental Condition Indicator

Based on Table 13 and Figure 11, it is known that the percentage of motivation from environmental condition indicators is 0% for indicators of low environmental conditions, 2% for indicators of low environmental conditions, 38% for indicators of sufficient environmental conditions, 53% for indicators of high environmental conditions, 7% for indicators of very high environmental conditions.

Discussion

In this study, we aimed to determine the level of interest and motivation of students towards learning physical education, sports, and health after the Covid-19 pandemic. Our research and data analysis reveal that 78% of students showed high interest in this field, with the highest frequency of 99 students out of 127. None of the students showed very low interest, and only 18% showed moderate interest, while 4% of students indicated very high interest. These results are highly satisfactory, especially when compared to the previous research conducted during the New Normal Era, where students' interest in learning physical education, sports, and health was low. This is relevant to the research conducted by Pambudi, Yuliawan, Dhedhy, Allsabah, & Husein, (2021) when conducting research at the State Junior High School in Megaluh District in 2020/2021, the results were 5% very low, 46.7% low, 38.9% medium, 9.3% high.

In the field of physical education, it is crucial for teachers to minimize the challenges that students face while learning about sports and health. These challenges can arise from issues related to the students themselves, as well as the way in which the material is presented to them. If these challenges are not addressed effectively, students may lose interest in the subject matter and become disengaged from the learning process. Therefore, it is essential for teachers to be aware of these potential problems and take steps to mitigate them in order to ensure that students remain actively engaged in their learning. According to Budiono, (2012) interest is the tendency in individuals to be interested in a subject or like an object. This shows that how much interest students have in participating in learning physical education sports and health is a reflection of how much students are interested in learning itself. These results show that the enthusiasm of students has begun to grow again and the role of a teacher in delivering material to directly adjust the situation is also very instrumental in encouraging students' enthusiasm for learning.

Based on the results, students show high interest in physical education, sports, and health. This is influenced by intrinsic and extrinsic factors. According to Maryani, (2015) the psychological condition of students is the main benchmark for how much student interest. With this, a teacher must be able to create a pleasant learning atmosphere and attract the attention of

students in participating in learning. High learning interest will help students to be active in learning and have the opportunity to master the skills taught and achieve maximum learning achievement.

Based on the results of research and data processing of students' motivation for physical education, sports and health lessons for post-COVID-19 students. Shows that student motivation is in the "high" category 73% with the highest frequency with 93 students out of 127 students. Overall results in the "very low" category were 0%, the "low" category was 1%, the "moderate" category was 17%, the "high" category was 73%, the "very high" category was 9%. The results obtained are still fairly satisfactory which is in the high category. in comparison with previous research during the New Normal Era, student motivation in learning sports and health education was in the low category. This is relevant to the research conducted by Pambudi et al., (2021) when conducting research at the State Junior High School in Megaluh District in 2020/2021, the results were 4.5% very low, 50.5% low, 35.2% medium, 0.3% high.

Physical education sports and health is an educational process that aims to develop and improve individuals who are planned systematically in achieving educational goals through physical activity. According to Luru, (2021) motivation is a force that causes a person to move to carry out certain activities in order to fulfill needs. This shows that learning physical education sports and health motivation is one of the supporters so that students take learning seriously.

Motivation also plays a role in a person's psychology, because motivation is one of the determining factors as a driver of human behavior, so that with motivation a person can encourage himself to practice more and achieve maximum results. With this motivation, it will encourage someone to practice, work hard and be able to last longer in participating in an activity or exercise. According to Hamzah, (2023) motivation is an encouragement to move someone to behave, this encouragement is contained in someone who moves something in accordance with the encouragement in him. The relationship between motivation and learning physical education sports and health is that learning is a process of interaction between participants and educators and learning resources in a learning environment, if a learning is well supported, namely from teaching methods, learning tools and environmental conditions, student motivation in participating in learning physical education sports and health will also be higher. These results show that the school environment also affects learning, especially learning physical education sports and health that must learn outdoors, a comfortable school environment will increase the concentration of learning students.

The study results reveal that students' motivation in participating in physical education sports and health learning post the Covid-19 pandemic is high. Motivation is a crucial element in learning and requires teachers to take a keen interest in increasing student motivation through teaching methods that align with students' characteristics, thereby sustaining and enhancing their intrinsic motivation to participate in learning. Schools should also strive to enhance their facilities and infrastructure to increase students' extrinsic motivation and further promote successful learning activities. The concept of learning motivation states that students' willingness and desire to engage in physical education sports and health learning activities are crucial in achieving learning objectives. A teacher's task is to foster students' learning motivation by explaining the purpose and objectives of the given task. It is essential to match the motion task with the learners' abilities and adjust the success criteria to their development level.

Conclusions

The research and discussion presented have established a strong foundation for post-pandemic learning. The results reveal that 78% of students (99 out of 127) have a high interest in learning physical education sports and health after the Covid-19 pandemic, while 73% of students (93 out of 127) have a high motivation for learning the same subject. These findings suggest that teachers who teach physical education sports and health subjects must focus on nurturing student motivation and interest to achieve more satisfactory results. Further research is recommended to explore the relationship between interest and motivation in physical education learning using a wider sample size.

Acknowledgment

The author wishes to express gratitude to the principal, sports instructors, and students at SMP Negeri 2 Mempawah Hilir. Their invaluable contribution and support are deeply appreciated and have been instrumental in the successful completion of the project.

Conflict of interest

Not conflict of interest.

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Information about the authors:

Khairul: khaiulimpw14@gmail.com, Department of Physical Education, Health and Recreation, Universitas Tanjungpura, Indonesia

Andika Triansyah: andika.triansyah@fkip.untan.ac.id, Department of Physical Education, Health and Recreation, Universitas Tanjungpura, Indonesia

Novi Yanti: noviyanti@fkip.untan.ac.id, Department of Physical Education, Health and Recreation, Universitas Tanjungpura, Indonesia

Cite this article as: Khairul *et al.* (2023). Student Interest and Motivation in Physical Education, Sports, and Health after COVID-19. *Musamus Journal of Physical Education and Sport (MJPES)*, Volume 6, No 1, 2023, 181-199, <https://doi.org/10.35724/mjpes.v6i1.5561>

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