



Teacher Motivation in Teaching Physical Education During Covid-19 Pandemic

Tri Martini^{1*}, Mudjihartono², Agus Gumilar³, Salman⁴

^{1,2,3,4} Sports Education, Faculty of Sports and Health Education, Universitas Pendidikan Indonesia, Bandung, Indonesia

Article Info

Article History :

Received : December 2022

Revised : March 2023

Accepted : March 2023

Keywords:

Motivation,
Physical Education,
Teachers

Abstract

The purpose of this study was to explore the motivation of Junior High School Physical Education teachers in providing online-based Physical Education instruction in Cimahi City, Indonesia. This study used a quantitative descriptive method. The instrument was a questionnaire distributed through Google form. The population of this study were Physical Education teachers in Cimahi. The sampling technique used purposive sampling technique with the Roscoe method. The data were analyzed by quantitative descriptives in the form of percentages. The result of this study concludes that the motivation of Junior High School Physical Education teachers in providing online-based Physical Education teaching in Cimahi are 4.84% were in the high category, 12.90% were in the medium category, 75.81% were in the low category, and 6.54% were in the very low category. It concludes that the teaching motivation of Junior High School level Physical Education teachers in Cimahi, in implementing online learning, was mostly in the low category.



*Corresponding email : trimartini@upi.edu

INTRODUCTION

Education is something universal and continues from generation to generation anywhere in the world. Efforts to humanize humans through education are carried out in accordance with the view of life and in the socio-cultural background of each particular society. According to Law No. 20 of 2003 concerning the National Education System, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and the necessary skills for themselves, society, nation, and state. The National Education System is an integrated whole component of education to achieve the goals of national education (INDONESIA, 2003). COVID-19 is a contagious disease caused by the corona virus severe acute respiratory syndrome (Law et al., 2020). The COVID-19 pandemic has limited human-to-human contact. Social distancing is considered the most effective prevention strategy because there is no specific treatment. The coronavirus pandemic has affected education systems around the world, leading to the total closure of schools, universities, and colleges (Haug et al., 2020). Governments have deployed distance learning solutions and are grappling with the complexities of providing distance education, from delivering content and supporting teachers to providing guidance to families and overcoming connectivity challenges. In an effort to suppress the spread of Covid-19, schools in Indonesia are seriously implementing a digital-based or distance learning system (Abidah et al., 2020). The implementation of teaching and learning activities is currently limited, especially in Physical Education and Sports contexts. Students and teachers spend more time in

front of screens than interacting directly. Direct teaching and learning activities have always been associated with the transmission of the highly contagious Covid-19 virus (Gray et al., 2020). This means that the teaching and learning process has shifted from direct teaching to digital (online) teaching, including in Physical Education. Learning that is usually carried out in open spaces or fields has now become learning carried out by using online learning platforms, such as Google Classroom, SeeSaw, Google Meet, and so on. This has a profound impact on activities that have a direct approach as is the case with Physical Education.

Physical Education is basically an educational process that utilizes physical activities, carried out in open spaces or in the field, and dominated by practical activities and a little theory (Quennerstedt et al., 2014). The purpose of Physical Education is not only to develop the physical realm, but also to develop aspects of health, physical fitness, critical thinking skills, emotional stability, social skills, reasoning, and moral action through physical motivational activities and sports. Physical Education has a very important role in intensifying the implementation of education as a process of human development that lasts a lifetime. Physical Education is a learning experience through physical motivation, playing, and exercising which are carried out systematically, directed, and planned. The provision of learning experiences is directed at fostering and, at the same time, forming a life-long healthy and active lifestyle.

In the Physical Education learning process, teachers must be able to teach various basic movement skills, techniques and strategies for games / sports, and internalization of values (sportsmanship, honesty, cooperation, etc.) from habituation to a healthy lifestyle. The implementation is not through

conventional learning in the classroom which is carried out theoretically, but involves physical, mental, intellectual, emotional, and social elements. The motivation given in teaching must have a didactic and methodical touch, so that the motivation can achieve teaching goals. Through Physical Education, students are expected to gain various experiences to express personal impressions, including fun, creative, innovative, skilled, improving and maintaining physical fitness, and understanding human movement. Meanwhile, during the pandemic, Physical Education learning content was dominated by theory rather than practice. Teachers are challenged to be more creative in designing Physical Education learning online so that students can still contribute voluntarily and still benefit from every lesson.

Motivation is always something that attracts attention. This is because motivation is seen as one of the most dominant factors in determining whether or not educational goals are achieved. Motivation is divided into two terms, namely motive and motivation. The term motive refers to a source driving human social behavior. Motive is psychological energy that is abstract in nature, its form can only be observed in the manifestation of the behavior it displays. The motivation is the actualization process of the driving source. Motivation is a psychological process reflecting the strength of the interaction between cognition, experience, and needs (Hidayat, 2009). Factors that influence teacher teaching motivation are related to need satisfaction. Motivation is driven through the fulfillment of basic psychological needs. According to Gagne and Deci (Gagné & Deci, 2005), the satisfaction of basic psychological needs is a nutriment for the development of motivation. The basic psychological needs of individuals, consisting of competence, autonomy, and connectedness, are

fundamental and universal needs for human happiness. Another important consequence of satisfying individual needs is intrinsic motivation (Gagné & Deci, 2005). Need satisfaction is related to basic psychological needs of competence or achievement, autonomy, control or power, and relatedness or affiliation (Woolfolk, 2009). Teachers' interest, desire, and motivation to teach will arise when there is an experience of psychological need satisfaction in terms of autonomy, competence, and relationships during teaching activities and interacting with students (Reeve & Su, 2014). Self-determination theory (SDT) in physical education is an outstanding theory of motivation for understanding and argues that self-determined motivation derives from the perceived satisfaction of three psychological needs: autonomy, competence, and connection (Su et al., 2022). This theory shows that people become self-determined when their autonomy, competency and connection requirements are met. The proposed Self-Determination Theory for Physical Education (SDT-PE) technique offers a useful platform for examining the psychological needs of physical education teachers and their personal, professional and environmental characteristics. This instrument can certainly improve the knowledge, understanding, motivation, and teaching attitudes of teachers.

The purpose of this article was to explore the teaching motivation of Junior High School level teachers in Physical Education instruction during the COVID-19 pandemic. The Pandemic situation forces teachers to adapt quickly. The learning process must continue with the same demands and obligations in different situations. In this case, teachers' motivation needs more investigation because they have an important role in the learning process especially in pandemic situations.

METHODS

Participants

The participants of this study consisted of 62 Junior High School Physical Education teachers, 32 males and 30 females, from 15 Junior High Schools in Cimahi. The number of samples was determined using Roscoe's guidelines.

Measurement

The research method used was a descriptive quantitative method which described the motivation of teachers in learning Physical Education, Sports, and Health. The instrument was a questionnaire distributed through Google Form in the Likert Scale form. Likert Scale is "determining the location of a person's position in a continuum of attitudes towards the object of attitude, ranging from very negative to very positive" (Widoyoko, 2012). In using the Likert Scale, there are 3 alternative models, namely the three-choice model (scale three), four-choice model (scale four), and five-choice model (scale five). The alternative model used in this research was a five-choice model (scale five) consisting of 5 response options, namely SL = Always, SR = Often, KD = Sometimes, P = Never, and TP = Never. The selection of five alternative answers was useful for giving freedom for students to answer.

Table 1. Motivation categories

Level of Assignment	Category
76 – 100	High
51 – 75	Medium
26 – 50	Low
0 – 25	Very Low

RESULTS

The research results of the percentage of Junior High School Physical

Education teachers in Cimahi is presented in Table 2.

Table 2. Percentage of junior high school physical education teachers

Class	N	Percentages
Male PE Teachers	32	51.61 %
Female PE Teachers	30	43.39 %
Total	62	100 %

Table 2 shows that there are more male Physical Education teachers than female Physical Education teachers. Male Physical Education teacher respondents were 32 teachers (51.61%) and female Physical Education teacher respondents were 30 teachers (43.39%). Online-based learning media means the use of digital media using the internet to deliver the material. The advantage of using online learning media is that learning can be independent and able to increase memory levels, provide more learning experiences with text, audio, video and animation which are all used to convey information, make it easy to convey, update, and download the content, and enable students to send emails to other students, post comments on discussion forums, and use chat rooms to video conference links to communicate directly (Arnesti & Hamid, 2015). This research is a descriptive study, so that the state of the object is described in accordance with the data obtained. From the results of research on teacher motivation in teaching Physical Education in Cimahi, it is necessary to describe the overall factors underlying teacher motivation in teaching online-based Physical Education, both intrinsic and extrinsic factors. Based on the results of descriptive analysis, it can be seen that the mean is 51,43 with a standard deviation of 5,12. This showed the sample to be measured come from homogeneous populations. Based on the distributed teaching motivation questionnaire, it can

also be seen that the maximum score for the motivation variable is 68 and the minimum score is 45.5. Furthermore, the data were categorized into 4 categories, namely very low, low, medium, and high categories based on the ideal mean value and ideal standard deviation. From the results of descriptive calculations, the researcher made the frequency distribution of the teacher's teaching motivation variable into 5 interval classes. This frequency distribution was done by grouping the data into several classes so that important features in the data could be seen. The following is the table of frequency distribution for teaching Physical Education Online.

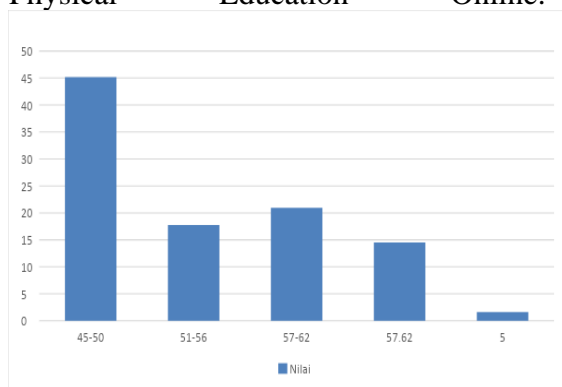


Figure 1. Teacher motivation histogram

Table 3: Frequency distribution of the motivation variables for teaching physical education online

	F	%	Valid %	Cum %
Valid	45 – 28	45.1	45.16	45.1
	50	11	6	17.74
	51 – 13	17.7	20.96	62.9
	56	9	4	14.51
	57 – 1	20.9	1.61	83.8
	62	6	6	98.3
	57 – 14.5	14.5	1	7
	62	1	1.61	100
	5	1.61		
Total	62	100	100	

Based on the frequency distribution, the histogram can be seen in Figure 1. The category of frequency

tendency for teacher motivation variables in providing online-based Physical Education teaching is in the low category.

Table 4 shows The Trend of Motivation Variable Frequency of Junior High School Physical Education Teachers in Providing Online-Based Physical Education Teaching.

Table 4. Frequency distribution of the motivation variables for teaching physical education online

Category	Interval	F	F Relative (%)
High	$X \geq 73.333$	3	4.84
Medium	$73.333 > X \geq 62.5$	8	12.90
Low	$62.5 > X \geq 51.667$	47	75.81
Very Low	$X < 51.667$	4	6.45
Total		62	100

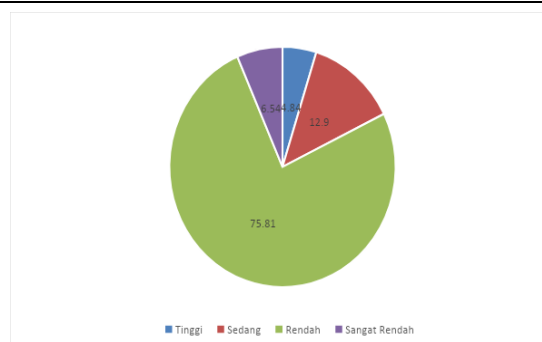


Figure 2. Categorization of teaching motivation of physical education teachers in junior high schools in Cimahi

Table 3 and Figure 2 show the motivation of the teachers. It can be seen that from 62 teachers who provided online-based teaching, 3 people (4.84%) were in the high category, 8 people (12.90%) were in the medium category, 47 people (75.81%) were in the low category, and 4 people (6.54%) were in the very low category. It concludes that the teaching motivation of Junior High School level Physical Education teachers in Cimahi, in

implementing online learning, was mostly in the low category.

DISCUSSION

The purpose of this study was to determine the motivation of teachers in teaching Physical Education, Sports, and Health in pandemic situations. The Pandemic situation forces teachers to adapt quickly. The learning process must continue with the same demands and obligations in different situations. Motivation is basically an impulse that arises from within oneself to behave. Teacher motivation in teaching can be low or high. Motivation is important to achieve, whether in academia, physical activity and sport, therefore motivation needs an extensive investigation (Widoyoko, 2012). A teacher who has a high work motivation will have a strong will or seriousness to do his assignments and, as a result, his productivity will increase. On the other hand, a teacher who has a low motivation will lack the willpower to do his assignments and, consequently, his productivity will decrease (Komariyah et al., 2021; Sucipto et al., 2021). Teacher motivation is very influential on improving student achievement in learning at school. The influence of motivation in physical education teachers showed the importance of physical education teachers of motivation and emotional process of adolescents during physical education classes and made students have an active lifestyle (Trigueros et al., 2019).

The results of this study indicate that the motivation of teachers in teaching Physical Education at the Junior High School level in Cimahi in implementing the online learning process was in the low category. The reason for that is because the learning process is not like face to face education. Physical education teachers have stated that they did not spend

effective time because of the fact that distance situations and conditions are not as effective as face to face education and there is an internet problem. They stated that physical education lessons in distance education are not efficient. As a result of the study, most physical education teachers stated that they could not find job satisfaction (NAMLI & Yücekaya, 2021). The suitability of field fact with research, namely that teachers and students have low desire to participate in physical education learning process and the conditions are not suitable during pandemic. Distance education in physical education has advantages, but the important thing we must know is face to face education cannot be replaced with online learning because physical education teachers, especially the practical teacher, have limitations in online learning. This statement supported that teachers encountered problems with planning, participation, communication, uncertainty and education (Demir & Özdaş, 2020). The other study found that teachers have problems with parents, student learning process, communication in learning process (ÇAKIN & Akyavuz, 2020). At the same time, the pandemic process affects the nature of the physical education learning process, distracting it from sociability, limits physical contact, restricts teacher' teaching ways, and this situation and condition changes the role of teachers (Varea et al., 2022). Self-Determination Theory (SDT) showed that social context can exert an influence on students through two very different interpersonal approaches: autonomous support. In this study autonomy support involves fostering self-initiative and mental and physical self-development of teachers in front of students. The level of student achievement is influenced by the motivation of teachers in learning both at school and at home (Bunyamin & Faujiah, 2014). In online learning, students can interact directly with the learning content

they find in various formats, such as video, audio, documents, and so on. In addition, they can also choose to organize their own learning, be directed, and evaluated with the help of the teacher. These interactions can occur within the inquiry community, using a variety of synchronous and asynchronous internet-based activities (video, audio, computer conferencing, chat, or virtual world interactions). This synchronous and asynchronous online environments will encourage the development of social and collaborative skills, as well as personal relationships among students (Huang et al., 2020). Online-based learning is expected to have a positive impact on the learning process of Physical Education, Sports, and Health. However, in its implementation, there are many obstacles faced by both teachers and students. Starting from the problem of connection, the limited space to carry out activities, and the availability of equipment at home, which is a big problem faced so far in the learning process. This resulted in the low category level of teacher motivation in teaching (Jeong & So, 2020). In this case, teachers' motivation is also affected by their own emotions, which gives an effect to activate the inherent motivation process within students. Teachers must be able to control emotions while learning in various situations and conditions. Physical education teacher is a human who has complex characters. Unfortunately, we cannot just simply put motives into two categories, they are extrinsic and intrinsic. On the other hand, the problems faced in Physical Education online learning are the lack of equipment at home, which becomes an obstacle for students in carrying out Physical Education activities or tasks given by the teacher, and a number of learning or play activities that should be done in groups become individualistic activities, causing a decrease in the spirit of teachers in teaching Physical Education.

Situation and condition forced teachers and students who usually interact directly in Physical education class with other individuals. This time the rules were changed. Where students have to do their own learning and also at home. That means, teachers must prepare everything to support the learning process online. That's the reason why teachers need to adapt and automatically affect the absorption of the material and teachers' motivation in the Physical Education learning process. Due to reduced interaction and closure of quite a long school, finally teachers feel bored and in the end can affect the level of motivation teachers in learning especially Physical Education learning process. That is the real situation within the result is 75.81% were in the low category motivation. Researchers hope that this research can be a reference for the government to improve and encourage the existence of physical education in schools. Teachers in schools are given a kind of training and understanding in the learning process so that students can interpret a valuable Physical Education lesson.

CONCLUSION

In general, the teachers felt bored teaching Physical Education online, because there were so many sports or lessons that needed to be modified and adapted with the current situation. In addition, circumstances require teachers to adapt quickly to pandemic situations and conditions. Connection issues, the limited free spaces, and the lack of equipment at home become major problems faced during teaching or learning online Physical Education.

ACKNOWLEDGMENTS

The authors would like to thank all people who had helped this research, especially to Physical Education teachers

in Cimahi City, Junior High Schools in Cimahi City, the Faculty of Sport and Health Education, and Universitas Pendidikan Indonesia, who had been involved in this research.

REFERENCES

- Abidah, A., Hidaayatullaah, H. N., Simamora, R. M., Fehabutar, D., & Mutakinati, L. (2020). The impact of covid-19 to indonesian education and its relation to the philosophy of “merdeka belajar.” *Studies in Philosophy of Science and Education*, 1(1), 38–49.
- Arnesti, N., & Hamid, A. (2015). Penggunaan media pembelajaran online–offline dan komunikasi interpersonal terhadap hasil belajar bahasa inggris. *Jurnal Teknologi Informasi & Komunikasi Dalam Pendidikan*, 2(1), 85–99.
- Bunyamin, H. S., & Faujiah, D. (2014). Pengaruh Motivasi Guru Terhadap Prestasi Belajar Siswa Mata Pelajaran Ips Di Sdn Rajagaluh Kidul Kec. Rajagaluh Kab. Majalengka. *Al Ibtida: Jurnal Pendidikan Guru MI*, 1(2).
- ÇAKIN, M., & Akyavuz, E. K. (2020). Covid-19 süreci ve eğitime yansması: öğretmen görüşlerinin incelenmesi. *International Journal of Social Sciences and Education Research*, 6(2), 165–186.
- Demir, F., & Özdaş, F. (2020). examining teachers’ opinions related to distance education in the COVID-19 process. *Milli Eğitim*, 273–292.
- Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational Behavior*, 26(4), 331–362.
- Gray, D. J., Kurscheid, J., Mationg, M. L., Williams, G. M., Gordon, C., Kelly, M., Wangdi, K., & McManus, D. P. (2020). Health-education to prevent COVID-19 in schoolchildren: a call to action. *Infectious Diseases of Poverty*, 9(04), 142–144.
- Haug, N., Geyrhofer, L., Londei, A., Dervic, E., Desvars-Larrive, A., Loreto, V., Pinior, B., Thurner, S., & Klimek, P. (2020). Ranking the effectiveness of worldwide COVID-19 government interventions. *Nature Human Behaviour*, 4(12), 1303–1312.
- Hidayat, Y. (2009). *Pengantar Psikologi Olahraga*. Bandung: CV Bintang Warli Artika.
- Huang, R. H., Liu, D. J., Tlili, A., Yang, J. F., & Wang, H. H. (2020). Handbook on facilitating flexible learning during educational disruption: The Chinese experience in maintaining undisturbed learning in COVID-19 outbreak. Beijing: Smart Learning Institute of Beijing Normal University, 46.
- Indonesia, P. R. (2003). Undang-undang Republik Indonesia nomor 20 tahun 2003 tentang sistem pendidikan nasional. Departemen Pendidikan Nasional.
- Jeong, H.-C., & So, W.-Y. (2020). Difficulties of online physical education classes in middle and high school and an efficient operation plan to address them. *International Journal of Environmental Research and Public Health*, 17(19), 7279.
- Komariyah, L., Roring, L. A., Gumilar, A., Hambali, B., Martini, T., & Rahma, T. A. (2021). Lifestyle Of Indonesian Education University Students During The Covid-19 Pandemic. *Kinestetik: Jurnal Ilmiah Pendidikan Jasmani*, 5(4), 782–787.
- Law, S., Leung, A. W., & Xu, C. (2020). Severe acute respiratory syndrome (SARS) and coronavirus disease-2019 (COVID-19): From causes to preventions in Hong Kong. *International Journal of Infectious Diseases*, 94, 156–163.
- Namli, A. K., & Yücekaya, M. A. (2021). Motivation and job satisfaction of physical education teachers during pandemic. *OPUS International Journal of Society Researches*, 17(Pandemi Özel Sayısı), 3148–3172.
- Quennerstedt, M., Annerstedt, C., Barker, D., Karlefors, I., Larsson, H., Redelius, K., & Öhman, M. (2014). What did they learn in school today? A method for exploring aspects of learning in physical education. *European Physical Education Review*, 20(2), 282–302.
- Reeve, J., & Su, Y.-L. (2014). 21 Teacher

- Motivation. *The Oxford Handbook of Work Engagement, Motivation, and Self-Determination Theory*, 349.
- Su, J., Pu, X., Yadav, K., & Subramnaiyan, M. (2022). A physical education teacher motivation from the self-evaluation framework. *Computers & Electrical Engineering*, 98, 107772.
- Sucipto, Yudiana, Y., Hambali, B., Komariyah, L., & Gumilar, A. (2021). Application of tactical approach to developing students' enjoyment and skills in playing football. *International Journal of Human Movement and Sports Sciences*, 9(4), 100–105. <https://doi.org/10.13189/saj.2021.091317>
- Trigueros, R., Aguilar-Parra, J. M., Cangas, A. J., López-Liria, R., & Álvarez, J. F. (2019). Influence of physical education teachers on motivation, embarrassment and the intention of being physically active during adolescence. *International Journal of Environmental Research and Public Health*, 16(13), 2295.
- Varea, V., Gonzalez-Calvo, G., & García-Monge, A. (2022). Exploring the changes of physical education in the age of Covid-19. *Physical Education and Sport Pedagogy*, 27(1), 32–42.
- Widoyoko, E. P. (2012). Teknik penyusunan instrumen penelitian. Yogyakarta: Pustaka Pelajar, 15(1), 1–22.
- Woolfolk, A. (2009). *Educational Psychology Bagian Kedua Edisi Kesepuluh*. Yogyakarta: Pustaka Pelajar.