



Analysis of Post-Pandemic Elementary School Physical Education Teacher Motivation

Arnaz Anggoro Saputro^{1,*} Rahayu Prasetyo²

^{1,2}Physical Education, PGRI Jombang University, Jombang, Indonesia

* arnazsaputro@gmail.com

Abstract. The purpose of this study is to determine and analyze the teaching motivation of elementary school physical education teachers in the post-pandemic era. This research method is Qualitative type with case study design. In this case for teacher motivation in improving the quality of teaching after the post-pandemic which hinders learning in elementary schools. Participants in this study amounted to 21 teachers as well as 4 support data generated from interviews directly by elementary school physical education teachers in Ploso District, using data collection techniques in the form of interviews, observation and documentation as well as the use of Google Forms as a support tool to get the data needed. The results explain that there are 60% of teachers have intrinsic motivation that arises with various points of view explained such as the passion factor for work, professionalism, and the view of changing Indonesian education to be more advanced. And there are 40% who have extrinsic motivation such as having external support, a clear future and having pride in being a teacher. From the results of this study, it proves that the biggest motivation is intrinsic, which has the most motivation that arises because it has a great desire to change the direction of Indonesian education for the better, especially after the pandemic and motivation from outside contributes encouragement that has more meaning to the direction and shape professionalism in the field of education. In addition, this research can serve as a guide for teachers or academics as one of the solutions in order to develop the motivation of physical education teachers in elementary schools in the post-pandemic era.

Keywords: Physical Education Teacher, Motivation, Post-Pandemic

1 Introduction

Minister of Home Affairs and Minister of Education in 2021, No.HK.01.08/MENKES/4242/2021, No.440 -717 of 2021 concerning Guidelines for Organizing Learning during the 2019 Coronavirus Disease Pandemic (COVID-19) decided one of them, namely the implementation of learning during the pandemic can be done with limited face-to-face by implementing health protocols held in July 2021. The challenge for all educators, especially physical education and health (PJOK) teachers, is to continue to carry out the process of learning activities while still achieving the

© The Author(s) 2024

J. Handhika et al. (eds.), *Proceedings of the 4th International Conference on Education and Technology (ICETECH 2023)*, Atlantis Highlights in Social Sciences, Education and Humanities 25,
https://doi.org/10.2991/978-94-6463-554-6_22

goals and objectives of physical education and health (Post-Pandemic et al., 2022). Physical education sports and health are very important subjects for students to learn during the current pandemic, with knowledge about health and sports practices students can fortify themselves, one of which is by increasing endurance (immunity) to prevent the corona virus by doing regular sports activities (Aguirre-Loaiza et al., 2021). Therefore, motivation is needed for physical education learning, especially for educators. Motivation is a set of forces that can come from the person, called the "push" of internal forces, or it can also come from the environment that surrounds the person, called the "pull" of external forces (Khalil et al., 2019). Self-motivation is a call of the soul, sincerity without frills, sincere mental readiness, conscientious affection, actualization of potential, natural, and internal stimuli that arise from within the leader to carry out main tasks and functions creatively, efficiently, productively (Faizin, 1992). Motivation can be interpreted simply as an effort that can cause a person to act to achieve certain goals (Faizin, 1992). that motivation is a series of energetic forces that come from within and from outside an employee to initiate work-related efforts and determine their direction, intensity and persistence (Nurfatin, 2021). Motivation is situational and relational; how a person reacts to conditions always depends on the situation and his relationship with others. Therefore, motivation is very important for someone in doing something to be more enthusiastic.

Motivation theory is based on the assumption that a person will work well if given the right opportunity and encouragement (Cahyani et al., 2020). A person's motivation will arise because it is driven by his needs, both at work and his personal needs (Hein et al., 2012). teachers' work motivation can be interpreted as a condition that has the effect of arousing, directing, and maintaining behavior related to the work environment in the field of education. To increase the work motivation of teachers, conditioning is needed from the institution (leadership) in the form of mobilizing and maintaining working conditions that can stimulate the quality of performance.

Ramsden (1992) suggests that there are at least 3 concepts of teaching theory and practice, namely: a. Teaching as telling or transmission or Teaching is the process of conveying or transmitting something. In this kind of teaching theory, the focus of activities is what the teacher will do to students b. Teaching as organizing student activities. And corroborated by (Supriyadi, 2018) This teaching theory states that teaching is basically organizing student activities, thus the focus of its activities is how to organize so that students perform a series of activities that give birth to learning experiences. In this theory, In this theory, teaching is seen as a supervision process with a number of certain techniques so that students can learn. c. Teaching is making learning possible. This theory views that learning and teaching are two sides of a coin that cannot be separated. If the first theory focuses more on teachers (teacher oriented), the second theory focuses more on students (student oriented), then this third theory combines the two orientations. This theory is more a combination of various aspects of learning compound view of instruction, which includes who does the teaching, what is taught, to whom, in what way, and how to know whether the teaching is successful or not.

Simarmata (2016) says two types affect work motivation, namely: Intrinsic factors are factors that arise from humans, which are driven by desires from within humans such as needs, hopes, and ideals. Extrinsic factors are factors that influence or arise

from outside themselves or sometimes around such as appreciation, environment, activities carried out. (Dewi, 2018) Herzberg's theory develops a content theory known as two-factor motivation theory. The two factors are called dissatisfier-satisfier, high motivator or extrinsic-intrinsic factors, depending on the discussion of the theory. Frederick Herzberg's two-factor theory is a theory in which there are two factors, intrinsic and extrinsic factors. Intrinsic factors are related to job satisfaction, while extrinsic factors are related to job dissatisfaction. This two-factor theory is also often referred to as hygienic motivation theory.

Many previous studies have discussed teaching motivation such as, the effect of student learning motivation after a pandemic, teacher motivation in teaching after a pandemic (Arianti, 2019) explaining that teacher creativity is needed to increase motivation to teach learning. However, the principal's leadership can also affect teacher motivation in learning (Harahap, 2018). Facilities and infrastructure are also able to encourage teacher motivation (Sudibyo & Nugroho, 2020). In the science of physical education it can be said that, methods are special teaching methods used in processing knowledge, principles, norms, regulations that apply in sports education or all that is important in the motor learning process to achieve effectiveness in learning (Supriyadi, 2018) said the shortcomings that still need to be corrected in order to be able to produce effective principal supervision activities.

Unfortunately, there is still not much about similar research (Marheni et al., 2020) regarding motivation for teachers after experiencing a pandemic that greatly disrupts performance and the ongoing learning process. (Oktiani, 2017) So that teachers are required to be more creative and balance new patterns of life after the habits that have been created normalize the learning system in Indonesia. In response to this, the researcher wants to convey that the purpose of this study is to find out the motivation created after the pandemic era is over towards normalcy. With the aim of research can analyze the teaching motivation of elementary school physical education teachers in the post-pandemic era to find out what motivation is suitable for physical education teachers. Due to many cases of post-pandemic motivation decreasing. Motivation decreases dramatically when there is a cessation of learning, when at home almost everyone who is done is just lazy not filled with useful activities.

2 Method

The research method used in this research is a qualitative method of study inquiry that investigates phenomena in the context of real life, where the boundaries between phenomena and context do not appear firmly and where multiple sources of evidence are utilized (Fadli, 2021) In collecting data for this study, the authors processed data with problems found in elementary schools in Ploso District, Jombang Regency. In this study, physical education teachers in Ploso District will be participants in data collection conducted by researchers he instruments used in this research are questionnaires and interviews. The questionnaire with the research procedure distributes a googleform statement questionnaire sent to the teacher coordinator asking for his help to disseminate to all elementary school physical education teachers in Ploso District to fill out the

google form using Likert scale analysis data, (Yusanto, 2020). The Likert scale is used to examine the morals of a person or group (Pradana & Mawardi, 2021). The data collection technique after the questioner is the interview technique which is used as a tool to fulfill the data that researchers want to obtain to motivated and unmotivated teachers who are seen from the Likert scale questionnaire, interviews are conducted directly to elementary school physical education teachers in Ploso District.

3 Results and Discussion

The results of questionnaires, observations and interviews in this study resulted in two types of teaching motivation, namely intrinsic and extrinsic motivation. It was found that the 21 participants' data through google form and interview were processed through the statistics of the numbers found in google form and the mapping of similar problems and answers, to be further mapped and described into understandable thoughts. And the use of interviews can help in creating a frame of mind to determine which results will be inputted in the results of the description in more detail. interviews were conducted by 4 teacher participants with Elementary school teachers have ideas and perspectives of teachers who have decades of experience with new teacher participants in teaching practice. Figure 2 shows the results of the achievement of post-pandemic teacher teaching motivation that has been carried out in this study by analyzing the teaching motivation of elementary school Physical Education teachers during the pandemic. Intrinsic motivation is 60% and Extrinsic motivation is 40%.

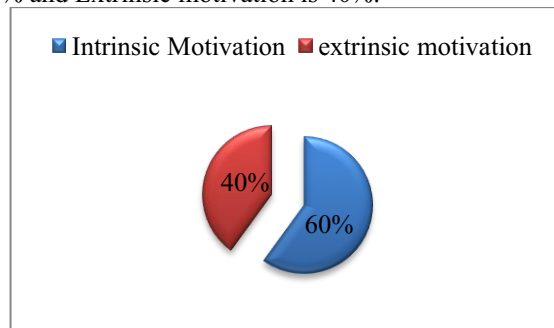


Fig. 1. Percentage of Teaching Motivation of Elementary School Physical Education Teachers

From the results of the questionnaire distributed, the researcher took 4 resource persons to be interviewed about the motivation of teaching elementary school physical education teachers in the post-pandemic, from 4 resource persons 3 resource persons chose intrinsic motivation suitable for teaching elementary school physical education in the post-pandemic and 1 resource person chose extrinsic motivation.

Table 1. Interview results

No	Question	Answer
1	After the pandemic has the motivation to teach decreased?	Respondents said motivation decreased after the pandemic
2	Motivation there are 2 intrinsic/ encouragement from oneself and extrinsic/ encouragement from outside	3 out of 4 respondents answered intrinsic 1 out of 4 answered extrinsic
3	Reasons for answering intrinsic and extrinsic motivation	<p>"We must motivate ourselves first to encourage teaching activities, especially after our semangat pandemic is loose"</p> <p>"Because before there is encouragement from outside first prioritize motivation within oneself, because self-awareness is more important to form motivation that affects the individual / self that affects the individual/self"</p> <p>"After a 2-year pandemic from 2020-2022, this self is surprised by what was previously learning face-to-face, then during a virtual pandemic and now has to meet face-to-face again with circumstances that are different from before so teachers are surprised by the situation and have to adjust again so the teacher's own motivation is needed"</p> <p>"The motivation that is suitable in my opinion after this pandemic is motivation from outside, namely may the intensive money be paid more attention to, especially for teachers who are still honorary teachers because all household materials after this pandemic have increased."</p>
4	Whether other motivations do not influence increased enthusiasm for teaching	All respondents answered that they were influenced, but the motivation they choose the one that is suitable for the post-pandemic period.

From the participants' statements in line with (Yasser, 2019) there is a need for specificity to soul every challenge that will come in the world of education and the active role of teachers in every step of motivation and creative spirit to make a functional impetus and relieve problems that occur during a pandemic. The outbreak of the pandemic case used to cause the soul and motivation in teaching each teacher to decrease, especially due to an increase in the economy that was not accompanied by an increase in the welfare of educators, namely teachers, there needs to be a special role and encouragement from related parties. In order to motivate from outside to continue to carry out their duties and obligations as teachers to educate and teach so that the wheels of education in Indonesia do not stall (Hermansyah et al., 2020).

From the results of these interviews, researchers found that it is intrinsic motivation that is needed in this post-pandemic era because teachers have to readjust to post-pandemic conditions that cause intrinsic motivation needed for personal economic growth or management of limited income sources will reduce flexibility in every time developing media and tools needed during learning. post-pandemic conditions that cause intrinsic motivation needed for personal economic growth or management of limited income sources will reduce flexibility in every time developing the media and tools needed during learning. After the post-pandemic, teachers are required to restore the motivation of students to learn, which has faltered due to the long pandemic, so that the purpose and meaning of each meeting in learning will be recreated as before. However, it is not an easy thing to return to the old habits. As well as good classroom conditioning to create an interesting, educational and friendly atmosphere for children. In order to increase the desire to learn and teachers to maintain intrinsic and extrinsic motivation in order to make the learning to be developed can be optimal as well as meaningful for the growth and development of children's character.

Motivation of Physical Education teacher

Teaching motivation contributes significantly to teacher performance. Then, Nurdin (2017) research results prove that teaching motivation significantly affects teacher performance. (Dewi, 2018) In addition, another opinion says that motivation has a function as a driving force that causes teachers to act to achieve learning goals. Suradinata in by Nurdin (2017). To be able to measure the teaching motivation of elementary school physical education teachers after the pandemic using 10 indicators contained in 2 intrinsic motivation and extrinsic motivation, namely as follows: Achievement, appreciation, work itself, responsibility, growth and development, supervision, working conditions, interpersonal relationships, pay and security, and company or organizational policies.

Table 2. Herzberg's two factor theory of motivation

Intrinsic Motivation	Extrinsic Motivation
1. Achievements	1. Supervision
2. Awards	2. Working conditions
3. The work itself	3. Interpersonal relationship
4. Responsibility	4. Pay and safety
5. growth and development	5. Company/organization policy

Quoting from the results of direct interviews with one of the participants who has been teaching physical education in elementary schools for 38 years said that the importance of teacher motivation to improve performance in doing physical education learning especially after the covid-19 pandemic decreased the teaching motivation of physical education teachers in elementary schools, therefore, motivation is needed to increase teaching passion with one of them having motivation from within and motivation from outside so that it can increase teaching motivation in doing all the best things in doing its performance in the field .

Intrinsic Motivation

Intrinsic / internal motivation before the pandemic teachers taught enthusiastically without any interference and obstacles, but after the covid pandemic the motivation in the teacher decreased because they had to adjust to pandemic conditions which were much different from before the pandemic due to virtual meetings, then in 2022 the end of the pandemic in Indonesia was abolished and schools entered as usual. (Patarai et al., 2018) As for the indicators that exist in intrinsic motivation, namely regarding achievement achievement to develop potential within themselves and achievement can also improve performance in teaching activities, then awards can determine the behavior and behavior of teachers in motivating during the learning process, there is also the work itself such as enjoying and also loving the work itself so that they do it voluntarily without coercion can motivate themselves so that motivation can arise in its implementation, Furthermore, there are responsibilities such as having an attitude of responsibility towards teaching duties in learning physical education in elementary schools, and growth and development within oneself that must be possessed by the teacher such as self-confidence and goals in order to continue to increase motivation in changing towards a better direction in achieving learning goals, especially in the period after the co-19 pandemic.

From the indicators in intrinsic motivation above, these are motives that become active or function without needing to be stimulated from outside, because within each person there is an urge to apply something. This motivation arises from self-understanding with essential goals, not merely symbols and ceremonies. Intrinsic motivation, its source comes from a person who does something like the motivation within oneself found in physical education teachers in the spirit of teaching through physical education

learning inside and outside the field. (Koca & Ph, 2016). This study shows that in analyzing the motivation of physical education teachers in elementary schools in intrinsic motivation obtained 60% which is found in the results above. Figure 2 shows the percentage of motivation theory with each item in the intrinsic motivation indicator.

Extrinsic motivation

Extrinsic motivation before and after the pandemic is not much different because this extrinsic motivation can also be obtained before the pandemic hits, when the pandemic hits and after the pandemic there are also indicators contained in extrinsic motivation, namely supervision, supervision of superiors / principals can carry out supervision activities under any circumstances, Working conditions are indeed much different from before the pandemic and after the pandemic because many facilities are abandoned because they are not used, then interpersonal relationships do not greatly encourage teacher motivation in teaching during the pandemic and after the pandemic, but when the pandemic intensive or teacher salaries were cut 20% for health workers it became a decline in teacher enthusiasm but after the pandemic it has returned to normal (Han & Yin, 2016).

From the above indicators, extrinsic motivation is motives that are active and function due to external stimuli. Extrinsic motivation may be the accumulation of various past experiences which are then used as the basis for the reason for someone to do something. Extrinsic motivation, its source comes from the environment outside the person concerned. This study shows that in analyzing the motivation of physical education teachers in elementary schools in extrinsic motivation obtained 40% which is found in the results above.

3.1 Discussion

Educational activities must continue regardless of the global challenges and obstacles that hit education, in fact, it must continue to be carried out so that people fulfill all the needs of life (Isrokatun et al., 2021). Apart from these various challenges, the profession that plays a very important role in turning the wheels of national education is a teacher. Teachers are the drivers of change for every educator around the world, teachers have a very heavy duty to carry the responsibility to educate the nation's children. That way, all the wheels of education move according to the goals listed in the national education goals. But after the pandemic, all learning habits changed considering the distance and social interactions were limited by the outbreak of the virus. It makes the meaning of education change from educating to teaching and distributing material. Therefore, teachers must be smart and careful in thinking about media and ways to maximize technology in this century so that they are always creative in shaping interesting learning and not leaving the meaning of educating according to the norms in society. In the view of motivation, it plays an important role in creating a motivation or passion to do more than usual, whether it is self-motivation or external motivation. or from outside. (Catio & Sunarsi, 2020) Allowing teachers to increase motivation due to the trust or mandate carried by educational institutions to always improve the quality

of teaching in order to create Pancasila-oriented national education. The important role of outsiders is also very helpful in creating high motivation to make greater opportunities for education in Indonesia. Therefore, it is also necessary to have support from outside that perfects the professional order system so that the environment and goals of educators are not only carried out sincerely but think about the welfare of this profession.

The teaching profession is a dream for everyone who wants to be involved in the world of education but after seeing that there is no capital and support so that they can continue to teach and provide knowledge professionally but economic factors should also be glimpsed by related parties. Because that way in the future a system or order of the world of education in Indonesia will be created that is more civilized, advanced and slowly developing. (Syamra, 2016) Statistics on the number of insufficient life teachers are still large especially considering that the teacher's honorarium is so small that this profession is threatened, addressing the decline in young people who do not want to enter the world of work in the teaching profession this will lead to a lack of superior educators and will result in a decline in the world of education, of course it is not desirable therefore there needs to be an in-depth study for each related element to retrieve the problem of teacher welfare which will have an impact on the decline in motivation and the decline of the world of education in Indonesia.

4 Conclusion and Suggestion

4.1 Conclusion

Based on the findings of research using interviews, observations and documentation as well as additional data in the form of Based on the findings from research using interviews, observation and documentation as well as additional data in the form of Google Forms regarding the motivation of teachers to teach after the pandemic, the thing that motivates teachers the most in carrying out effective performance is motivation that comes from within, namely the conveyance of a meaning with love for work and the orientation of sincerity in providing knowledge is the main capital for teachers to undergo every challenge. Especially after the pandemic, distance learning habits allow children to be confused and do not understand the real meaning of learning, as a result many children do not understand the importance of interacting between teachers and students (Maulana et al., 2018). It defines that the pandemic has caused children to experience delays in emotional intelligence, experiencing boredom when learning remotely causes children to find it difficult to interpret every learning carried out by the teacher.

Teachers are required to make the motivation within themselves as an asset to change the habits and pandering of students regarding how to learn by using electronic connecting media. But it also has an impact on children's emotional stability. the habits created by the pandemic are completely changed in direct learning as a result many children still cannot read because they are lazy to read and there is no parental supervision to teach children during the pandemic. Teacher motivation that is very mandatory

to develop in the character of children, children's habits, and find alternative learning that is interesting but does not reduce the meaning of each meeting (Wahyu et al., 2018). Children will be motivated by the teacher if the teacher is careful in choosing opportunities to liven up the classroom atmosphere. The treatment and delivery given to children must provoke children's passion to want to know more and learn more deeply so that the atmosphere created will feel interesting, educational and unique for children.

4.2 Suggestion

Based on the results of the research that has been conducted, there are several suggestions that the researcher wants to convey in order to increase the motivation of physical education teachers in elementary schools, namely there are two types. The first is intrinsic motivation that comes from within oneself so that it can be utilized as a motivational driver for oneself in work and extrinsic motivation that comes from outside as an encouragement so that it can get additional motivation so that it can work optimally. That way this research can help for further researchers in order to develop motivation for physical education teachers in elementary schools and become one of the guidelines for other researchers and academics.

References

1. Aguirre-Loaiza, H., Mejía-Bolaño, A., Cualdrón, J., & Ospina, S. (2021). Psychology, Physical Activity, and Post-pandemic Health: An Embodied Perspective. *Frontiers in Psychology*, 12(March), 10–13. <https://doi.org/10.3389/fpsyg.2021.588931>
2. Allen, I. E., & Seaman, C. A. (2007). Likert scales and data analyses. *Quality Progress*, 40(7), 64–65.
3. Arianti, A. (2019). Peranan Guru Dalam Meningkatkan Motivasi Belajar Siswa. *DIDAKTIKA: Jurnal Kependidikan*, 12(2), 117–134. <https://doi.org/10.30863/didaktika.v12i2.181>
4. Brigham, T. J. (2014). Taking advantage of Google's Web-based applications and services. *Medical Reference Services Quarterly*, 33(2), 202–210.
5. Cahyani, A., Listiana, I. D., & Larasati, S. P. D. (2020). Motivasi Belajar Siswa SMA pada Pembelajaran Daring di Masa Pandemi Covid-19. *IQ (Ilmu Al-Qur'an): Jurnal Pendidikan Islam*, 3(01), 123–140. <https://doi.org/10.37542/iq.v3i01.57>
6. Chiu, C.-H., Cheng, H.-W., & Wu, C.-Y. (2016). Applying questioning or reading strategy to review technology enhanced coedited notes of elementary school students. *The Journal of Educational Research*, 109(2), 111–121.
7. Colquitt, J., Lepine, J., & Wesson, M. (2019). *Organizational behavior improving performance and commitment in the workplace*, 6 chapter by chapter changes.
8. Dewi, R. S. (2018). Kemampuan Profesional Guru Dan Motivasi Kerja Terhadap Kinerja Mengajar Guru Sekolah Dasar. *Jurnal Administrasi Pendidikan*, 25(1), 150–159. <https://doi.org/10.17509/jap.v25i1.11581>
9. Fadli, M. R. (2021). Memahami desain metode penelitian kualitatif. *Humanika*, 21(1), 33–54. <https://doi.org/10.21831/hum.v21i1.38075>
10. Faizin. (1992). Motivasi Mengajar. *Jurnal Administrasi Pendidikan UPI*, 14(7), 708.

11. Fraenkel, Jack. R. Wallen, Norman E. Hyun, H. H. (2012). *How to design and evaluate research in education* (8 th, Vol. 4, Issue 1). McGraw-Hill.
12. Harahap, R. D. (2018). Kepemimpinan Kepala Sekolah Dalam Meningkatkan Motivasi Mengajar Guru Di Smp N 2 Sigambal. *Jurnal Eduscience*, 5(1), 47–52. <https://doi.org/10.36987/jes.v5i1>
13. Hein, V., Ries, F., Pires, F., Caune, A., Emeljanovas, A., Ekler, J. H., & Valantiniene, I. (2012). The relationship between teaching styles and motivation to teach among physical education teachers. *Journal of Sports Science and Medicine*, 11(1), 123–130.
14. Hermansyah, A. K., Sumarsono, A., Rahayu, D. P., & Fredy, F. (2020). Motivasi Tenaga Pengajar Di Pedalaman Papua Dalam Mengajar dan Melanjutkan Studi pada Jurusan Pendidikan Guru Sekolah Dasar (Sebuah Kajian Fenomenologis). *Sekolah Dasar: Kajian Teori Dan Praktik Pendidikan*, 29(1), 51–63. <https://doi.org/10.17977/um009v29i12020p051>
15. Khalil, S., Ibrahim, S., Kalil, M., Saeed, E., Abd-Elrhaman, A., Mostafa, W., & Sliman, M. (2019). Relationship among Nurses 'Locus of Control, Work Motivation Factors, and Their Organizational Commitment Perception of Quality Nursing Care Scale View project Relationship among Nurses 'Locus of Control, Work Motivation Factors, and Their Organizational . *American Journal of Nursing Research*, 7(2), 167–178. <https://doi.org/10.12691/ajnr-7-2-8>
16. Lin, Y.-T., Chang, C.-H., Hou, H.-T., & Wu, K.-C. (2016). Exploring the effects of employing Google Docs in collaborative concept mapping on achievement, concept representation, and attitudes. *Interactive Learning Environments*, 24(7), 1552–1573.
17. Marheni, E., Ridwan, M., S, A., Purnomo, E., & Soniawan, V. (2020). Meningkatkan Gairah Belajar PJOK Siswa Pasca Pandemi Covid-19. *Suluh Bendang: Jurnal Ilmiah Pengabdian Kepada Masyarakat*, 20(3), 149. <https://doi.org/10.24036/sb.0590>
18. Nurfatin, R. M. (2021). Implementasi Manajemen Berbasis Sekolah Oleh Kepala Sekolah Ditinjau Dari Manajemen Kurikulum Dan Manajemen Keuangan [Implementation of School Based Management By Principal in Terms of Curriculum Management and Financial Management]. *Jurnal Ketopong Pendidikan*, 1(1), 22. <https://doi.org/10.19166/jkp.v1i1.3819>
19. Oktiani, I. (2017). Kreativitas Guru dalam Meningkatkan Motivasi Belajar Peserta Didik. *Jurnal Kependidikan*, 5(2), 216–232. <https://doi.org/10.24090/jk.v5i2.1939>
20. E., Pribumi, A., & Cherubini, L. (2022). *Pendidikan di Era Pascapandemi : Anak-anak dan Pemuda Adat*.
21. Phillippi, J., & Lauderdale, J. (2018). A Guide to Field Notes for Qualitative Research: Context and Conversation. *Qualitative Health Research*, 28(3), 381–388. <https://doi.org/10.1177/1049732317697102>
22. Pradana, F. A. P., & Mawardi, M. (2021). Pengembangan Instrumen Penilaian Sikap Disiplin Menggunakan Skala Likert dalam Pembelajaran Tematik Kelas IV SD. *Fondatia*, 5(1), 13–29. <https://doi.org/10.36088/fondatia.v5i1.1090>
23. Pustejovsky, J. E., & Runyon, C. (2014). Alternating renewal process models for behavioral observation: Simulation methods, software, and validity illustrations. *Behavioral Disorders*, 39(4), 211–227. <https://doi.org/10.1177/019874291303900406>
24. Ridder, H.-G. (2014). *Book Review: Qualitative data analysis. A methods sourcebook* (Vol. 28, Issue 4). Sage publications Sage UK: London, England.
25. Simarmata, R. H. (2016). Upaya Peningkatan Motivasi Kerja Guru Sekolah Dasar. *Jurnal Administrasi Pendidikan*, 4(1), 654 - 831.
26. Sudiby, N. A., & Nugroho, R. A. (2020). Survei Sarana Dan Prasarana Pembelajaran Pendidikan Jasmani Olahraga Dan Kesehatan Pada Sekolah Menengah Pertama Di Kabupaten Pringsewu Tahun 2019. *Journal Of Physical Education*, 1(1), 18–24. <https://doi.org/10.33365/joupe.v1i1.182>

27. Supriyadi, M. (2018). Pelaksanaan Proses Belajar Mengajar Pendidikan Jasmani Olahraga dan Kesehatan pada Sekolah Dasar. *Gelombang Olahraga: Jurnal Pendidikan Jasmani Dan Olahraga (JPJO)*, 1(2), 64–73. <https://doi.org/10.31539/jpjo.v1i2.136>
28. Travis, L. (2010). One of many freesurvey tools: Google docs. *Journal of Electronic Resources in Medical Libraries*, 7(2), 105–114.
29. Widhiarso, W. (2011). SKALO: Program Analisis Skala Guttman. *Program Komputer*. Yogyakarta: Fakultas Psikologi Universitas Gadjah Mada.
30. Yasser, G. (2019). Motivasi Belajar Mengajar. *Jurnal Edukatif*, 1(1), 50–57.
31. Yusanto, Y. (2020). Ragam Pendekatan Penelitian Kualitatif. *Journal of Scientific Communication (Jsc)*, 1(1), 1–13. <https://doi.org/10.31506/jsc.v1i1.7764>

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

