

# The Interest and Motivation of Future Class Teachers at Madrasah Ibtidaiyah Towards Routine Sports and Teaching Physical Education

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**Abstract.** Physical education learning in the *Pendidikan Guru Madrasah Ibtidaiyah (PGMI)*/teacher education for Islamic elementary school study program is carried out to prepare future madrasa class teachers who can teach physical education and have healthy living habits through sports. The purpose of this study was to analyze the interest of future elementary school teachers (students) in exercising and teaching physical education. The research design used was a survey with quantitative descriptive data analysis. The population of this study was PGMI students who took part in physical education lectures with a total of 61 students. The sample of this research was 45 students who were selected using the technique of quota sampling. The research was conducted in March 2023. The data was generated from student answers to questionnaires that had been distributed online. The results show that after receiving physical education lectures, 91% of students have interest and motivation to exercise regularly with 67% of them at least 3 times a week, and 100% of students are ready to teach physical education when they become class teachers and there is no special teacher for physical education. In addition, the results show an average score of 7, indicating high interest and motivation. On average students as future teachers for Islamic elementary schools have a high interest and motivation to exercise regularly and are ready to teach physical education after receiving physical education lectures.

**Keywords:** classroom teacher; interest; motivation; physical education

## INTRODUCTION

Interest and motivation are the most important factors in achieving a learning goal. The purpose of learning Physical Education (PE) in lectures at the *Pendidikan Guru Madrasah Ibtidaiyah (PGMI)*/teacher education for Islamic elementary school study program is to prepare future teacher's classroom of *Madrasah Ibtidaiyah*/Islamic elementary school (MI) to be able to teach physical education while implementing a healthy lifestyle by actively exercising.

Previous studies have obtained different results indicating the importance of interest and motivation. Student motivation is necessary and important in the implementation of Physical Education learning (Subakti, 2016), maintaining the interest and motivation of students learning Physical Education requires a teacher's leadership style and good extrinsic motivation (Nurhikmah, 2019), especially for children with special needs which indicates the need for deeper interest and motivation physical education learning (Fadlih, 2019).

In sports activities themselves, interest and motivation play a role in someone doing sports for health or recreation (Firdaus & Kurniawan,

2019; Isnaini et al., 2021; Maulana et al., 2020), in sports achievement, interest & motivation play an important role (Pangestu et al., 2021; Wafiroh et al., 2022). Interest and motivation show influence in various spheres of sport; educational sports (PE), achievement sports, and community sports.

Interest and motivation are very important in the physical education learning process. In addition to achieving the learning objectives that have been set. Interests and grounds will also influence students to be able to apply them to their lives to cultivate active movement through sports. Students may also become aware of their sports talent during physical education practice.

The importance of interest and motivation in the implementation of Physical Education learning needs to be considered and can be identified by conducting an evaluation. Previous research on learning evaluation indicated that there was an interest in learning physical education for students, one of which was influenced by the media (Muis, 2017). In this study, the aim was to evaluate the Physical Education learning process, particularly to analyze the interests and motivations of PGMI students as future class teachers in exercising regularly and teaching physical education.

**METHODS**

Survey design is the approach used in this study. The data collection technique is through a questionnaire. A total of 45 students were selected as a sample quota. They answered the questions in the closed questionnaire by answering 'yes' or 'no' according to the facts and circumstances they felt. A score of 1 is given for a 'yes' answer and a score of 0 is given for a 'no'

answer (Table 1).

The implementation of this research was carried out in March 2023. Data from the questionnaire results were collected and categorized according to research needs. Then do a descriptive quantitative analysis of the percentage and average. The average is used to calculate the range of scores generated by the informants. Then the percentage is to measure the overall level of the informant's position.

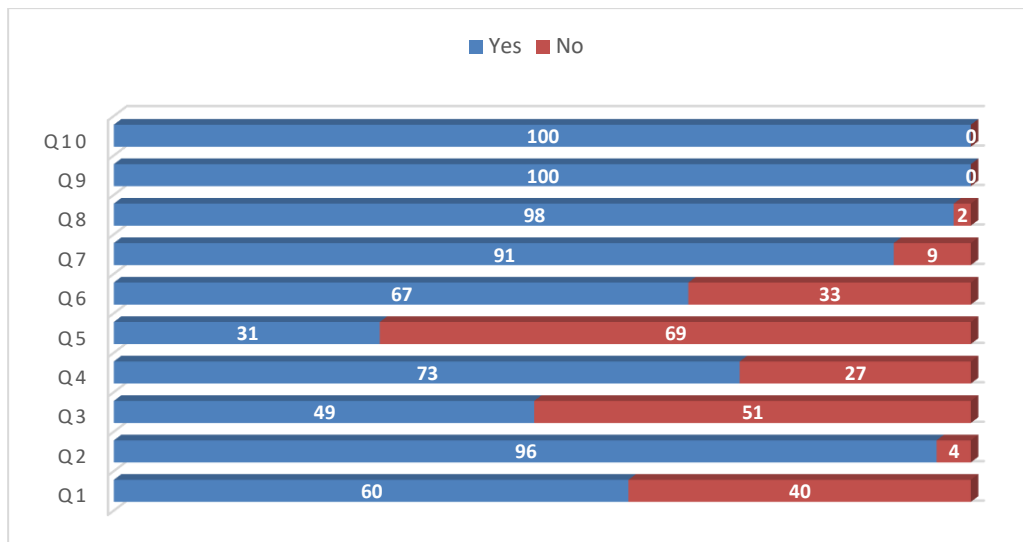
**Table 1.** Research Questionnaire

Question	%	%
	'yes'	'No'
<b>Q1.</b> Are you currently exercising regularly?		_____
<b>Q2.</b> Do you do sports because of self-awareness of its benefits for maintaining health and fitness?		_____
<b>Q3.</b> Did you exercise regularly before getting physical education?		_____
<b>Q4.</b> Have you become accustomed to regular exercise after receiving physical education lectures?		_____
<b>Q5.</b> Before receiving physical education lectures, did you regularly do sports at least 3 times a week?		_____
<b>Q6.</b> After receiving physical education lectures, do you regularly do sports at least 3 times a week?		_____
<b>Q7.</b> Are you interested and motivated to do sports after receiving physical education lectures?		_____
<b>Q8.</b> Will you teach physical education with good planning and evaluation later when you become a teacher?		_____
<b>Q9.</b> You will teach physical education according to the basics of physical education, even though you are not a sports scholar?		_____
<b>Q10.</b> If you become a class teacher and there are no professional physical education teachers according to your field, will you teach physical education based on the basics of physical education?		_____

**RESULTS AND DISCUSSION**

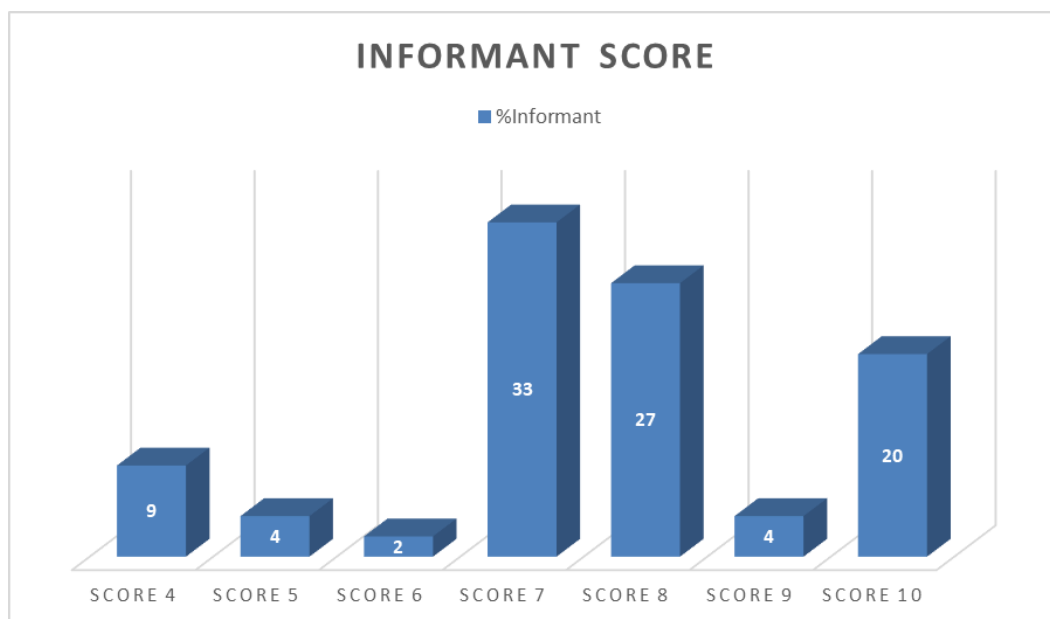
The entire sample has filled out the questionnaire and the results have been

recapitulated. The total sample is 45 students with a total of 10 questions. We get the percentage of the results of the questionnaire answers in Figure 1 below.



**Figure 1.** Questionnaire Answer Results

After getting the answers and the percentage of results compared between 'yes' or 'no' answers, calculate the scores generated from each informant. The results of the number of informants on each score are produced according to Figure 2.



**Figure 2.** The Informant Score Result

Interest is one of the main things that initiates a person's motivation to move. High interest will produce more motivation oneself to carry out activities with enthusiasm and happiness. This certainly applies to the implementation of sports and physical education. Motivation will later affect the results of learning physical education. Physical education learning outcomes are influenced by self-efficacy factors and student learning motivation (Pambudi et al., 2022), motivation affects the achievement of students' physical fitness levels (Candra Dewi et

al., 2020), fitness and motivation together influence learning outcomes (Subarjah, 2016), in addition to paying attention to nutritional status factors on their influence on learning outcomes (Ali, 2011).

In Figure 1 we can see that 91% of students become interested and motivated to do sports regularly after receiving physical education lectures (Q7), with an average of 67% of them doing it regularly at least 3 times a week (Q6). Regular exercise affects a person's physical fitness (Majid Wardiman, 2020). Achievement of

good physical fitness will have a positive impact on the quality of health (Gu et al., 2016), sleep quality (Chang & Chen, 2015; Oudegeest-Sander et al., 2013), indirectly affects student learning achievement (Subarjah, 2016). The results illustrated in Table 2 indicate a good impact for PGMI students after receiving physical education lectures, especially on sports aspects regularly.

In Figure 2, we can see that the total score obtained is an average score of 7 with a total of 33 students and a score of 8 with a total of 27 students. If the score range is 1-10, then we can make five categorizations with each score 1 and 2 are very poor, 3 and 4 are poor, 5 and 6 are moderate, scores 7 and 8 are good, 9 and 10 are very good. In this study, the resulting average score was 8 was in a good category. Students are indicated to have good interest and motivation in exercising regularly and teaching physical education if given the opportunity later. Physical education has been integrated as a link for creating PGMI's goals, preparing graduate class teachers who are equipped with the ability to teach physical education (Syukriadi & Rozi, 2021).

Average students are in good condition of interest and motivation to be able to exercise regularly and teach physical education, even 20 students are in the very good category. As for what needs to be observed by the lecturer is that there are still students in the less category. This may be caused by the condition of students towards the style or way of teaching lecturers, learning media, or other factors that affect students' interest and motivation in physical education. Several things that can affect low interest are internal and external factors in the form of physical abilities, less supportive facilities & infrastructure, as well as atmosphere and weather (Syukriadi & Rozi, 2021). Several factors need to be investigated further so that physical education learning has a better positive impact on the findings of this study.

In the interest and motivation section for teaching physical education, it can be seen that on average the respondents are ready to teach physical education even though as class teachers they are not professional physical education teachers (figure 1, Q9 & Q10). Empirical facts produce data that class teachers will be faced with additional work teaching physical education in Japan (Iwaki et al., 2020), Italy (Pesce et al., 2013), and America (Fletcher et al., 2013). It is important to equip future madrasa class teachers to have interest and motivation so that later when

professional physical education teachers are not found, they are ready to teach them.

## CONCLUSION

The research conclusions that can be drawn are that on average students as prospective teachers for Islamic elementary schools have high interest and motivation (a total score of 7 out of the highest total score is 10) towards routine sports and are ready to teach physical education after receiving physical education lectures.

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