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Motivation of physical education, health, and recreation students in carrying out movement activities after the Covid-19 transition period in Indonesia

Lokananta Teguh Hari Wiguno[1], Ari Wibowo Kurniawan[2]*, Febrita Paulina Heynoek[2], Usman Nasution[4], Mimi Haetami[5], Sudirman[6], Hendra Jondry[7]
[1,2,3] Universitas Negeri Malang, Jl. Semarang No 5, Malang City, East Java Province, Indonesia
[4]State University of Medan, Jl. Willem Iskandar Pasar V Medan Estate, Medan, North Sumatra Province, Indonesia
[5]State University of Makassar, Jl. A P Pettarani Gunungsari, Makassar, South Sulawesi Province, Indonesia
[6]Tanjungpura University, Jl. Jenderal Ahmad Yani, Pontianak, West Kalimantan Province, Indonesia
[7]Musamus University, Jl. Kamizaun Mopah Lama, Merauke, Papua Province, Indonesia
E-mail: ari.wibowo.fik@um.ac.id

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Abstract: The purpose of this study was to find out how far the motivation of Physical Education, Health, and Recreation (PEHR) students in Indonesia in carrying out physical activities during this transition period from two (2) years of no face-to-face learning by carrying out direct physical activity practices. The method used in this study is a survey by collecting data using questionnaires and questionnaires, as well as to analyze quantitative data used descriptive statistics, namely analysis of percentages and averages. The results of the study showed that the motivation of PEHR students to move after the transition from pandemic to endemic had positive results.

Keywords: motivation; physical education; pandemic; movement activities.

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INTRODUCTION

The Physical education must be applied in school learning because physical education has an important and strategic role in order to shape the character and survival of students in the surrounding environment. So Physical Education aims to provide humans with 1) emotional response, 2) personal relationships, 3) intellectual mentality, and 4) aesthetic output, while not neglecting the development of muscle, bone and joint strength, by not forgetting elements of movement skills, and increasing fitness. human body (Sudarsini, 2013).

Motivation is a driving force that can generate activity in living things and can cause behavior and direct it towards certain goals. Meanwhile, according to Hoy and Miskel in Shaleh's book (2008) motivation is complex forces, drives, needs, statements, tensions (Tension States), or other mechanisms that initiate and maintain desired activities toward achieving personal goals.

In terms of student engagement, Pike & Kuh (2005) and Hsieh (2013) show that female students exhibit more cognitive effort than male students, but there is no significant gender difference in the other two student engagement behaviors (active participation and interaction with students). instructor). Hsieh (2013)

found that motivation identified as values and expectations had a stronger direct effect on learning outcomes than the indirect effect through engagement variables. Wu (2019) identified academic motivation as the single concept of students' desire or interest to engage with their learning and experiences. Wu found a significant positive effect of motivation on academic engagement and academic achievement namely GPA during four years in college.

The Covid-19 pandemic was a very difficult year for people all over the world, when this virus first appeared on December 31, 2019 in Wuhan, China, a case similar to pneumonia , which until now has not been known how to treat it effectively (Lee, 2020). The rapid spread resulted in the impact of this pandemic being very broad, starting from a decline in the economic sector, to problems with the welfare of the people, especially Indonesian citizens.

The education sector has also experienced the impact of the Covid-19 pandemic. Many countries decided to close schools, there are 463 million children whose schools have been closed due to the COVID-19 pandemic (Hasanah, 2020). But keep in mind that advances in learning technology have advantages and disadvantages, so face-to-face conventional learning is still needed (Supriyadi, 2020). Motivation is a driving force to achieve certain goals, motivation can be realized or not realized at all. Motivation can be found in humans or come from the surrounding environment. The best motivation is motivation that comes from within humans (intrinsic motivation), not environmental influences (extrinsic motivation) (Sunaryo, 2004). According to Suwarno (2014) motivation is divided into two types, namely "intrinsic motivation and extrinsic motivation". Intrinsic motivation comes from a person, usually there is satisfaction in doing something that someone thinks is interesting and makes it motivation to be able to achieve satisfaction or something.

According to Husdarta & Saputra (2013) intrinsic motivation is an encouragement from within himself. Students must be able to generate motivation by setting their own goals to be achieved and managing their own efforts to achieve something. Meanwhile, according to Djamarah (2008) the motives that make it active or not functioning need not be stimulated from the outside, because each individual already has the urge to do something. Intrinsic motivation are motives that are active within the human individual without any help from outside or other people because each individual has a will from himself (Dimyati, 2010).

Extrinsic motivation is very different from intrinsic motivation because in this motivation a student's desire to participate in physical education learning is strongly influenced by encouragement or stimulation from outside. This external encouragement can be in the form of praise, gifts, punishment, reprimands, or it can arise because of reproaches from other people. According to Sudirman (2006) extrinsic motivation is "motives that can arise and function because of stimulation or encouragement from outside". In this motivation the most important thing is not the purpose of learning to become more knowledgeable about something but just wanting to get good grades, so you want to get a prize.

According to Ega (2013) that sports and health physical education is a phase in which the entire educational process contains elements of movement activity and muscle response and raises changes that result from the individual's response. Humans basically can grow and develop through a process in a natural process towards maturity both physically (physically) and psychologically (spiritually). This process can be carried out with an educational process, namely, to lead to optimal human development in accordance with the potential and abilities they have. According to Lutan, et, al (2002) Physical education is essentially an educational process through physical activity as a "tool" to achieve educational goals. The purpose of physical education is comprehensive, covering physical, intellectual, moral, social, and emotional aspects. The target space in Physical Education aims to foster health and awareness in the surrounding environment.

Sports and health physical education is a learning that fully encourages movement activities and gives special and adequate attention to the learning domains, which include psychomotor, cognitive, and affective. Physical education and sports and health are educational processes through physical activity. Through physical activity children can be directed to learn, resulting in changes in children's behavior, and concerning the physical aspect, not only that but also changing intellectual, emotional, social and moral attitudes.

From the results of Moore et al. (2011) surveyed 43 people and found that there was inconsistent use of terminology for various types of delivery models.learning online can be more difficult to use because there are different environmental factors with various characteristics. From research conducted by Astuti (2021) out of 10 students learning, if given assignments by lecturers, only 5 people take the initiative to study independently even though they are not given assignments from lecturers. Departing from the problem descriptions and the findings of several studies above, the researchers wanted to conduct further research on "PEHR Student Motivation in Carrying Out Movement Activities After the Transition of a Pandemic to Endemic Throughout Indonesia".

The purpose of this study was to find out how far the motivation of PEHR students in Indonesia is in carrying out physical activities during this transition period from two (2) years of no face-to-face learning by carrying out direct physical activity practices. Therefore, this research will make it easier for other researchers, government or other institutions to conduct research that can develop and discover.

METHOD

Research The population of this study were students of Physical Education, Health, and Recreation throughout Indonesia. In this study the selection of samples using Cluster Random Sampling. In books Yusuf (2016) Cluster Random Sampling is part of a group or collection, in one cluster is homogeneous, while one cluster and cluster has differences. The sample will be divided into several islands from Sumatra, Java, Kalimantan, Sulawesi, Bali, and Papua.

Table 1. Names of Universities as Respondents

University	N
Musamus Merauke University	33
State University of Makassar	66
State University of Malang	34
State University of Medan	109
Tanjungpura University	75
Amount	**317**

From several universities that were determined later from universities in Indonesia will be given a google form which contains questions about movement activities during Physical Education, Health, and Recreation students in this Covid-19 pandemic situation. Of the total questionnaires distributed, 30 questions were answered by these PEHR students. Where from the answers that students did as our data to analyze what conditions and what students did during the pandemic and during the transition after the Covid-19 pandemic. Collecting data in this development research using a Questionnaire/Questionnaire. Before the researcher collected data in the field, the researcher designed a questionnaire question which would later be validated and reproducible to experts and small group test subjects from PEHR students. After carrying out the above procedure, the questionnaire can be distributed to large group trials.

To analyze the quantitative data, descriptive statistics were used, namely analysis of percentages and averages. The formula used to process the percentage descriptive data uses the formula from Sudijono (2007):

$$P = \frac{f}{N} x\ 100\%$$

Description:
P : percentage number
f : frequency being sought percentage
N : Number of Cases (Total frequency/number of individuals)
100% : constant

RESULTS AND DISCUSSION

Results

The data obtained from the results of this survey are presented in the form of charts and tables for each question. Below is a diagram and table of research results:

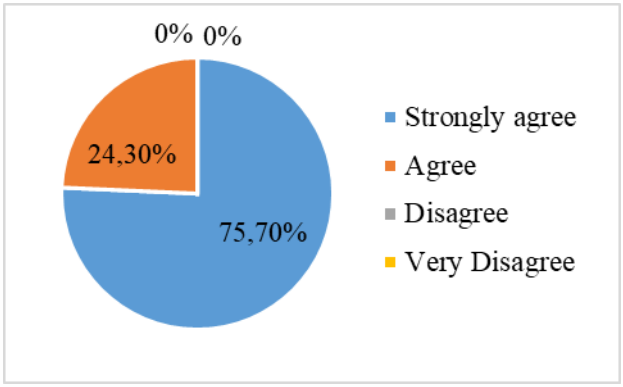

Figure 1. Question 1, Exercising is a fun activity

The diagram above shows student responses to question number 1: the results obtained were 75.7% answered strongly agree and 24.3% answered agree.

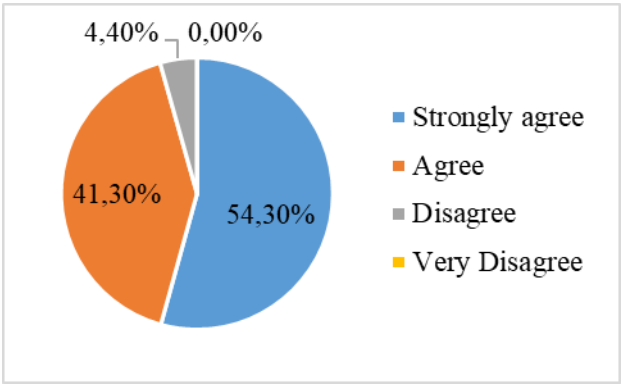

Figure 2. Question 2, I am interested in participating in easy sports activities

The diagram above shows student responses to statement number 2: 54.3% answered strongly agree and 41.3% answered agree and 4,4% disagreed.

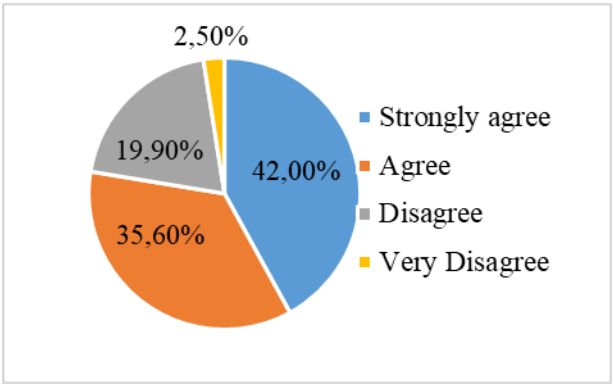

Figure 3. Question 3, I enjoy doing sports activities during a pandemic

The diagram above shows student responses to statement number 3: the results obtained were 42% answered strongly agree and 35.6% answered agree, 19.9% disagreed and 2.5% answered strongly disagree.

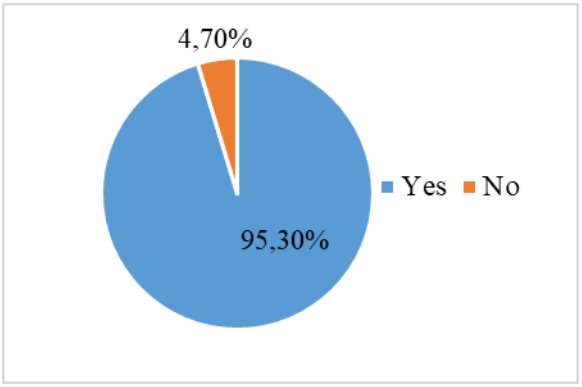

Figure 4. Question 4 Did you sports activities in the form of movement activities during the Covid-19 pandemic?

The diagram above shows student responses to question number 4: 95.3% YES and 4.7% answered NO.

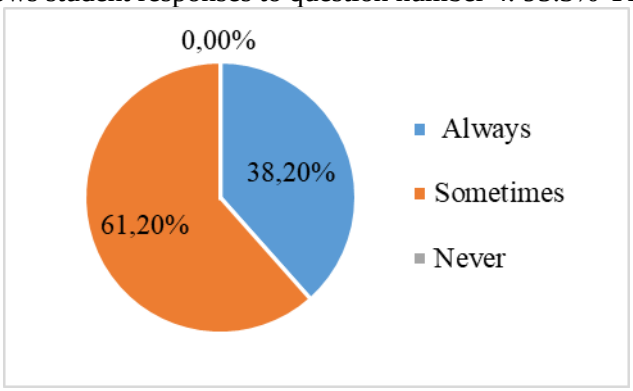

Figure 5. Question 5, Are you consistent in carrying out sports activities in the form of movement activities during Covid-19 pandemic?

The diagram above shows student responses to question number 5: 38.2% Always and 61.2% answered Sometimes.

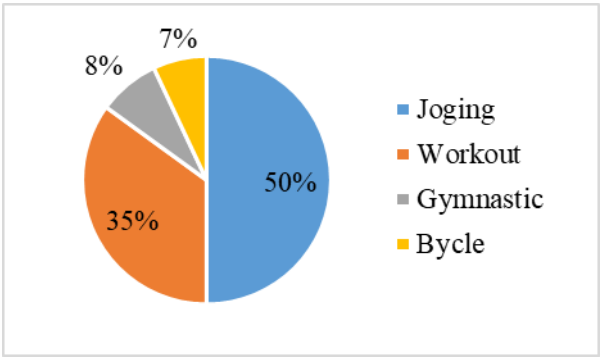

Figure 6. Question 6, In implementing sports activities, what movement activities did you do during the pandemic?

The diagram above shows student responses to question number 6: 50% answered jogging, 35% answered workout, 8% answered gymnastics and 7% answered cycling.

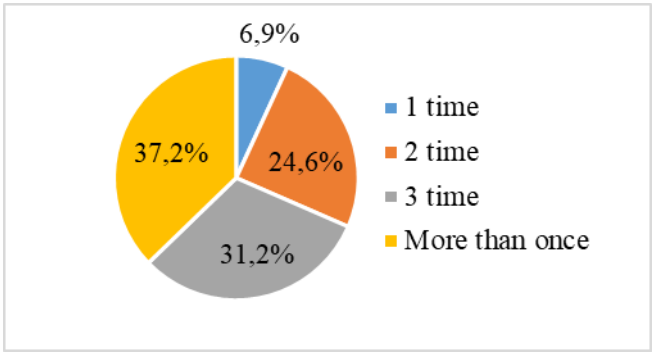

Figure 7. Question 7, In carrying out sports activities, how many times a week do you carry out activities in the form of movement activities?

The diagram above shows student responses to question number 7: 37% answered more than 3 times, 31.2% answered 3 times, 24.6% answered 2 times and 6.9% answered 1 time.

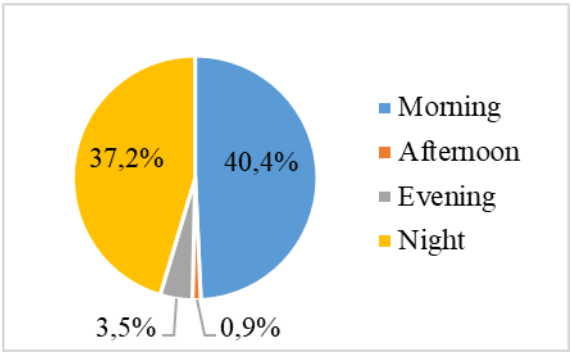

Figure 8. Question 8, When do you do sports activities in the form of movement activities?

The diagram above shows student responses to question number 8: 55.2% answered afternoon, 40.4% answered morning, 3.5% answered evening and 0.9% answered competitive.

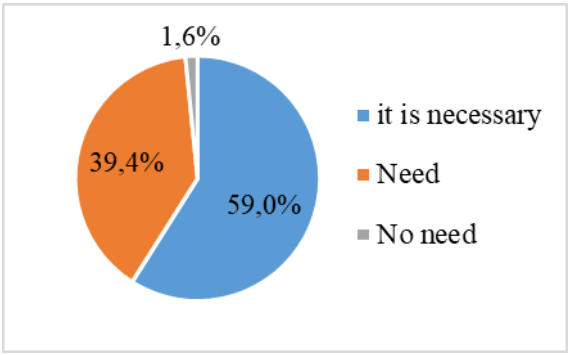

Figure 9. Question 9, In your opinion, when online learning was implemented during the Covid-19 Pandemic, were sports activities in the form of mevement activities necessary?

The diagram above shows student responses to question number 9: the results obtained were 59% answered very necessary, 39.4% answered necessary and 1.6% answered not necessary.

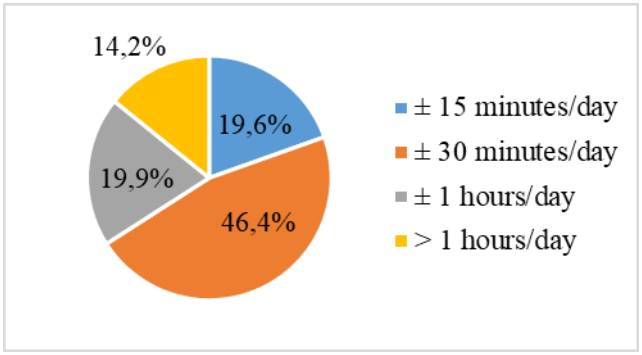

Figure 10. Question 10, how much time do you need when carrying out sports activities in the form of movement activities during a pandemic?

The diagram above shows student responses to question number 10: 46.9% answered ± 30 minutes per day, 19.9% answered ± 1 hour/day, 19.6% answered ± 15 minutes/ day and 14.2% answered > 1 hour/day.

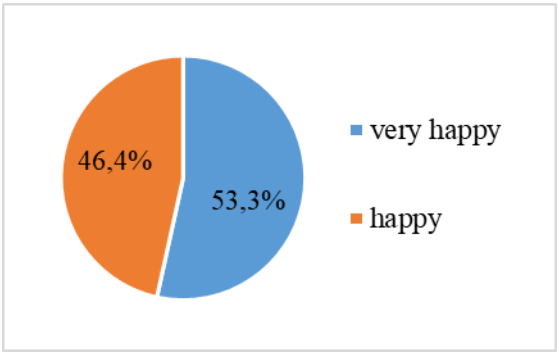

Figure 11. Question 11, Do you feel happy when implementing sports activities in the form of movement activities?

The diagram above shows student responses to question number 11: 53.3% answered very happy and 46.6% answered happy.

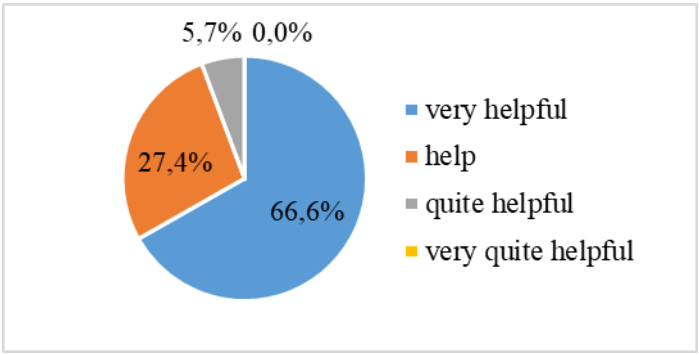

Figure 12. Question 12, Did your movement activities help you improve your physical fitness during the Covid-19 pandemic?

The diagram above shows student responses to question number 12: 66.6% answered very helpful, 27.4% answered helpful and 5.7% answered quite helpful.

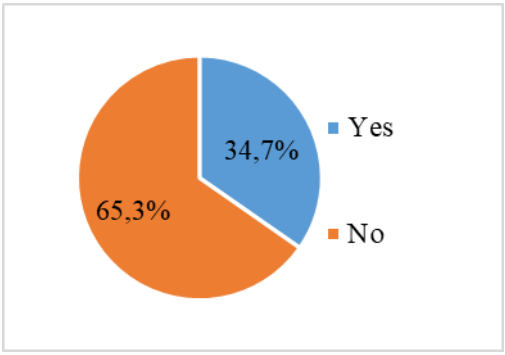

Figure 13. Question 13, Do you have any problems or difficulties when doing sports activities in the form of movement activities?

The diagram above shows student responses to question number 13: 65.3% answered YES and 34.7% answered NO.

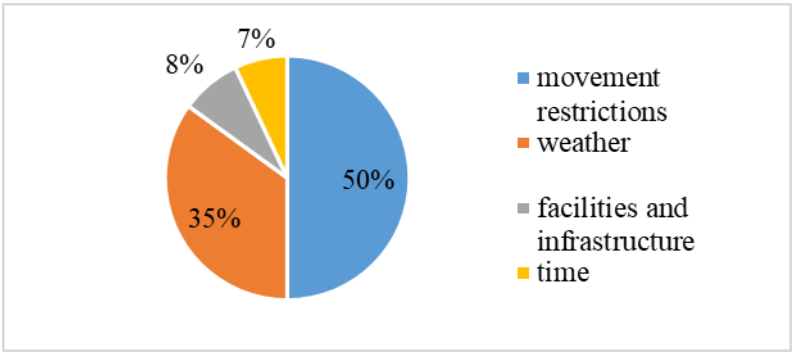

Figure 14. Question 14, What made you feel difficult in implementing sports activities in the form movement activities during the covid-19 pandemic?

The diagram above shows student responses to question number 14: 50% answered space restrictions (wearing masks during sports), 35% answered weather, 8% answered facilities and infrastructure and 7% answered time.

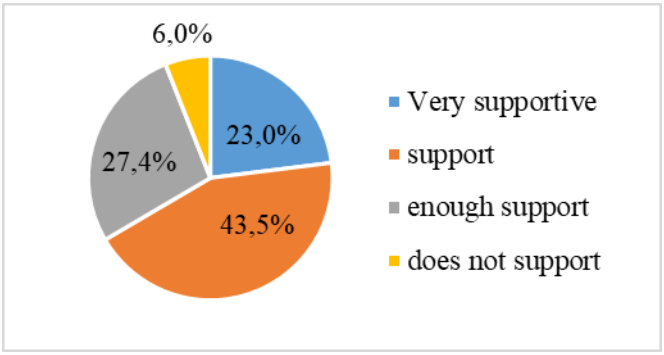

Figure 15. Question 15, Does your environment have activities that support sports activities in the form of movement activities?

The diagram above shows student responses to question number 15: the results obtained were 43.5% answered in support, 27.4% was quite supportive, 23% answered very supportive and 6% answered not supportive.

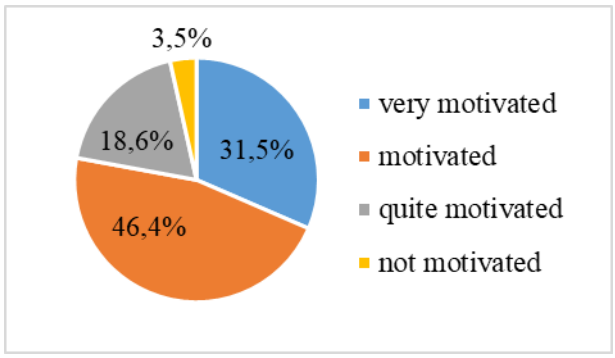

Figure 16. Question 16, Do the activities carried out around you help in motivating yourself in carrying out sports activities?

The diagram above shows student responses to question number 16: 46.4% answered motivated, 31.5% answered very motivated, 18.6% answered quite motivated and 3.5% answered not motivated.

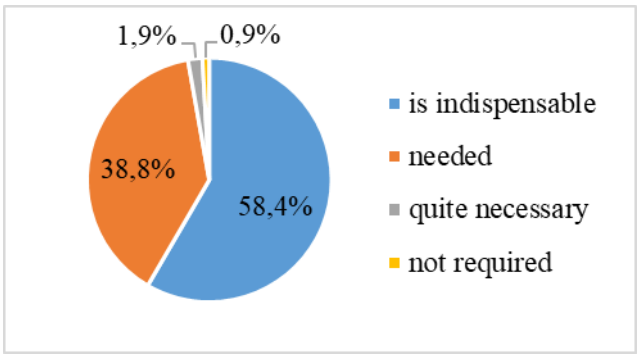

Figure 17. Question 17, After the transition from pandemic to endemic and the enactment of limited face to face learning, are sports activities in the form of movement activities still needed?

The diagram above shows student responses to question number 17: the results obtained were 58.4% answered really needed, 38.8% answered needed, 1.9% answered quite necessary and 0.9% answered not needed.

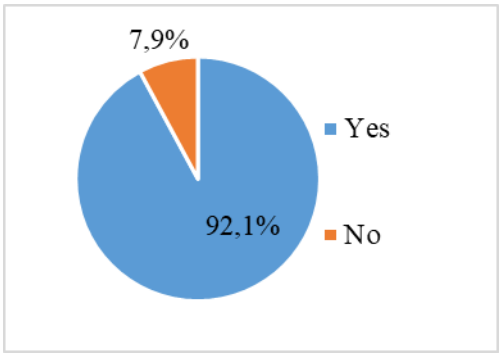

Figure 18. Question 18, Have you remained consistent in carrying out sports activities in the form of movement activities after the pandemic to endemic transition was implemented?

The diagram above shows student responses to question number 18: 92.1% answered YES and 7.9% answered NO.

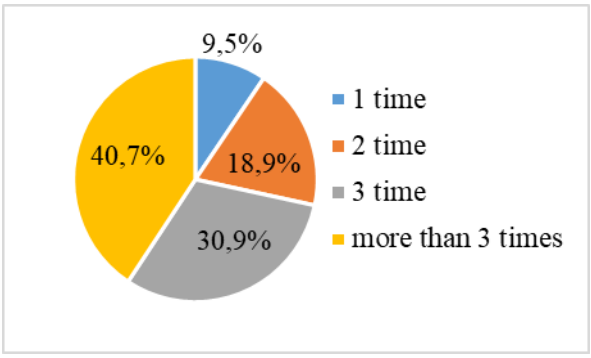

Figure 19. Question 19, How many times a week do you carry out sports activities in the form of movement activities after the transition form pandemic to endemic has been implemented?

The diagram above shows student responses to question number 19: the results obtained were 40.7% answered more than 3 times, 30.9% answered 3 times, 18.9% answered 3 2 times and 9.5 % replied 1 time.

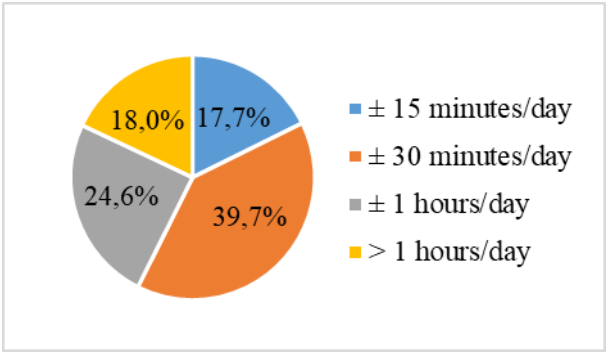

Figure 20. Question 20, How much time do you need in carrying out sports activities in the form of movement activities that you need when an endemic is implemented?

The diagram above shows student responses to question number 20: 39.7% answered ± 30 minutes per day, 24.6% answered ± 1 hour/day, 17.7% answered ± 15 minutes/ day and 18% answered > 1 hour/day.

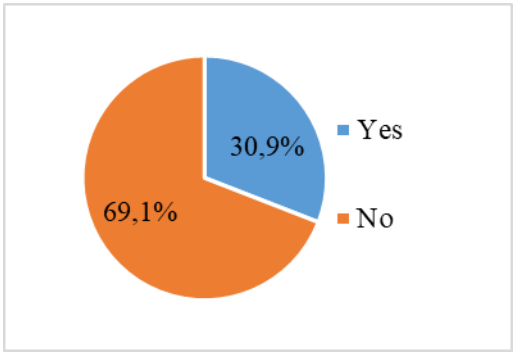

Figure 21. Question 21, Did you experience difficulties when carrying out sports activities in the form of movement activities after the transition from pandemic to endemic was implemented?

The diagram above shows student responses to question number 21: 30.9% answered YES and 69.1% answered NO.

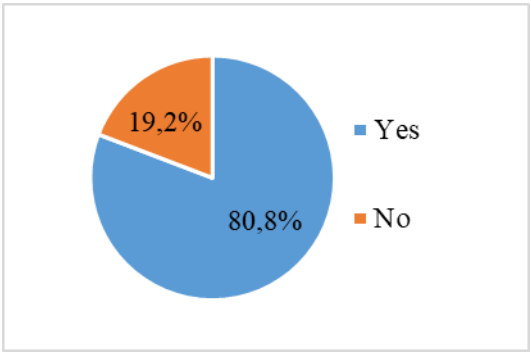

Figure 22. Question 22, Are there any differences that occur when carrying out sports activities in the form of movement activities after the transition from pandemic to endemic?

The diagram above shows student responses to question number 22: 80.8% answered YES and 19.2% answered NO.

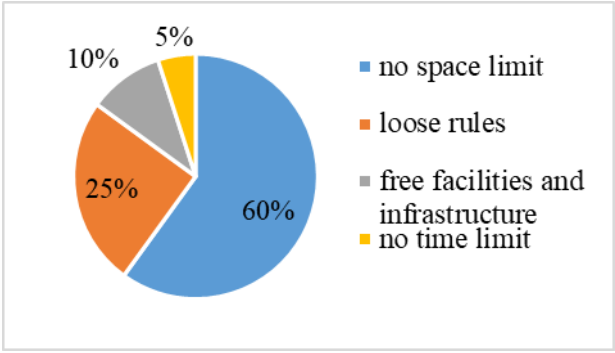

Figure 23. Question 23, What things show a difference when doing sports activities in the form of movement activities after the transition from pandemic to endemic?

The diagram above shows student responses to question number 23: 60% answered that there was no space for movement, 25% answered rules that had begun to loosen, 10% answered facilities and infrastructure that were free to use and 5% there is no time limit (when exercising outside, for example stadiums, gyms etc).

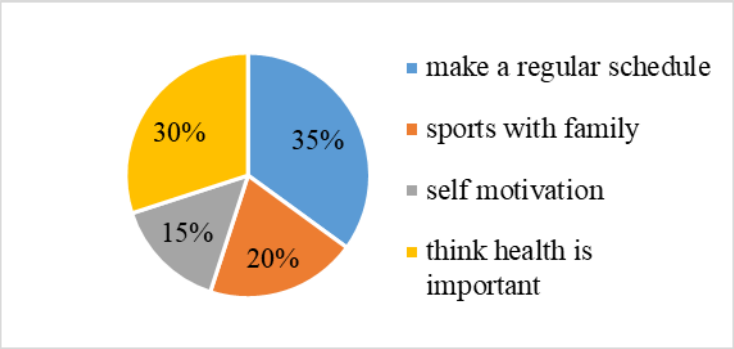

Figure 24. Question 24, How do you maintain the consistency of sports activities in the form of movement activities after the transition from pandemic to endemic?

The diagram above shows student responses to question number 24: 35% answered making a routine schedule, 30% answered thinking that health is important, 20% answered sports with family and 15% answered self-motivation.

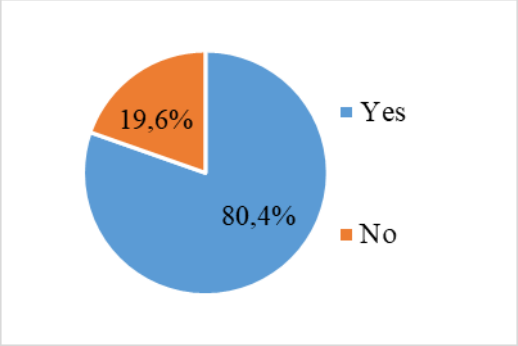

Figure 25. Question 25, After the implementation of the transition from pandemic to endemic, do you still need special facilities in carrying out sports activities in the form of moveent activities?

The diagram above shows student responses to question number 25: 80.4% answered YES and 19.6% answered NO.

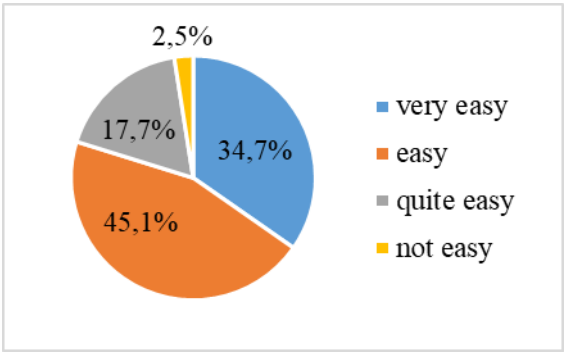

Figure 26. Question 26, In your opinion, the transition from a pandemic to endemic is quite affective in facilitating sports activities in the form of movement activities?

The diagram above shows student responses to question number 26: the results obtained were 45.1% answered easily, 34.7% answered very easily, 17.7% answered quite easily and 2.5% answered not easy.

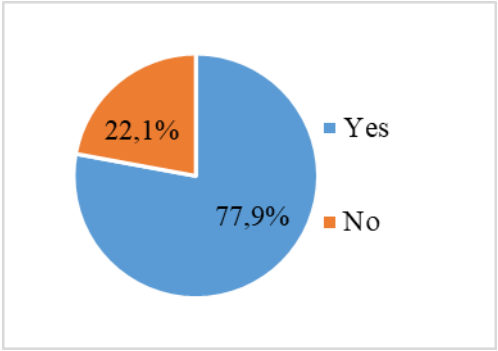

Figure 27. Question 27, Did movement activities affect your lecture activities during a pandemic and endemic periode?

The diagram above shows student responses to question number 27: 77.9% answered YES and 22.1% answered NO.

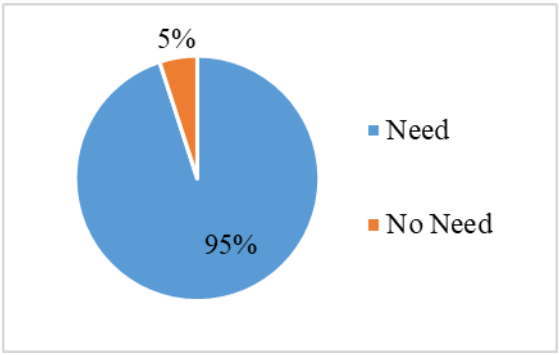

Figure 28. Question 28, In your opinion, sports activities in the form of movement activities stil need to be carried out even though limited Face-to-face lectures have been implemented?

The diagram above shows student responses to question number 28: 95% answered necessary and 5% answered not necessary.

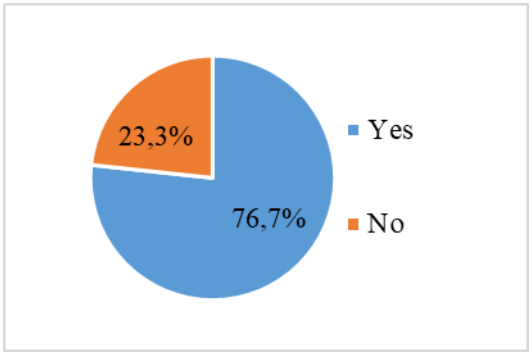

Figure 29. Question 29, Does the transition from pandemic to endemic affect lecture activities, especially in lectures that involve movement activities?

The diagram above shows student responses to question number 27: 76.7% answered YES and 23.3% answered NO.

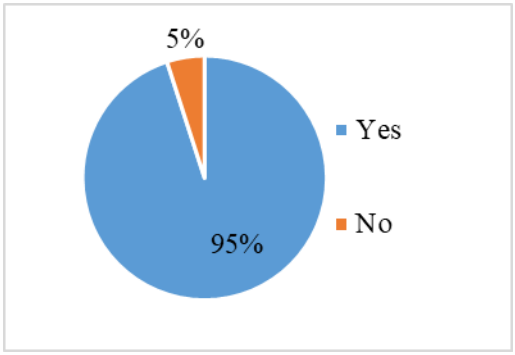

Figure 30. Question 30, Was there difference during the online to face-to-face lectures in carrying out movement activities?

The diagram above shows student responses to question number 30: 95% answered YES and 5% answered NO.

Discussion

Exercising is great fun, including during a Covid-19 pandemic like this, a factor that can allow a person to be physically active comfortably, namely by providing access, facilities and security for people doing physical activity (Levinger et al., 2018). Physical activity such as exercising is also for fun, this sport is also influenced by emotions, people can be motivated to do physical activities (Yon ey al., 2022). Exercise during a pandemic also has a positive impact on body health. Fun exercise can understand a person's motivation to exercise and this physical activity can affect health during a pandemic (Folk et al., 2022). Routine sports during the pandemic also affect the behavior of children and adolescents. This makes the experience of sports influenced by mediation effects and from the commitment to sports to maintain sports activities (He et al., 2022). People who do sports during the Covid-19 pandemic have revitalizing intensity, pleasure from challenge, social recognition, affiliation, competition, positive health, appearance, strength and endurance, and a very high degree of flexibility (Vučković et al., 2022).

Many students agree with this statement that they want to do the physical activity that they have done but also still be able to improve the quality of their health. Students are also aware in the current pandemic situation that health is very important to make positive changes to increase their physical activity (Tyson et al., 2022).

Weak and poor body strength during a pandemic allows a person's fitness level to be low and can affect health in this Covid-19 pandemic situation (Saadeh et al., 2022). That the Covid-19 pandemic had an impact on student participation in physical activity. By providing training sessions during the Covid-19 pandemic quarantine, they are still given training in order to provide movement activities and maintain their physical fitness and movement function (Pietsch et al., 2022). Due to the Covid-19 pandemic, it has caused a decrease in physical activity. This reduction in physical activity can have a negative effect on the life expectancy of the elderly (Harangi-Rákos et al., 2022).

Many people are doing movement activities during the Covid-19 pandemic, where only around five percent rarely do movement activities. This indicates that many people are aware that exercise and movement activities during a pandemic are very necessary. In the research that was carried out Czenczek-Lewandowska, et al. (2021) the covid-19 pandemic has made many people's health conditions worse, especially adults and adolescents. As a result of weeks of quarantine and the lifestyle of teenagers who stay up late with no positive activities, it can reduce one's fitness level.

Higher levels of depression or anxiety were triggered by a large decrease in physical activity levels during lockdown (Ding et al., 2021). Infrastructure in physical activity also supports the community to do sports. By providing public health, namely supporting adequate sports infrastructure (Szpunar et al., 2021). What adults in the UK are doing is that they have physical activity opportunities and are motivated and are maintaining their physical activity during the covid-19 lockdown (Spence et al., 2021). Social support, loneliness during quarantine and social isolation can affect physical activity during covid-19 (Hailey et al., 2022).

Conclusion considering the multiple physical and psychological benefits of increased exercise and reduced sedentary behavior, public health strategies should include the creation and application of interventions that promote comfortable exercise and reduce sedentary behavior should existing lockdowns take place (Stockwell et al., 2021). There is a negative impact of the pandemic on physical activity carried out by young people. The need for increased physical activity measures both by Physical Education teachers and parents to motivate and support children in participating in systematic physical activity consciously (Bronikowska et al., 2021).

The recently hit Covid-19 pandemic has had a negative impact on sports and indoor sports as daily lifestyle changes due to government social restrictions to contain and contain infections (Raiola & Di Domenico, 2021). As the first reaction to the changing social forms of indoor training in gyms, sport and

training experts have developed innovative and original outdoor training ideas that offer different physical exercises for different groups of users.

Based on the results of a survey conducted and then connected with the research objectives. It can be said that the motivation of PEHR students to move after the transition from pandemic to endemic obtained positive results. It can be seen from questions number 5 and 26 about consistency in carrying out sports activities and the ease of doing sports from a pandemic to an endemic transition. Furthermore, on questions no. 7 and 19 about how many times a week students do sports, during a pandemic 37.2% did more than 3 times in 1 week, while during the endemic period 40.7% did more than 3 times in 1 week motion activity. In this result there was an increase in students who carried out movement activities more than 3 times in 1 week, which was 3.5%. Motivation can be increased in various ways, one of which is by expository method which is learning that emphasizes the process of delivering material verbally (Tabroni & Qutbiyah, 2022). Sports motivation is a mandatory goal that a person has for achievement, if motivation is high, it will support achievement.

These results prove that the motivation of PEHR students to carry out movement activities is quite high. In question number 21 it shows that there are no difficulties experienced by PEHR students in carrying out movement activities after the pandemic transition to endemic. Then in question number 22 PEHR students feel there is a difference in carrying out movement activities during the transition from pandemic to endemic, then this difference is answered in question number 23 which is the difference when carrying out movement activities after the transition from pandemic to endemic including there are no restrictions on space for movement, rules that have been starting loose, facilities and infrastructure that are free to use and there is no time limit for using sports advice and infrastructure (when exercising outside, for example stadiums, gyms, etc.). In question number 26 regarding the effectiveness of the pandemic to endemic transition in facilitating sports activities in the form of movement activities PEHR students answered 45.1% Easy and 34.7% answered very easy, and the rest answered quite easy and not easy, these results show that sports activities are easy in the form of movement activities can increase the motivation of PEHR students to keep moving.

CONCLUSION

The conclusion that can be drawn from this study is that the motivation of PEHR students to carry out movement activities from the pandemic to endemic transition period is quite high, which can be seen from the answers to the questions given by the researchers. It is hoped that these results can become a reference to be able to conduct further research or service and the motivational aspects studied will become more numerous not only in movement activities.

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