

Research Article

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Improving Learning Quality: Teachers' Perspectives on Learning Problems and Recommended Solutions in Indonesia

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Abstract

Background/purpose. Learning problems are a common occurrence in the field of education, especially in the context of the post-pandemic era. This study aims to investigate the challenges faced by teachers in learning and the solutions they proposed to address these issues.

Materials/methods. A phenomenological design was used in this study, with 49 teachers from various subjects and regions in Indonesia participating. The primary instrument was a questionnaire on learning problems and solutions, validated through content validity. Thematic analysis was employed for data analysis.

Results. The study identified teachers' challenges, including low student motivation and behavior, limited resources, lack of curriculum understanding, and unengaging learning designs. Proposed solutions included enhancing student motivation through effective learning management, parental support, provision of adequate learning facilities, and an adaptive curriculum, particularly in mathematics.

Conclusion. The study concluded that low student motivation and behavior were linked to resource limitations, curriculum understanding gaps, and unengaging learning designs. Recommendations included improving learning motivation through effective learning management, parental involvement, infrastructure support, and teacher training for competency enhancement.

1. Introduction

Learning is a crucial component of the education system, facilitating interaction between students, teachers, and resources to enhance competencies. It serves as a platform for students to develop their skills and knowledge effectively, aligning with the curriculum objectives. Optimal implementation of learning in schools is essential for fostering high student competency, interest, and motivation, as well as ensuring teacher competence, student safety, and comfort. Additionally, student-centred learning, adequate facilities and infrastructure are vital for maintaining learning quality. Despite these ideals, various challenges hinder the successful implementation of learning in school, necessitating solutions to address these issues.

Research on learning challenges, particularly during the COVID-19 pandemic, has utilized different methodologies to explore these issues. Isnawan, Azis, et al. (2023) employed a phenomenological design to investigate the distance learning challenges faced by students in West Lombok Regency, Indonesia with parents as participants. Finding indicated that students struggled to grasp mathematics concepts, teacher explanations were suboptimal, and there were limitations in supporting facilities and infrastructure during distance learning. Alvarez (2020) conducted a qualitative case study on the obstacles encountered by lecturers in delivering lectures in Manila, Philippines, identifying technological, instructional, class size, technical support, and collaboration constraints. Basar et al. (2021) surveyed students in Melaka, Malaysia, to explore the challenges they faced during learning amid COVID-19, revealing low learning motivation and a preference for face-to-face learning. In summary, the research studies highlighted in this paper offer different insights into the diverse challenges faced in learning environments, with varying perspectives and contexts shaping the findings, as outlined in Table 1.

Table 1. Comparison of Current Research with Previous Research

Research Article	Research Design	Time	Participants	Focus
Isnawan, Azis, et al. (2023)	Phenomenology	During COVID-19	Parents	Learning problems
Alvarez (2020)	Qualitative case study	Before COVID-19	Lecturers	Learning problems
Basar et al. (2021)	Survey	During COVID-19	Students	Learning problems
Current research	Phenomenology	After COVID-19	Teachers	Learning problems and solutions

The majority of studies discussed earlier focus on learning issues during the COVID-19 period, but learning challenges persist during this time frame. Many of these studies do not involve teachers as active participants, despite their crucial role in education. Teachers are key figures who directly engage with students and witness their learning activities firsthand. This study aims to explore the challenges faced by teachers during the learning process and the solutions they propose to enhance learning quality. The study primarily focuses on mathematics education to provide a comprehensive understanding of these issues. To address these objectives, the researchers formulate the following research questions:

- a. How do teachers describe the learning problems they experience? (RQ-1)
- b. What do teachers recommend for optimizing the Quality of Learning (RQ-2)

2. Literature Review

Learning involves an interaction between students and learning resources (BSKAP, 2022b; Thobela et al., 2023). Learning resources primarily include teachers and learning designs, but students also utilize technology, facilities, and infrastructure (Esposito & Moroney, 2020). Students are the central focus of learning, with efforts aimed to enhancing their competencies in cognitive, affective, and psychomotor aspects (BSKAP, 2022b). Cognitive aspects pertain to knowledge, affective aspects involve attitudes and motivations, and psychomotor aspects relate to applying knowledge in practical situations (BSKAP, 2022a).

Mathematics learning poses significant challenges in education, forming a didactic triangle. Click or tap here to enter text. It involves interactions among students, materials, and teachers (Suryadi, 2019b, 2019a; Rezat & Sträßer, 2012). Problems in mathematics learning are viewed from multiple perspectives, requiring collaboration among students, teachers, parents, and educational stakeholders (Isnawan, Suryadi, Turmudi, et al., 2022).

Various solutions address learning challenges, including teacher training programs to enhance competence and knowledge (Dorimana et al., 2022; Hariyani et al., 2022; Isnawan, Suryadi, & Turmudi, 2022; Setiawati & Shofwan, 2023) in technology, pedagogy, and content (TPACK) (Açıkgül & Aslaner, 2020; Esposito & Moroney, 2020). Innovative and engaging students-centered learning designs, integrating real-life problems and ICT, positively impact competence development (Sukarma et al., 2024). Epistemic learning patterns Click or tap here to enter text. and adequate facilities support effective mathematics education (Sridana et al., 2025; Garad et al., 2021; Yangambi, 2023). Creative learning media play a significant role in optimizing learning quality (Bencivenga, 2017; Mirzajani et al., 2016).

3. Methodology

3.1. Research Design

This study utilized a qualitative approach specifically employing a phenomenological design. Phenomenology was chosen due to its relevance to the study's objectives, focusing on exploring and interpreting the life experiences (Dangal & Joshi, 2020; Isnawan, Suryadi, Turmudi, et al., 2022; Stolz, 2020) of teachers regarding the challenges they faced in learning.

The study involved three main stages: intuiting, analyzing, and describing (Aqilah et al., 2023). During the intuiting stage, researchers delved into the challenges teachers encountered in learning, developing open-ended instruments to gather information. In the analyzing stage, responses from teachers were examined to identify the core problems they faced. Finally, the researchers described the research stages, emphasizing the main theme of teacher challenges in various descriptive forms (Greening, 2019). This research procedure is summarized in Figure 1.

3.2. Participants and Data Collection

Participants in this study included 49 teachers from various provinces in Indonesia, comprising 25 females and 24 males with teaching experience ranging from 8 months to 36 years. Among them, 19 taught at the junior high school level, 16 at the high school level, and 14 at the elementary school level. The teachers covered a range of subjects, including mathematics, science, English, information and communication technology, economics, social studies, religious education, character education, sports, vocational education, and citizenship.

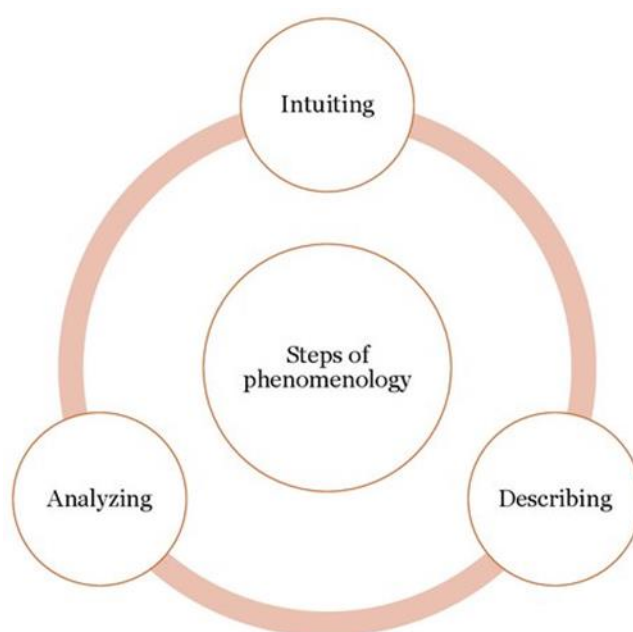


Figure 1. Research Procedures

The participants were selected using a purposive sampling method by referring to the determination of an unlimited number of participants, but rather referring to teachers who voluntarily filled out the Google Form related to learning problems. Initially, the time span for filling out the Google Form was planned for one month. However, after two weeks, there was no increase in the number of teachers filling it out, and when the researcher identified the teachers' answers, the answers given by the last few teachers tended to be the same or repeated the answers given by previous teachers. In other words, the teachers' answers started to look saturated.

The 49 teacher participants served as the primary data source in this study. The main instrument used was the researcher, who employed additional tools for data collection. Data were gathered through a Google Form containing several questions related to problems faced by teachers in learning and the recommended solutions for those problems. These questions were a summary of several questions asked by the researcher. The researcher considered the two questions to be representative enough to identify the problems experienced by teachers in learning and the solutions recommended by teachers related to these problems. The researcher used open-ended questions so that the answers given by teachers were more flexible and tended not to be limited. These questions had been reviewed by educational evaluation experts, who concluded that the Google Form questions met the content validity test. In other words, the instrument effectively measured the issues teachers faced and the solutions they recommended. Documentation of expert opinions and/or suggestions could be accessed on the following page: content validity results. The instrument was accessible on the following page: Teacher Problems Questionnaire in Learning.

3.3. Analyzing of Data

Data obtained from respondents were analyzed using thematic analysis. This approach was chosen for its systematic interpretation of phenomena through themes (Nowell et al., 2017; Sasidharan & Kareem, 2023). The steps involved in thematic analysis included familiarizing with the data, determining initial codes (IC), identifying theme groups (TG), reviewing themes, and defining main themes (MT) (Isnawan, Suryadi, & Turmudi, 2022). The researchers repeatedly read the teachers' responses to become familiar with the data. Patterns and similarities emerged in the responses were identified, and initial codes were assigned based on specific characteristics. These initial codes were then grouped into theme categories with similar characteristics. The theme groups

were reviewed by re-reading the responses and initial codes to ensure proper categorization. Finally, the theme groups were defined into main themes to provide more representative descriptions.

4. Results

4.1. How do teachers describe the learning problems they experience? (RQ-1)

After analyzing the teachers' responses, 23 initial codes were identified. These initial codes are detailed in Table 2. The teachers' responses can be found in Table 3 (Appendix I). Upon further analysis, some initial codes shared similar characteristics and were grouped into theme groups. The complete description of the theme groups is presented in Table 4. Subsequently, the researchers reviewed the theme groups and their corresponding initial codes to form a main theme, as outlined in Table 5.

The main themes revealed four key problems experienced by teachers in learning. Firstly, teachers faced challenges with low student motivation and disruptive learning behaviour, including a lack of discipline and focus among students. Secondly, teachers encountered issues with unengaging and non-inclusive learning designs, which failed to capture students' interest and cater to diverse learning needs. Thirdly, teachers struggled with limited resources, such as inadequate learning facilities, media, and time. Lastly, teachers expressed a lack of comprehensive understanding of the curriculum, particularly the *Independent Curriculum*.

Table 2. Initial codes description (RQ-1)

IC1	Description
IC1-1	Lack of student motivation in learning.
IC1-2	Student motivation is very lacking.
IC1-3	Student interest and motivation are still low.
IC1-4	Students are no longer motivated to learn.
IC1-5	Students' lack of motivation to learn must be continuously stimulated every day.
IC1-6	You need to prepare learning that is interesting and appropriate to the context.
IC1-7	The biggest challenge I face is presenting interesting and varied learning.
IC1-8	Looking for learning models and methods and motivating students to be consistent.
IC1-9	Learning media that is not yet available in schools.
IC1-10	Lack of school facilities.
IC1-11	Facilities and technology.
IC1-12	The students' backgrounds are different, so they demand differentiated learning.
IC1-13	Providing maximum service to inclusive children.
IC1-14	There is still a lack of student discipline in class.
IC1-15	There are still students who do not do their assignments.
IC1-16	The character of students who lack discipline.
IC1-17	Harmonization of the national curriculum with the curriculum used by schools.
IC1-18	My lack of understanding of the <i>Independent Curriculum</i> .
IC1-19	Lack of student concentration.
IC1-20	Students focus on the material.
IC1-21	Face-to-face time is limited because schools carry out double shifts.
IC1-22	Application of the use of technology in learning.

Table 4. Description of theme groups and initial codes forming them (RQ-1)

Theme Groups	Description	Initial Code of Formation
TG1-1	Student motivation and behavior.	IC1-1, 2, 3, 4, 5, 14, 15, 16, 19, 20
TG1-2	Learning design and innovation.	IC1-6, 7, 8, 12, 13, 22
TG1-3	Availability of resources and infrastructure.	IC1-9, 10, 11, 21
TG1-4	Understanding and implementation of the curriculum.	IC1-17, 18

Table 5. Main themes description (RQ-1)

Main Themes	Description
MT1-1	Low motivation and student learning behavior.
MT1-2	Learning design that is less interesting and inclusive.
MT1-3	Limited resources.
MT1-4	Inadequate understanding of the curriculum.

4.2. What do Teachers recommend for optimizing the Quality of Learning? (RQ-2)

Upon analyzing the responses from teachers in Table 6 (Appendix II), initial codes were identified and grouped into themes, as shown in Table 7. These initial codes were further categorized into main themes, as presented in Table 8. Six main themes emerged from this analysis, as detailed in Table 9.

The six recommended solutions for enhancing the quality of learning in schools, as identified in Table 8, are as follows: 1. Good learning management: effective management of learning and teaching activities with collaboration among stakeholders. 2. Parental support and conducive learning environment: encouraging parents to ensure children's learning at home. 3. Provision of adequate school facilities and infrastructure: Ensuring schools have the necessary learning resources, including technology and media. 4. Teacher competency improvement training: Offering training to enhance teachers' competencies, particularly in TPACK. 5. Student rewards for excellence: Motivating students through rewards for outstanding performance. 6. Adaptive curriculum: Teachers advocating for a flexible, student-centered curriculum free from exam pressure.

Table 7. Description of initial codes (RQ-2)

IC2	Description
IC2-1	The school has arranged teaching and learning activities well; the teachers try to teach well.
IC2-2	Parents and students' environments are less supportive; students are left playing, staying up late, and not studying at home.
IC2-3	Motivation does not only come from the teacher but must be in real form, such as rewards.
IC2-4	Principal support and cooperation between teachers.
IC2-5	Students in class: 20-24 people.
IC2-6	The government helps with facilities, varied learning media, and technological facilities such as the internet and multimedia.
IC2-7	Training in creating learning media, classroom management, and differentiated methods.
IC2-8	Restitution of undisciplined students and cooperation between parents and schools.
IC2-9	Effective study hours (7-12), students are focused.
IC2-10	Recognition of curriculum without exams, P5 is eliminated.
IC2-11	School is a second home, a safe and comfortable learning environment.
IC2-12	Offline training to improve teaching quality.
IC2-13	Use of appropriate and varied learning media.
IC2-14	Fun learning, small groups, simple games.

Table 8. Description of theme groups and initial codes forming (RQ-2)

Theme Groups	Description	Initial Code of Formation
TG1-1	Quality of school management and teaching and learning activities.	IC2-1, 4, 5, 9, 13
TG1-2	The role of parents and the learning environment.	IC2-2, 11
TG1-3	Facilities and infrastructure.	IC2-6
TG1-4	Increasing teacher competency.	IC2-7, 12
TG1-5	Student motivation and actualization.	IC2-3, 8, 14
TG1-6	Curriculum and education policy.	IC2-10

Table 9. Description of main themes (RQ-2)

Main Themes	Description
MT2-1	Good learning management.
MT2-2	Parental support and the creation of a conducive learning environment.
MT2-3	Provision of adequate school facilities and infrastructure.
MT2-4	Teacher competency improvement training.
MT2-5	Raising student motivation.
MT2-6	Adaptive curriculum.

5. Discussion

5.1. How do teachers describe the learning problems they experience? (RQ-1)

The problems experienced by teachers in learning are described through four main themes. The first theme is low motivation and student learning behavior (MT1-1). This aligns with findings from various studies (Eminita et al., 2024; Isnawan, Suryadi, Turmudi, et al., 2022; Rone et al., 2023) that indicate student motivation is often low, impacting their competency development, especially in mathematics (Mengyao et al., 2024; Valet, 2023). Students often prefer playing in class rather than paying attention to the teacher's explanations (Rone et al., 2023).

The lack of motivation is attributed to insufficient student involvement in classroom activities, indicating a non-student-centered approach to learning. Teachers may also fail to provide appropriate rewards or align learning with students' developmental levels, leading to decreased motivation (Rone et al., 2023). Additionally, the use of less innovative learning strategies can further diminish student motivation (Eminita et al., 2024). Low self-confidence in solving math problems and fear of failure also play significant roles in affecting student motivation (Saadati & Celis, 2023; Pantziara & Philippou, 2015). Click or tap here to enter text. Additionally, the perception of math as difficult and lacking practical value contributes to low motivation (Mengyao et al., 2024).

Another issue within MT1-1 is low student discipline in learning, which is a common challenge in mathematics education (Lubis & Wangid, 2019). This discipline issue may arise from teachers not addressing discipline problems effectively. However, studies suggest that discipline may not directly impact math learning outcomes but can mediate through communication and motivation (Fuadi et al., 2021).

A related issue within MT1-1 is that students often struggle to maintain focus during learning, as highlighted in various studies (Cicekci & Sadik, 2019; U. A. Sari et al., 2021). Techniques to restore student concentration, such as the ice-breaking method, are recommended to improve focus during lessons (U. A. Sari et al., 2021). Students also emphasize the importance of teachers showing more attention, positive engagement, and innovative teaching methods to enhance their focus (Cicekci & Sadik, 2019; Cueli et al., 2020).

The second theme is the less interesting and inclusive learning design (MT1-2). These findings also align with previous studies (Mupa & Chinooneka, 2015; R. P. Sari et al., 2021; Sulistyaningsih et al., 2018), indicating that teachers often use traditional and generic learning materials that do not cater to the individual characteristics and needs of students, particularly in mathematics education. Teachers often rely on standard textbook activities that may not resonate with students in the classroom. Moreover, these textbooks may lack appeal to students (R. P. Sari et al., 2021) and may

not be readily available in schools, limiting access for all students (Mazana et al., 2019). Additionally, the learning design in schools may not adequately support students with disabilities, as teachers may not have the necessary training to create specialized materials for these students. This finding aligns with Çoban and Ceylan (2023), who highlight the lack of resources and infrastructure, including specialized teaching materials, for students with special needs in public schools.

The next theme is the limited resources available at school (MT1-3). This finding aligns with several previous studies (Barrett et al., 2019; Mupa & Chinooneka, 2015; Yangambi, 2023) that highlight the significant impact of facilities and infrastructure availability on the quality of learning. Some schools lack healthy buildings, conducive environments, and sufficient devices, learning media, and ICT integration in learning. The presence of ICT plays an essential role in enhancing students' interest and motivation in learning (Dockendorff & Solar, 2018; Mailizar & Fan, 2020). Furthermore, ICT usage can optimize students' mathematical skills, such as problem-solving abilities and mathematical representation (Sridana et al., 2025).

The final theme, MT1-4, highlights the challenge teachers face due to inadequate understanding of the curriculum. This issue is exacerbated by frequent changes in the curriculum. Between 2020 and 2025, Indonesia has implemented three different types of basic education curricula (BSKAP, 2022b). Previous studies (Putri & Riastini, 2024; Setiaji et al., 2023) have also shown that many teachers struggle to comprehend the curriculum. Factors such as the rapid pace of changes and teachers' limited literacy skills contribute to this challenge.

When analyzing the four themes collectively, a theoretical framework emerges regarding the challenges teachers face in learning. These challenges include limited resources, inadequate curriculum comprehension, and less engaging and inclusive learning approaches, leading to decreased student motivation and subpar learning outcomes. This conceptual framework is illustrated in Figure 2, emphasizing the importance of future research to investigate the effects of resource constraints, curriculum understanding gaps, and non-inclusive learning designs on student motivation and behavior in educational settings.

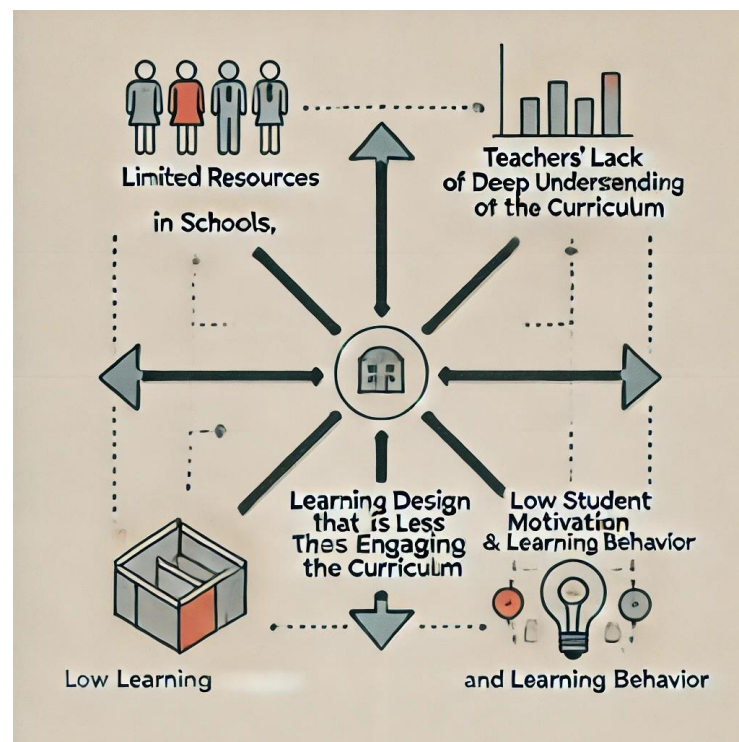


Figure 2. Framework for Teacher Problems in Learning

5.2. What do Teachers recommend for optimizing the Quality of Learning? (RQ-2)

Based on Table 8, there are six main themes recommended by teachers to optimize the quality of learning. Firstly, teachers emphasize the importance of effective learning management (MT2-1). This involves delivering lessons effectively, promoting collaboration among teachers, and ensuring efficient school management. It also includes maintaining a reasonable student-to-teacher ratio, scheduling effective learning hours, and utilizing diverse learning media. This finding aligns with previous studies highlighting the importance of strong pedagogical knowledge for teachers (Csikos & Sztányi, 2020; Irwanto, 2021; Kim et al., 2018). Teacher collaboration is also highlighted as crucial for building a strong learning community within schools, fostering professional growth, and addressing learning challenges from multiple perspectives (Ritonga et al., 2023). Lesson study activities are identified as a valuable form of collaboration to enhance this process (Fitriati et al., 2023; Huang & Shimizu, 2016).

Teachers recommend limiting class sizes to no more than 24 students, with smaller class sizes, especially below 20 students, believed to enhance teacher-student interaction and academic achievement, particularly for young and marginalized students (Laitsch et al., 2021). While some studies support the benefits of smaller classes for discussions and active participation (Ehrenberg et al., 2001), others argue that teacher quality may have a greater impact on learning outcomes (Dubovec et al., 2016).

Additionally, teachers highlight the importance of effective learning hours between 07:00 and 12:00, which aligns with previous research findings (Suranto & Pramitasari, 2024). The use of learning media is also emphasized in this theme, as a valuable tool to help students understand complex concepts (Haq & Irawati, 2022; Salehudin et al., 2021), particularly in mathematics (Sukarma et al., 2024). Previous studies (Ammy & Maryanti, 2023; Cooper & Alibali, 2012) have shown that media such as animations can significantly enhance classroom learning.

The second theme focuses on parental support and the creation of a conducive learning environment (MT2-2). Teachers believe that parental involvement and guidance, especially during home learning, have a positive impact on student competency development (Diana et al., 2021; Hamaidi et al., 2021). Moreover, a safe and comfortable learning environment is essential for better learning outcomes (Clapper, 2010). A secure and inclusive school setting fosters a positive school climate and accountability, which in turn positively affects student behaviour (Mempin, 2024). The third theme addresses the provision of adequate school facilities and infrastructure (MT2-3). Teachers stress that having sufficient facilities is crucial for effective learning. Well-maintained school buildings, adequate devices, and the integration of ICT have a positive impact on student competencies, including mathematical skills (Barrett et al., 2019; Mailizar & Fan, 2020; Mupa & Chinooneka, 2015; Sridana et al., 2025; Yangambi, 2023). These factors are seen as crucial for creating a supportive and conducive learning environment.

The next theme recommended by teachers is providing training to improve teacher competence (MT2-4). This training involves offline sessions aimed at enhancing both pedagogical and technological competencies (Dockendorff & Solar, 2018; Setiaji et al., 2023). Teachers expect these activities to optimize their skills and knowledge, leading to better teaching outcomes. The fifth theme focuses on raising student motivation (MT2-5). Teachers emphasize the need for all stakeholders to support students in becoming more motivated during learning. For instance, teachers are encouraged to implement innovative teaching methods to engage students (Eminita et al., 2024). Students are also urged to develop confidence in solving mathematical problems to foster their motivation (Pantziara & Philippou, 2015; Saadati & Celis, 2023). Connecting mathematical concepts to real-life applications is another strategy that can help boost students' interest in learning mathematics (Mengyao et al., 2024).

The final theme involves an adaptive curriculum (MT2-6). Teachers desire a more flexible curriculum that includes removing exam activities and the Pancasila Student Profile Strengthening Project. However, this desire seems to conflict with theoretical principles. Exams serve as a form of assessment that helps teachers evaluate student development, learning quality, and the achievement of learning objectives (Ghorbanpour et al., 2021; Yang & Xin, 2022). Moreover, the Pancasila Student Profile Strengthening Project is a crucial component of the Independent Curriculum in Indonesia, aiming to cultivate positive student traits for their future (BSKAP, 2022b).

In summary, effective learning management, parental support, a conducive learning environment, well-equipped school facilities, teacher training, and an adaptive curriculum are key factors that enhance student motivation. Student motivation is influenced by these factors, as shown in Figure 3.

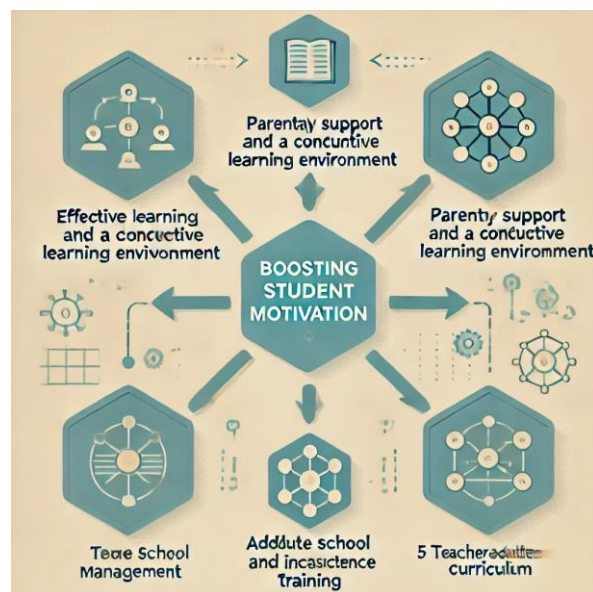


Figure 3. Teacher Recommendation Solution Framework

Further research is also recommended to test the impact of the five themes on students' learning motivation. All stakeholders are encouraged to explore and implement these themes to enhance the quality of learning. A theoretical framework has emerged from the research questions, which is summarized in Table 10.

Table 10. The relation of problem themes to solution themes

Problem Description	Solution Description
Low motivation and student learning behavior (MT1-1).	a. Raising student motivation (MT2-5). b. Parental support and the creation of a conducive learning environment (MT2-2).
Less interesting and inclusive learning design (MT1-2).	a. Good learning management (MT2-1). b. Teacher competency improvement training (MT2-4).
Limited resources (MT1-3).	Provision of adequate school facilities and infrastructure (MT2-3).
Inadequate understanding of the curriculum (MT1-4).	a. Teacher competency improvement training (MT2-4). b. Adaptive curriculum (MT2-6).

6. Conclusion

In conclusion, teachers' challenges in facilitating learning can be attributed to limited resources, inadequate curriculum understanding, and less engaging and inclusive learning designs. To address these challenges and enhance the quality of learning, it is essential to focus on increasing student motivation through effective learning management, parental support, conducive learning environments, adequate school facilities and infrastructure, teacher competency improvement training, and adaptive curriculum. By prioritizing learning motivation, teachers can create a more successful and engaging learning environment for their students.

7. Suggestion

This study was limited to the use of questionnaire-based instruments without further confirmation through interviews with teachers. Future research should incorporate semi-structured interviews to obtain broader and deeper insights. It is recommended that future studies statistically analyze the impact of limited resources, curriculum understanding, and learning design on student motivation and behavior. Additionally, researchers should investigate the effects of effective learning management, parental support, conducive learning environments, school facilities, teacher training, and adaptive curriculum on student motivation. Stakeholders in education are urged to prioritize efforts to enhance students' learning motivation by providing support, enhancing teacher competencies, and fostering collaboration with parents.

Declarations

Author Contributions. Baidowi conceptualized, designed, analyzed, and wrote the manuscript, as well as secured funding. Naif Mastoor Alsulami provided critical revision of the manuscript, technical or material support, editing/reviewing, secured funding, and supervision.

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Appendix I.

Table 3. Teacher answer description (RQ-1)

No.	Description
1	<i>There are still many students who do not master the basic material, are not motivated to learn, and tend not to care about the lessons.</i>
2	<i>Lack of student motivation in learning.</i>
3	<i>Building student learning awareness for those who do not have goals or ideals.</i>
4	<i>Very low student motivation.</i>
5	<i>The number of students in the class is very large, 36-40.</i>
6	<i>Learning media that are not yet available in schools and the importance of competency improvement training for teachers in educational units.</i>
7	<i>Student interest and motivation are still low.</i>
8	<i>Motivation to learn.</i>
9	<i>The different backgrounds of students require differentiated learning.</i>
10	<i>Dealing with students who are too lazy to learn both in class and at home, assignments that are not done, and students who skip school.</i>
11	<i>Reminding students of their learning motivation.</i>
12	<i>Students do not pay attention, and their interactions are lacking.</i>
13	<i>Improving children's basic literacy and numeracy skills.</i>
14	<i>Providing maximum service to inclusive children, especially for handling attitudes, teaching materials that must be different from students in general, and assessment standards. This is because public schools are not allowed to reject inclusive children, and there are no special inclusive teachers available at schools.</i>
15	<i>Passive students.</i>
16	<i>It is necessary to prepare interesting and contextual learning at this time.</i>
17	<i>Students are no longer motivated to learn.</i>
18	<i>Harmonization of the national curriculum with the curriculum used by schools (Cambridge).</i>
19	<i>Many students still do not understand basic concepts and lack the fighting spirit in learning.</i>
20	<i>Children's lack of motivation to learn, only studying at school and when at home only playing games, parents also do not care about their children. Resigned to being a school bongkokan 🤔.</i>

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- 21 *Students' willingness to learn.*
 - 22 *Heterogeneous students make it difficult for me to provide good learning to students.*
 - 23 *Students' lack of motivation to learn must always be stimulated every day.*
 - 24 *The biggest challenge I face is presenting interesting and varied learning that can motivate students to the maximum.*
 - 25 *My biggest challenges in learning:*
 - 26 *Growing students' awareness and motivation to learn.*
 - 27 *Presenting interesting and varied learning.*
 - 28 *Maximizing students' attitudes and behavior.*
 - 29 *The character of students who are less disciplined, less active in conveying ideas, and do not want to ask about the difficulties they experience.*
 - 30 *My biggest challenge in learning PJOK is that many students still forget to bring their sports clothes, and sports facilities are still lacking so that learning is not very effective.*
 - 31 *There are still students who do not do their assignments.*
 - 32 *There is still a lack of student discipline in class and a lack of student awareness.*
 - 33 *Challenges faced: adjusting teaching methods/strategies to the available time allocation, lack of facilities from the school.*
 - 34 *Students' focus on the material.*
 - 35 *Not yet optimally meeting the needs of heterogeneous students.*
 - 36 *None.*
 - 37 *Looking for learning models and methods, and motivating students to be consistent and focused in developing.*
 - 38 *Available facilities and infrastructure and student learning motivation are still low.*
 - 39 *Lack of student motivation and facilities and infrastructure.*
 - 40 *Lack of student concentration.*
 - 41 *Limited face-to-face time because the school implements double shifts.*
 - 42 *Implementation of technology utilization in learning.*
 - 43 *Student behavior in learning and their low learning motivation.*
 - 44 *Facilities and technology.*
 - 45 *Lack of learning facilities.*
 - 46 *My lack of understanding in understanding the Independent Curriculum.*
 - 47 *The biggest challenge is teaching with facilities that are still inadequate to attract children's interests and talents in a field of sport that is being pursued.*
 - 48 *The biggest challenge is shaping the character of students.*
 - 49 *Facing curriculum changes, we must prepare ourselves better to learn.*
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Appendix II.

Table 6. Teacher answer description (RQ-2)

No.	Description
1	<i>The school has arranged the teaching and learning process well. The teachers have also tried to teach well. Unfortunately, the parents and the students' environment is not very supportive. Students outside of school hours are allowed to just play and hang out. Sleep hours are not controlled, and many students stay up late, so they are not focused on studying at school because they are sleepy. Students also do not study at home, so they do not have the knowledge capital when studying at school.</i>
2	<i>The motivation to learn for students is not only from teacher to student but should be much further. And not only in the form of words, but more towards something real that can be seen and felt. One is a reward for outstanding students.</i>
3	<i>Collaboration of teachers and support from the principal in fulfilling the space for student actualization.</i>
4	<i>My advice as a teacher, be a teacher who always gives the best for students.</i>
5	<i>The number of students in the class is 20-24.</i>
6	<i>The role of local and central governments is to help school facilities and infrastructure to be adequate in the cooperative learning process and the need for training to improve teacher competency.</i>
7	<i>Utilization of varied learning media to increase students' attention, interest, and motivation to learn.</i>
8	<i>Media used for learning in the classroom.</i>
9	<i>Improvement of facilities and infrastructure that directly affect the effectiveness of learning, especially practical learning.</i>
10	<i>My suggestion is to quickly process problematic students, especially students who like to skip school and don't care about their teacher's assignments.</i>

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- 11 *Audio Video*
 - 12 *Inadequate facilities must be maximized.*
 - 13 *Learning communities, training, and sharing of good practices are often held.*
 - 14 *Teachers should not be burdened with various administrations that must be submitted to the principal; just prepare teaching materials along with student worksheets so that teachers can focus more on teaching and learning activities.*
 - 15 *Students should be ready to learn from home.*
 - 16 *Training is needed on making learning media.*
 - 17 *Learning time at school is fixed from 7-12. After 12 o'clock, children are no longer focused.*
 - 18 *Recognition of the school curriculum without any demands for exams with national curriculum content.*
 - 19 *Providing motivation to students and varied learning.*
 - 20 *Collaboration related to fun learning for all learning, not just certain learning and certain materials.*
 - 21 *Having adequate facilities and infrastructure for the development of learning technology so that students are active and learning is effective.*
 - 22 *Understanding of the method of implementing differentiated learning.*
 - 23 *Always ensure that students are ready to learn and ready to receive learning using various learning concepts.*
 - 24 *Provide adequate facilities and infrastructure and conduct training that can improve teacher competence.*
 - 25 *Provide adequate facilities and infrastructure and facilitate training that can improve teacher competence.*
 - 26 *Currently, cooperation with parents/guardians of students is very much needed, especially the development of 7 student habits and student behavioral attitudes at school.*
 - 27 *The implementation of restitution for students who are less disciplined must be enforced, cooperation between parents/guardians of students with schools must be developed, and the development of teacher competence in classroom management through training must be done.*
 - 28 *The suggestion that I must convey is to increase learning in schools so that facilities such as sports equipment are added and must be sufficient, and always work together in learning with fellow teachers to achieve maximum and good results.*
 - 29 *Provide motivation to students who rarely do assignments so that they are willing to do their assignments.*
 - 30 *Always provide motivation to students to always be disciplined and increase student awareness.*
 - 31 *Adjusting teaching strategies and media for delivering material according to the available time allocation.*
 - 32 *Adequate school facilities, especially facilities related to information technology and the comfort of classes and study rooms.*
 - 33 *Technology facilities in all schools should be equipped immediately so that we can utilize technology to support learning, for example, by using multimedia that supports understanding of the material.*
 - 34 *The Pancasila Student Profile Strengthening Project (P5) was eliminated.*
 - 35 *Adequate facilities, infrastructure, and internet networks should be available optimally and sufficiently.*
 - 36 *Addition of facilities/infrastructure and media and learning resources.*
 - 37 *Increase discipline.*
 - 38 *I try to make learning fun, such as making simple games, inviting students to learn outside the classroom, and creating small groups to train cohesiveness and foster student enthusiasm in the learning process in the classroom.*
 - 39 *Using the right method for the material being delivered.*
 - 40 *Providing technological tools, such as Chromebooks or computers or the like.*
 - 41 *There is a grouping of children based on interests and abilities in learning so that it is easier to guide and deliver material according to their absorption capacity.*
 - 42 *Increase offline teacher training to increase teacher knowledge.*
 - 43 *Equipped with adequate facilities and infrastructure and adjusted to the number of classes.*
 - 44 *Improving the quality and quality of teachers with various media and learning methods so that students are always enthusiastic about learning*
 - 45 *(a) (a) Making schools a second home for children.*
 - 46 *(b) Creating a safe and comfortable learning environment.*
 - 47 *(c) Embracing together for learning goals.*
 - 48 *The school has adequate facilities and infrastructure for the smooth running of the learning process.*
 - 49 *We must be enthusiastic about learning for the progress of the school and the success of student learning according to the mandate of the Law.*
-