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## Description study on the number of students' active time to learn physical education primary school

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### Abstract

School is a place where the teaching and learning process takes place. the time provided according to the curriculum for 1 hour of lessons is 35 minutes which should be used in the teaching and learning process, but the fact is sometimes time can not be used in its entirety due to many factors. The purpose of this study was to determine the amount of active learning time of elementary school students. While the method used in this research is descriptive method. Based on the results of research through direct observation by measuring the active time of students in participating in games and sports in Physical Education learning. The average active time in participating in Physical Education learning is 48.2 minutes and the inactive time is 21.8 minutes. From these data, the factor that causes students to be active in learning is dominated by the factor that students like fun sports, which is 57%. Meanwhile, the dominant factor that causes students to be inactive in learning is that students already feel physically exhausted, which is 70%. Thus, the authors can conclude that the use of physical education learning time allocation in elementary schools has not been effective and efficient.

**Keywords:** descriptive study, active learning time, physical education

### Introduction

School is a place of education where there are teachers teaching and students learning so that teaching and learning occurs. The time provided according to the curriculum for 1 hour of lessons is 35 minutes. This time is used by teachers and students to interact with each other even though sometimes activities stop because of something outside the teaching and learning process, the use of time must be careful, so that it can be seen how much time is achieved effectively and how much time is wasted.

Physical education subjects that have an allocation of 2 hours of lessons in one week, where one hour of lessons ranges from 30-40 minutes. The allocation of time is certainly not ideal, so the learning process cannot achieve the actual goals of physical education and cannot make a maximum contribution to children's development. Therefore, teachers of other subjects cannot be asked to teach physical education subjects or vice versa. The physical education teacher profession is generally the same as other subject teachers in general, but in particular there lies a principle difference and this is its own characteristic. In addition, through physical education, students are socialized into physical activities including sports skills. So physical education is basically education through physical activity to achieve overall individual development that is planned systematically in achieving the goals of national education.

The amount of active learning time is the time used by students in participating in learning, so a teacher must be able to find alternatives in dealing with learning so that learning runs effectively, source (<http://pengertian.jumlah.waktu.aktif.belajar.Pendidikan.Jasmani>)<sup>[1]</sup>. In learning there are various activities such as warming up, demonstration instructions, students learning skills, teachers correcting student movements, testing. At first glance, these activities take up quite a lot of time. But in reality this is not the case, teachers who are effective and efficient in carrying out these activities can carry out their duties in a relatively short time. At first glance, these activities take up quite a lot of time. But in reality this is not the case, teachers who are effective and efficient in carrying out these activities can carry out their duties in a relatively short time.

Learning programs are usually designed according to the allocated study time provided: in one

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semester, quarter, or certain time intervals, such as weekly, monthly, and yearly or so on strictly time allocation like this, where each student must start and end learning activities at the same time, there is not much benefit in describing learning efficiency, measuring efficiency in conditions of tight time allocation, usually done by comparing the implementation of several different programs in equal numbers, then the achievement of the objectives of each program is compared.

According to Bachtiar Hasan (2010: 14) <sup>[20]</sup> Activities in schools that involve teachers, students and materials interact with each other so that a process is called the teaching and learning process. In other words, that the school is a place of education where there are teachers teaching and students learning so that the teaching and learning process occurs. The time provided according to the curriculum for 1 hour of lessons is 35 minutes which should be in the teaching and learning process.

Still according to Bachtiar Hasan (2010: 16) <sup>[3]</sup> Five concepts of time, there are 5 types used in schools, namely:

### 1. Alloted Time

Alloted time is a specific time set by the Ministry of National Education in Indonesia in the education calendar, for example:

- a. 1 year = 40 weeks or 240 days
- b. 1 year = 2 semesters
- c. 1 year average = 7 hours of lessons
- d. 1 week = 39 or 40 hours of lessons
- e. 1 lesson hour = 35 minutes for Elementary School and 45 minutes for Middle School.

### 2. Available time

Available time is allotted time which is not reduced by the absence of teachers and students face to face because the teacher or student does not come in or comes late.

Example: on Tuesday the teacher teaches at 1 (07.17-8.00). when the bell rings, the teacher takes the call and enters the class at 7.20 which means that the available time only lasts 40 minutes.

### 3. Engaged time

Engaged time is the available time minus the time to manage the class (attending students, arranging lines, and so on).

Example: using the example above, the teacher's available time is only 140 minutes. After the teacher is in the field, the teacher attends the students, lining up the students which takes about 5 minutes. Thus the engaged time is only 35 minutes.

### 4. Academic time

Academic time is engaged time minus the teacher reprimanding students who interfere, the teacher controls the students.

Example: from the example above 35 minutes after a few minutes the teacher teaches there is a child who is annoyingly noisy so the teacher stops his activities to reprimand the child for example 2 minutes. Here, the academic time is only 33 minutes.

### 5. Efficient Academic Engaged time

Efficient academic engaged time minus time, for example there is a child daydreaming, looking at the clock so that he does not concentrate in lessons. So here it means that time is used inefficiently in the teaching and learning process by

certain children. Time wasted trying to be implemented optimally.

Enco Mulyasa, (2009: 167) <sup>[4]</sup>, said, The learning plan is essentially a short-term plan to estimate or project what will be done. Thus, the lesson plan is an attempt to predict the actions to be taken in the learning activities. Learning planning needs to be done to coordinate the learning components, namely: basic competencies, standard materials, indicators, and assessments. Basic competence serves to develop the potential of students; standard material serves to give meaning to basic competencies; indicators function to show the success of the formation of competence in students; while the assessment functions to measure the formation of competencies, and determine the actions that must be taken if standard competencies have not been formed or have not been achieved.

According to Udin Syaefudin Sau'ud and Abin Syamsuddin Makmun (2011: 220) <sup>[5]</sup>, Since the Critical Path Method uses only one time estimate, in the following discussion of timing, variability is only applied to Project Evaluation and Review Technique.

Three time estimates were made: (1) the most optimistic time, A, (2) the most pessimistic time, B, (3) the most likely time, M. The most optimistic time suggests that every activity will occur under conditions that are close to ideal. The most pessimistic times suggest using Murphy's law. That is, if something can go wrong, it is wrong. The most likely time suggests that the number of problems is normal, but not major problems that will occur.

According to Enco Mulyasa, (2009: 115) <sup>[6]</sup>. There are three basic principles of time management that need to be considered in implementing the Enhanced Curriculum (KYD) and developing Competency Standards and Basic Competencies (SKKD), namely:

- a. Time goes on and never comes back, whether used or not. If not used properly then time will be lost meaninglessly, and not used productively. Therefore, the available time must be used productively and efficiently, to achieve the goal.
- b. It is necessary to plan the use of time well, in order to avoid empty and meaningless time, as well as not to be empty and lost without meaning. Likewise, don't let time be filled with activities that are too dense, because it can cause stress.
- c. Overall, time at school should be used for learning activities and other activities that support learning. Meanwhile, Saylor (1998: 227) <sup>[7]</sup> says that "instruction is thus the implementation of a curriculum plan, usually, but not necessarily, involving teaching in the sense of student, teacher interaction in an educational setting".

In this case, the teacher must be able to make decisions on the basis of appropriate assessments when students have not been able to form basic competencies, whether learning activities are stopped, the method is changed, or the previous lesson is repeated. Teachers must master the principles of learning, the selection and use of learning media, the selection and use of teaching methods, the skills to assess learning outcomes, as well as selecting and using learning strategies and approaches. Ahmad D. Marimba (2004: 124) <sup>[8]</sup> says that education is a "guidance or leadership carried out consciously by the educator on the physical and spiritual development of the educated towards the formation of the main personality".

Physical education is identical to movement learning, the concept of movement learning is the basis for the implementation of the learning process and movement

training, or movement skills. According to I. A. Budiman (2020;175) <sup>[9]</sup> "The learning process seems to happen all the time, almost in all aspects that we are good at now, everything happens because of the learning process". The effectiveness of learning is basically a reflection of the effectiveness of the management of the learning process carried out by the teacher. The target is students learn. Meanwhile, the management of the learning process itself is basically a process of pedagogical interaction between teachers, students, materials, and their environment. The more effective the pedagogical interaction process is carried out by the teacher, the more effective the learning process is carried out by the teacher. Broadly speaking, the management of the learning process can be divided into three categories, namely routine management, core management of the learning process, and environmental management and learning materials. Routines are activities that tend to be repeated every time teaching and if not managed properly it has the potential to interfere with smoothness and even hinder the learning process.

At the beginning of learning, routine activities are directed so that students are ready to take part in the core learning process, some of these activities, for example: check attendance, pray, warm up, and deliver learning objectives. At the end of the lesson, routine activities are often carried out in the form of, for example: review, calming, and praying. The core management of the learning process is carried out after students are ready to learn. The core learning management process must be carried out properly. The core management of the learning process is the management of a set of events that take place systematically and continuously, starting from the presentation of motion tasks, students responding to them, teachers observing and evaluating student responses, and redesigning motion tasks based on student responses.

## Method

A study requires a research method because the research method will provide the steps in conducting a research. Based on the type of data this research is included in the type of research that uses qualitative methods. This is based on data processing carried out by the author, namely qualitative data. According to Sugiyono (2011: 23) <sup>[10]</sup>, qualitative data is data in the form of sentences, words or pictures.

While the method that will be used in this research is descriptive method. Descriptive method is a method used to describe or analyze a statistic of research results, but is not used to make broader conclusions (Sugiyono, 2011: 21) <sup>[11]</sup>.

Meanwhile, according to Cholid Narbuko and Abu Achmadi (2006: 119) <sup>[12]</sup> states that: Descriptive research is research that seeks to describe the current problem solving based on data, then presents, analyzes, and interprets the data.

The sample used in this study were 30 elementary school students. Taking the number of samples is considered to meet the requirements, according to the opinion of Suharsimi Arikunto (2006: 134) <sup>[13]</sup>; "Just to be casual, if there are less than 10 subjects, it's better to take all of them so that the research is a population study. However, if the number of subjects is large, it can be taken between 10-15% or 20-25% or more. The following researchers describe the data collection tools used in this study are as follows:

### a. Observation

In a psychological sense, observation includes the activity of focusing attention on an object by using all the senses. The type of observation carried out in this study is systematic observation, namely observations made by observers using

guidelines as observation instruments.

### b. Questioner

Questionnaires are a number of written questions that are used to obtain information from respondents in terms of reports about themselves, or things they know (Suharsimi Arikunto, 2006: 128). Judging from its shape, the type of questionnaire used in this study is a check list questionnaire, namely a questionnaire in the form of a list in which the respondents only need to put a check list mark (√) in the available column according to their respective answers.

Questionnaires were used by researchers to obtain information from students about their activities in participating in Physical Education learning activities. Before the questionnaire was given, the researcher first made a grid and a questionnaire instrument in the form of several questions related to research. Furthermore, after the questionnaire instrument was arranged, the questionnaire was given directly to the data source, namely elementary school students.

To process and analyze the data used statistical formulas. In accordance with the research method, namely descriptive method, the type of statistics used is descriptive statistics.

According to Sugiyono (2011: 29) <sup>[14]</sup>; descriptive statistics are statistics that function to describe or provide an overview of the object under study through sample or population data as it is, without analyzing and making conclusions that apply to the public.

This research statistic will use data presentation in the form of average technique, percentage, data presentation in the form of tables and bar charts.

## Result

The observations made were direct observations by calculating the active time of students in participating in Physical Education learning activities in the form of sports practices in the field. Observation time is during the lesson that lasts 2 hours or 70 minutes. The data obtained are as follows:

**Table 1:** Measurement of Students' Active Learning Time

Total Students	Average Active Time In Min	Average Inactivity In Min
30	48.2	21.8

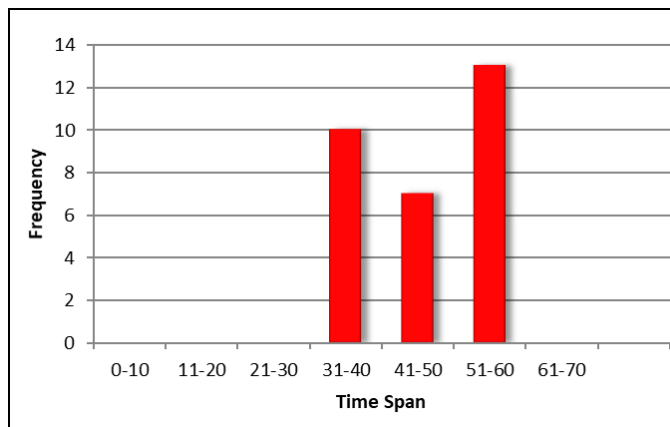
Based on the results of data processing, it can be seen that from 30 students the average activeness of students in participating in Physical Education learning activities is 48.2 minutes and the time of inactivity is 21.8 minutes.

The longest active time is 60 minutes which is only done by 3 people and the fastest active time is 36 minutes which is also done by 3 people. Specifically, the distribution of the student's active time span is as follows:

**Table 2:** Frequency of Student Activity Time

No.	Active Time Range	amount	percentage
1	0 – 10 minute	-	0%
2	11 – 20 minute	-	0%
3	21 – 30 minute	-	0%
4	31 – 40 minute	10 person	34%
5	41 – 50 minute	7 person	23%
6	51 – 60 minute	13 person	43%
7	61 – 70 minute	-	0%
	amount	30	100%

From the table can be poured in the following diagram:



**Diagram 1:** Frequency of Student Activity Time

Based on the diagram above, the active time of students ranges from 0 – 10 minutes; 11- 20 minutes; 21-30; and 61-70 minutes nothing. Student activity began to be seen in the range of 31 to 40 minutes which was carried out by 10 people or 34% of the total number of students; the time span of 41 to 50 minutes was carried out by 7 people (23%); and the highest frequency was in the range of 51 to 60 minutes which was carried out by 13 people (43%).

**1. Questionnaire Result Data**

**a. Indicator 1 (Factors that cause student activity)**

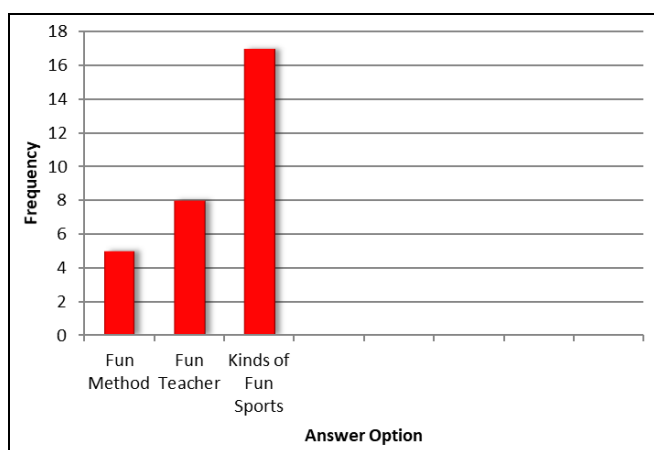
The question posed in indicator 1 is "What factors make you always active in sports activities?"

1. students who answered "the method is fun" as many as 5 people.
2. students who answered "the teacher is fun" as many as 8 people.
3. students who answered "the type of sport is fun" as many as 17 people.

**Table 3:** Factors That Cause Student Activity

No	Answer Options	Answer Frequency	percentage
1	the method is fun	5 people	16%
2	Lovely teacher	8 people	27%
3	Fun type of sport	17 people	57%
	amount	30	100%

From the table can be poured in the following diagram:



**Diagram 2:** Frequency of Factors Causing Student Activity

Based on the table and diagram above, factors that cause

student activity in Physical Education learning with the largest percentage are types of sports that are fun by 57%; pleasant teachers by 27%; and the fun method by 16%.

**a. Indicator 2: Factors causing student inactivity**

The question posed in indicator 2 is "What factors made you stop/not participate in sports activities?"

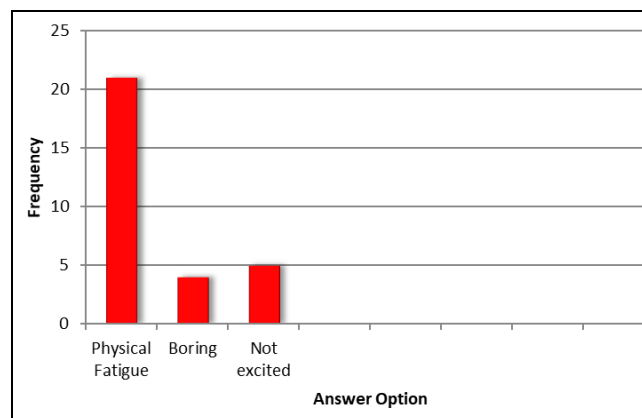
The answers from students, namely:

1. students who answered "physical exhaustion" were 21 people.
2. students who answered "boring" as many as 4 people.
3. students who answered "not excited" as many as 5 people.

**Table 4:** Factors Causing Student Inactivity

No	Answer Options	Answer Frequency	percentage
1	Physical fatigue	21 people	70%
2	Boring	4 people	13%
3	Not excited	5 people	17%
	amount	30	100%

From the table can be poured in the following diagram:



**Diagram 3:** Frequency of Factors Causing Student Inactivity

Based on the tables and diagrams above, the factors that cause student inactivity in Physical Education learning with the largest percentage are physical fatigue at 70%; unmotivated by 17%; and boring by 13%.

**b. Indicator 3: Time to be inactive in learning**

The question asked in indicator 3 is "When is the time for you to not participate in sports activities or to be quiet?"

The answers from students, namely:

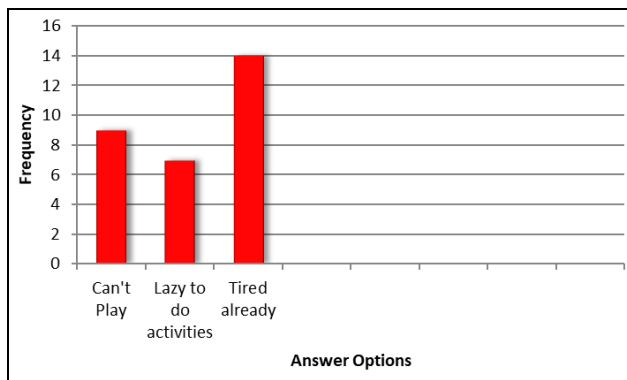
1. Students who answered "when they couldn't play" were 9 people.
2. Students who answered "when lazy to do activities" as many as 7 people.
3. Students who answered "when they were tired" were 14 people.

**Table 5:** It's Time To Be Inactive in Learning

No	Answer Options	Answer Frequency	Percentage
1	Can't play	9 People	30%
2	Lazy to work	7 People	23%
3	Already tired	14 People	47%
	Amount	30	100%



From the table can be poured in the following diagram:



**Diagram 4:** Frequency of Inactive Time in Learning

Based on the tables and diagrams above, it is time to be inactive in Physical Education learning with the largest percentage due to being tired by 47%; not get a turn to play by 30%; and lazy to do activities by 23%.

**b. Indicator 4: Fun things in learning Physical Education**

The question posed in indicator 4 is "What makes Physical Education lessons fun?"

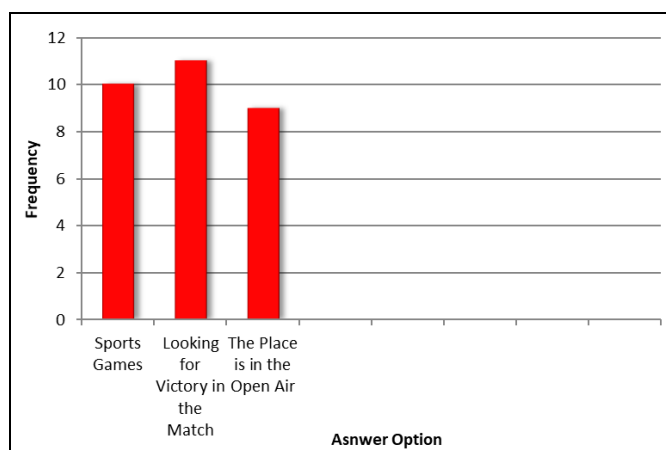
The answers from students, namely:

1. students who answered "sports game" as many as 10 people.
2. students who answered "looking for victory in the match" as many as 11 people.
3. students who answered "the place is in the open air" as many as 9 people.

**Table 6:** Fun Things in Physical Education Learning

No	Answer Options	Answer Frequency	Percentage
1	Sports games	10 People	33%
2	Looking for victory in the match	11 People	37%
3	The place is in the open air	9 People	30%
	Amount	30	100%

From the table can be poured in the following diagram:



**Diagram 5:** Frequency of Fun Things in Physical Education Learning

Based on the table and diagram above, the fun thing in learning Physical Education with the largest percentage is looking for a win in the match by 37%; sports games by 33%; and its place in the open air by 30%.

**c. Indicator 5: Unpleasant things in learning Physical Education**

The question posed in indicator 5 is "What makes physical education lessons unpleasant?"

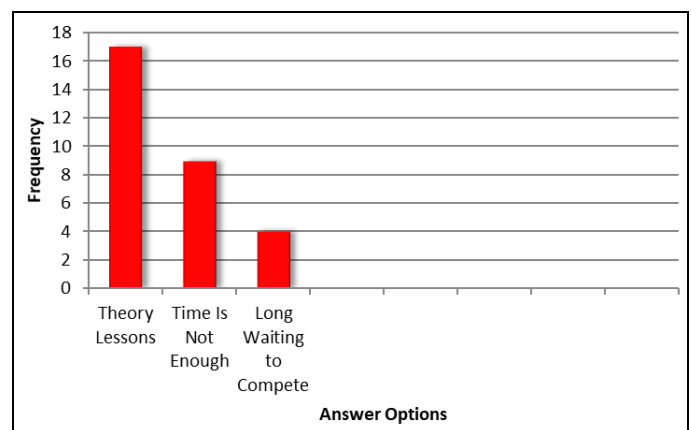
The answers from students, namely:

1. Students who answered "theory lesson" as many as 17 people.
2. Students who answered "the time is not enough" as many as 9 people.
3. Students who answered "long waiting for their turn to compete" as many as 4 people.

**Table 7:** Things That Are Not Fun in Physical Education Learning

No	answer options	answer frequency	Percentage
1	Theory Lessons	17 Person	57%
2	There's not enough time	9 Person	30%
3	Long waiting turn to compete	4 Person	13%
	Amount	30 Person	100%

From the table can be poured in the following diagram:



**Diagram 6:** Frequency of Unpleasant Things in Physical Education Learning

Based on the tables and diagrams above, the unpleasant thing in learning Physical Education with the largest percentage is theory learning at 57%; the time is not enough by 30%; and long waiting for their turn to compete by 13%.

**Discussion**

Based on research using two data collection tools, namely questionnaires and observations, the following data were obtained:

1. Based on observations through direct observation by measuring the active time of students in participating in sports games in Physical Education learning, The average active time in participating in Physical Education learning is 48.2 minutes and the inactive time is 21.8 minutes. The longest active time was 60 minutes, carried out by 3 students and the fastest was 36 minutes, also carried out by 3 students.
2. Based on the questionnaire data, of the 5 indicators of the questions asked, the data are as follows:
  - a) Factors that cause student activity in Physical Education learning with the largest percentage are types of fun sports by 57%; pleasant teachers by 27%; and the fun method by 16%.
  - b) Factors that cause student inactivity in Physical

- Education learning with the largest percentage are physical fatigue at 70%; unmotivated by 17%; and boring by 13%.
- c) The time is not active in learning Physical Education with the largest percentage due to exhaustion by 47%; not get a turn to play by 30%; and lazy to do activities by 23%.
  - d) The fun thing in learning Physical Education with the largest percentage is looking for victory in the match by 37%; sports games by 33%; and its place in the open air by 30%.
  - e) the unpleasant thing in learning Physical Education with the largest percentage is theory learning at 57%; the time is not enough by 30%; and long waiting for their turn to compete by 13%.

It can be concluded that the time of 70 minutes in learning Physical Education in Elementary Schools, student activity is 48.2 minutes while the inactive time is 21.8 minutes. From these data, the factor that causes students to be active in learning is dominated by the factor that students like fun sports, which is 57%. Meanwhile, the dominant factor that causes students to be inactive in learning is that students already feel physically exhausted, which is 70%.

The length of time students are active cannot be separated from the activities carried out by students, because successful learning must go through various kinds of activities, both physical and psychological activities. Psychological activities such as thinking and physical activities such as doing. As stated by J. Piaget in Rohani (2004:7)"<sup>[15]</sup>, that a child thinks as long as he acts. Without doing the child does not think. In order for him to think for himself he must be given the opportunity to do it himself".

On the other hand, Physical Education teachers also play an active role in managing the allocation of learning time, so that all students can be actively involved during the learning process. Physical Education teachers must be good at using free time, such as when children are waiting for their turn to play, use them to warm up on the sidelines, change players in sports matches to keep their energy and everyone's turn. do a variety of learning methods with a little joke or small games so that students do not get bored quickly.

## Conclusion

Based on observations through direct observation by measuring the active time of students in participating in sports games in physical education learning, the authors can conclude that the use of time allocation for learning physical education for elementary school students has not been effective and efficient.

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