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Jusri
Department of Physical
Education, University of
Yogyakarta, Yogyakarta,
Indonesia

Dimiyati
Department of Physical
Education, Faculty of Sports
Science and Health, University of
Yogyakarta, Yogyakarta,
Indonesia

Corresponding Author:
Jusri
Department of Physical
Education, University of
Yogyakarta, Yogyakarta,
Indonesia

Effect of physical education lesson schedule towards the interest of high schools students in Baubau City

Jusri and Dimiyati

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Abstract

The problems of this research are the inconsistent results of research on the level of student interest in PE lessons. There are many factors that influence. The schedule becomes the benchmark for learning activities by teachers and students. A good physical education lesson schedule is placed at 7:00 am. With cool weather, it can provide a sense of comfort for students in learning. This study aims to determine the effect of PE lessons on the interest of high school students in Baubau City. The type of research used was ex post facto. The sampling technique used cluster sampling, and the total sample size was 330 students. The results showed that PE lesson schedule affects students' interest, with a t value of 4.813 > table 1.97. Based on that, it is concluded that there is an influence of the PE schedule on the students' interest in state high schools in Baubau City.

Keywords: Lesson schedule, Student interest, Physical education

Introduction

Physical education is a process of learning to move and learning through movement. Physical education learning aims to be physically fit, shape students' motor skills, shape students' character/personality and can foster a spirit of cooperation and sportsmanship ^[1]. Then in the assessment technique, Physical education learning refers to three aspects of assessment, namely the cognitive, affective, and psychomotor aspects of students. Physical education lessons can run successfully and smoothly is determined by several elements including teachers, students, curriculum, facilities and infrastructure, goals, methods, a supportive environment, and assessment. Physical education learning activities require interaction so as to create an active learning process. This is inseparable from the factors that influence it. The participation of students in the learning process is a sign of the success of the physical education learning. Some research ^[2, 3] concluded that important factors that exist within learners include learner interest which has a strong effect on learning outcomes.

In the world of education, especially physical education, learning interest is important to be needed in the continuity of a learning activity. In general, interest can be defined as a feeling, desire, or preference for any physical education activity or activity ^[4]. Research conducted Estevan ^[5] states that students' motor skills will be better if their ability to determine their own motivation is good. This means that in doing a movement activity, students must be interested in doing the movement so that it has a positive impact on the movement they will do, so that it can improve their abilities, and vice versa. Not only that, Martinez ^[6] in his research concluded that games are a good tool to increase students' motivation in learning. With that, physical education lessons that are identical to games can attract students to learn.

Several studies on students' interest have been conducted, such as those Sin & Hudayani ^[7] suggesting that the level of achievement of students' intrinsic and extrinsic interest scores is in the low category in participating in physical education lessons. In contrast to research Tauhid ^[8], which states that students' interest in participating in physical education lessons is in the moderate category. This is also still an inconsistency in research on students' interest in learning.

It is necessary to look for the cause of low student interest in learning because Friskawati & Sobarna^[9] in their research states that the interest factor is the dominant one in achieving physical education learning outcomes with that, it is recommended to further increase students' interest in learning physical education. Low student interest in learning is characterized by usually having a tendency to withdraw, not attending school, dropping out, having a relatively high sense of anxiety, and having low academic results^[10].

Many factors in increasing learner interest are internal factors and external factors. Internal factors occur in students and external factors occur from the environment of students in this case family, teachers, friends and the learning environment. In this case the author focuses the factor on the school environment. Salmida^[11] in his research states that aspects of the school environment that affect students' interest include school facilities, teacher abilities, school rules, school curriculum, building conditions and learning methods. More narrowing the discussion in this study, the authors will discuss in more depth the lesson schedule which is part of the curriculum. This is based on the fact that research on school lesson schedules is still minimal, especially physical education scheduling.

The school environment in this case learning activities are regulated by the lesson schedule and become a benchmark for teachers and students. Physical education is a subject given to students in a portion of 3 x 45 minutes at the senior high school level. The lesson schedule is a guideline for the teacher that he will teach in which class and on which day, and at what time^[12]. According to Lubis & Haidir^[13], lessons that require physical energy are placed in the morning so as not to sweat too much, and for sports lessons need morning sunlight. The placement of physical education lessons is ideal, because the weather in the morning is still not hot. Hot weather is more likely to influence behavior^[14].

Lesson schedules contribute to learners' psychology in starting learning activities, because satisfaction with the schedule is reflected in the perception of the expected schedule^[15]. By looking at the schedule that has been set, learners can immediately be interested or not in the learning process. A timetable should be learner-oriented to maximize learning opportunities, organized according to diverse activities and to maintain learners' interest^[16]. Drawing up a lesson schedule will relate to the time set aside for learning. The trigger factor that can play a role in developing students' interest in learning is learning time, if the learning time is appropriate, it can increase students' interest in learning so that the learning process is more effective^[17]. Based on the previous studies and research that have been described, it encourages the author to conduct research on high school students in Baubau City. This study aims to determine the effect of the physical education lesson schedule on students' interest.

Materials and Methods

This type of research is included in ex post facto research. Ex post facto is a study conducted to examine events that have occurred and then trace back to find out the factors that can cause these events^[18]. The study population was students of Baubau City High School. The population of students in this study amounted to 5,289 people.

The sample technique of this study used cluster sampling technique, which is a regional sampling technique used to determine the sample when the object to be studied is very broad^[18]. This technique is used through two stages, namely

(1) Determining the regional sample, sampling schools as many as 5 out of 7 schools in the city of Baubau is done by cluster random sampling technique. (2) Determining the people in the area, individual sampling is done by simple random sampling technique.

The measurement of student sampling carried out in this study is to use the Isaac and Michael table formula^[18], so the number of student samples in this study was 330 people. The number of samples that have been determined is divided into two groups, namely the morning physical education lesson schedule group of 165 students and the afternoon physical education lesson schedule of 165 students.

This research instrument uses a questionnaire distributed to research respondents. The test instrument used in measuring learner interest adopted from a questionnaire^[19]. Which consists of 40 statements, 31 are valid and 9 are invalid. The statement obtained the value of r alpha = 0.904 from 40 items, while R Table = 0.361. So it can be concluded that if r alpha = 0.904 > R Table = 0.361 then the question items are reliable.

Results and Discussion

Descriptive Analysis

In this study, the data obtained were teacher competence and students' interest Descriptive statistics of each variable can be seen in the following table.

Table 1: Descriptive Data

Variables	Source of Variance				
	Total	Mean	Std. Deviation	Max	Min
Student Interest Team 1	16810	101,88	8,9	121	79
Student Interest Team 2	15984	96,87	9,963	123	74

Based on the data table above, it can be seen that student interest in group 1 has a total score of 16,810 with an average of 101.88 and a standard deviation of 8.9. The results of the learner interest questionnaire in group 1 had the highest score of 121 and 79 for the lowest score.

Table 2: Interest Categorization of Group 1 Learners

No.	Interval	Criteria	Frequency	Percentage
1	$X > 115$	Very High	11	7%
2	$106 < X \leq 115$	High	38	23%
3	$97 < X \leq 106$	Medium	68	41%
4	$89 < X \leq 97$	Low	36	22%
5	$X < 89$	Very Low	12	7%
Total			165	100%

In the table above, it is known that the level of interest of students in group totaling 165 students shows that 7% or 11 students in the very high category, 23% or 38 students in the high category, 41% or 68 students in the medium category, 22% or 36 students in the low category, and very low as many as 7% or 12 students. With these results, it can be concluded that the level of interest of senior high school students who have physical education lessons scheduled in the morning tends to be moderate.

Table 3: Interest Categorization of Group 2 Learners

No.	Interval	Criteria	Frequency	Percentage
1	$X > 112$	Very High	15	9%
2	$102 < X \leq 112$	High	35	21%
3	$92 < X \leq 102$	Medium	66	40%
4	$82 < X \leq 92$	Low	40	24%
5	$X < 82$	Very Low	9	5%
Total			165	100%

In the table above, it is known that the level of interest of students in group 2 totaling 165 students shows that 9% or 15 students in the very high category, 21% or 35 students in the high category, 40% or 66 students in the medium category, 24% or 40 students in the low category, and very low as much as 5% or 9 students. With these results, it can be concluded that the level of interest of senior high school students who have physical education lessons scheduled in the afternoon tends to be moderate.

Classical Assumption Test Independent Sample T Normality Test

Table 4: Normality Test

Variables	Group	Sig. Value	Description
Student Interest	1	0,2	Normal
	2	0,2	Normal

Based on the results of the table above, it is known that each variable in each group has a significant value of $0.2 > 0.05$, which means that the data on emotional intelligence and students' interests are normally distributed. With that, it can be done for the next analysis because it has met the data normality requirements.

Homogeneity Test

Table 5: Homogeneity Test

Variables	Nilai Sig. test homogeneity of variance	Description
Student Interest	0,167	Homogen

Based on the results of the table above, the significant value of the homogeneity test on the student interest variable is $0.167 > 0.05$, so it is declared homogeneous. With that, the data can be analyzed with the independent sample T-Test.

Hypothesis Test Result Independent Sample T Test

Table 6: Independent Sample T Test

Variables	Group	Mean	Mean Difference	T Count	T Table	Sig. Value
Student Interest	1	101,88	5,006	4,813	1,97	0,000
	2	96,79				

Based on the results in the table above, the t value of student interest is $4.813 > \text{table } 1.97$, meaning H_a is accepted and H_0 is rejected. The sig value of students' interest is $0.00 < 0.05$, meaning that H_a is accepted and H_0 is rejected. So it can be interpreted that there is a difference in students' interest between group 1 and group 2. This is also indicated by the average value of group 1 which is 101.88 greater than the average value of group 2 of 96.87, the two groups have a difference in average value of 5.006. With that, it can be concluded that the hypothesis is accepted, in other words, there is an influence of the physical education lesson schedule on the interest of high school students in Baubau City.

The results of the independent sample t test data analysis show that the t value of student interest is $4.813 > t \text{ table } 1.97$. According to the independent test criteria, if the t-count value is greater than the t table then there is an influence. The results of this study also support the theory that lesson schedules should be learner-oriented learner-oriented to maximize learning opportunities, be organised according to

diverse activities and to maintain learners' interest^[16]. With a good lesson schedule in its preparation, students will be interested in learning. In accordance with the opinion of Page *et al.*,^[15] states that satisfaction with schedule is reflected in the perception of the expected schedule. With that, if the learning time is appropriate, it can increase students' interest in learning so that learning is more effective more effective^[17].

The results of this study are also in line with research entitled "The Effect of Learning Style, Learning Time and Classroom Atmosphere on Students' Mathematics Learning Motivation" which concluded that learning style, learning time and classroom atmosphere have a significant influence of 8.8%, learning time and classroom atmosphere have a significant influence of 8.8% on students' math learning motivation^[20]. The results of this study also broke the research which where there is no effect on the interest of students in the 1st and 2nd hour groups with the 11th and 12th hour groups, with the t value smaller than the t table, namely $1.115 < 3.984$ with a significance level of 0.05^[21].

The lesson schedule is a guideline for activities in the school environment that have been arranged from the beginning to the end of the lesson. The placement of PJOK lessons is ideal in the morning at the first hour, because students are still fresh and have a lot of energy in doing movement activities. Learners tend to be excited in PJOK lessons if the conditions are comfortable such as cool weather, this will also make students excited in receiving PJOK lessons. Placement of the right physical education lesson schedule will make students interested in receiving physical education lessons.

Based on the results of data analysis obtained by the author, reinforced by the theory of experts and relevant research that there is an influence of the physical education lesson schedule on the interest of high school students in Baubau City.

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