Effectiveness of learning time for physical education sports and health at Senior High School 10 Malang

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ABSTRACT
This study aims to determine the effectiveness of learning hours for physical education, sports, and health at Senior High School 10 Malang by using quantitative and qualitative descriptive methods. Data collection was carried out by researchers through observation and documentation techniques. The results showed that PJOK learning time was not effective at Senior High School 10 Malang, with an average time of 68 minutes as a percentage of the total time of 76%. However, the average pre-activity duration was 7 minutes (8%), the average duration of the core activities was 55 minutes (61%), and the average duration of the final activity was 6 minutes (7%). The conclusion of this study is that the hours of learning sports, physical education, and health at Senior High School 10 Malang are not very effective. The study hours for PJOK subjects at school do not meet the guidelines. According to these guidelines, each learning activity carried out by the teacher consists of 10% preparatory/preparatory activities, 80% core activities, and 10% final/closing activities.

Introduction
Education is organized systematically so that learners can develop the spirit of ability, religion, character, intelligence, and noble character to be recognized by themselves, society, nation, and state. Article one, listed in the Appendix of Permendikbud No. 22 (2016) states that education is very important. The government also seeks to improve human resources, including improving the quality of education produced according to process standards. Process standards are prepared based on graduation and content standards based on Cabinet Regulation No. 19 of 2005. Several subjects need to be taught regarding learning process standards, such as physical education, sports, and health (PJOK). Physical education requires a learning approach that successfully conveys the content of the PJOK subject to students. In addition, you need learning objectives. The preparation of learning objectives is an important step in developing a learning design. Rosdiani (2015) states that physical education classes provide a holistic approach to health, physical fitness, critical thinking skills, emotional stability, social skills, reasoning, and moral behavior, which is one of the general objectives of the educational aspects. Effective learning is learning that successfully implements the learning objectives that have been formulated (Saefuddin, Asis & Berdiati, 2016). The effectiveness of good PJOK learning is reflected in the reactions of students and tutors during the learning process (Fakhrurrazi, 2018). Before conducting learning, teachers must make a Learning Implementation Plan (RPP). Learning implementation has three phases, namely preparation activities, core activities, and final activities (Permendiknas, 2007).

Based on previous research conducted by Sebtika et al. (2017), research using SWOT analysis to evaluate PJOK learning programs found that teachers did not contribute when conducting PJOK learning at SMAN 1 Kesamben according to the RPS that had been prepared and students tended not
to be active learners. This is in line with the research of Kurniawan et al. (2018), which states that the implementation and evaluation aspects are problematic in assessing PJOK learning compared to lesson planning in Senior High School Banyuwangi Regency. Winarno (2006) explains in his book that the problems faced in learning PJOK at the high school level include: (1) the dense number of students is not proportional to school facilities and infrastructure and (2) the reduction in student learning time due to the habit of changing clothes before and after lessons. As a result, learning does not run effectively, so teachers need to be smart and innovative using time supported by limited facilities and infrastructure. The average time spent in the learning process includes 10% introduction time, 80% subject matter, and 10% completion time (Kependidikan, 2008).

Based on the results of the initial observations and the problems above, the researcher evaluates the learning time carried out by the PJOK teacher in accordance with the effectiveness of the implementation of learning by training. Therefore, researchers assessed learning to find effective physical education learning aligned with the lesson plan. This study aimed to determine the effectiveness of learning time for physical education, sports, and health at Senior High School 10 Malang.

Method

Research Design

This type of research is descriptive research conducted to describe events and assess the effectiveness of PJOK learning time at Senior High School 10 Malang. Based on the design described by the researcher, the effectiveness of PJOK learning time in Senior High School 10 Malang will be obtained descriptively.

Participants

The population of this research is Senior High School 10 Malang. Determination of the sample in the study using a simple random sampling technique, random sampling is because the population of the subject to be studied is homogeneous. The subjects in this study were physical education teachers from Senior High School 10 Malang who were used as samples totaling two physical education teachers.

Instrument

The instrument used is an observation instrument distributed to observers from the research sample using an observation sheet. The instruments used by researchers have gone through validity and reliability tests. The validity test in this study is content validity. Content validity aims to determine the reliability of the instrument by making observations. Observations were made two times for each teacher. Two observers were involved in this study.

Data Analysis

The data that has been collected is analyzed using quantitative descriptive statistical analysis expressed in percentage form. Furthermore, the data were analyzed descriptively and qualitatively to find out the researcher could determine the results of the data.

Results and Discussion

Table 1, the researcher presents data on the results of research on the effectiveness of learning time for PJOK learning time at Senior High School 10 Malang, which was carried out by two teachers and data collection in two meetings. The total learning time is 76%, with an average learning time of 68 minutes. The analysis results were obtained by calculating the total time and the average learning time. The results were obtained by calculating the duration of each activity using the quantitative data analysis formula, namely the total learning time divided by the maximum time multiplied by 100%.
Table 1. Data on Research Results on the Effectiveness of PJOK Learning Time

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<tr>
<th>No</th>
<th>Observer</th>
<th>Maximum Time</th>
<th>Implementation Time Allocation</th>
<th>Time Total</th>
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<td>Introduction</td>
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<td>Closing</td>
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<tr>
<td>1</td>
<td>Teacher 1</td>
<td>90</td>
<td>6</td>
<td>54</td>
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<tr>
<td>2</td>
<td>Teacher 2</td>
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</table>

Based on the data obtained, the first teacher's learning activities at the introduction stage are 6 minutes, the core stage is 54 minutes, and the closing stage is 7 minutes, with a total time of 67 minutes and a percentage of 75%. Then for the second teacher, the introduction stage is 8 minutes, the core stage is 56 minutes, and the closing stage is 5 minutes, with a total time of 69 minutes and a percentage of 77%. The average of all learning activities carried out by the two teachers is 7 minutes for the introduction with a percentage of 8%, 55 minutes for the core stage with a percentage of 61%, 6 minutes for the closing stage with a percentage of 7%.

Table 2. Research Data on the Effectiveness of Physical Education Learning Time for the First Teacher

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Table 2 presents the results of two observers' studies on the effectiveness of PJOK learning time at Senior High School 10 Malang for the first teacher. Based on the table above, the average total learning time of the first teacher used 67 minutes with a percentage of 75%. The analysis results were obtained by calculating the total time and the average learning time. These results are obtained by calculating the duration of each activity using the quantitative data analysis formula, namely the total learning time divided by the maximum time multiplied by 100%.

Based on Table 2, the effectiveness of learning time from the first teacher reached a percentage of 75%. From the results of the data obtained, the learning activities obtained from the first observer at the introduction stage are 7 minutes, the core stage is 54 minutes, and the closing stage is 7 minutes, with a total time of 67 minutes and a percentage of 75%. Then in the second observer, the introduction stage is 6 minutes, the core stage is 54 minutes, and the closing stage is 8 minutes, with a total time of 67 minutes and a percentage of 74%. The average of all learning activities carried out by the first teacher is 6 minutes for the introduction with a percentage of 9%, 54 minutes for the core stage with a percentage of 77%, 7 minutes for the closing stage with a percentage of 11%.

Table 3. Research Data on the Effectiveness of Physical Education Learning Time for the Second Teacher

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<th>No</th>
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Table 3 presents the results of two observers' studies on the effectiveness of physical education learning time for the second teacher. Based on the table above, the average total learning time of the second teacher used 69 minutes with a percentage of 77%. The analysis results were obtained by calculating the total time and the average learning time. These results are obtained by calculating the duration of each activity using the quantitative data analysis formula, namely the total learning time divided by the maximum time multiplied by 100%.

Based on Table 3, the effectiveness of learning time from the second teacher reached a percentage of 77%. From the results of the data obtained, the learning activities obtained from the second observer at the introduction stage are 8 minutes, the core stage is 56 minutes, and the closing stage is 5 minutes, with a total time of 69 minutes and a percentage of 77%. Then in the second observer, the introduction stage is 8 minutes, the core stage is 56 minutes, and the closing stage is 5 minutes, with a total time of 69 minutes and a percentage of 77%. The average of all learning activities carried out by the second teacher is 8 minutes for the introduction with a percentage of 12%, 56 minutes for the core stage with a percentage of 79%, 5 minutes for the closing stage with a percentage of 7%.
Based on Table 3, the results of research by two observers related to the average total learning time of the second teacher. The average total learning time of the second teacher is 69 minutes, with a percentage of 77%. From the results of the data obtained, the learning activities obtained from the first observer at the introduction stage are 8 minutes, the core stage is 56 minutes, and the closing stage is 5 minutes, with a total time of 69 minutes and a percentage of 76%. Then in the second observer, the introduction stage is 8 minutes, the core stage is 56 minutes, and the closing stage is 5 minutes, with a total time of 69 minutes and a percentage of 77%. The average of all learning activities carried out by the first teacher is 8 minutes for the introduction with a percentage of 12%, 56 minutes for the core stage with a percentage of 79%, 5 minutes for the closing stage with a percentage of 7%.

Preliminary activities are the initial learning activities to arouse the motivation and focus of students for learning (Permendiknas, 2007). According to Permendikbud No. 22 of 2016, preliminary activities include several activities, namely: (1) preparing students physically and psychologically, (2) discussing the previous material, (3) conveying learning objectives. The results of research on preliminary activities at Sekolah Menengah Atas 10 Malang in conducting preliminary activities are 7 minutes. If it is presented with the entire total, then the preliminary activities of PJOK learning at Senior High School 10 Malang have a percentage of 8%.

The average learning process time includes 10% introduction, 80% subject matter, and 10% closing (Kependidikan, 2008). However, this is different from Kusuma & Winarno (2018), who explained that the percentage of time for introductory activities in learning is 10% of the total time. This is certainly in line with the expectations that should be carried out in the introductory activities, as described by Winarno (2006), which explains that the objectives of the introductory activities are: (1) preparing students physically and mentally, (2) physiologically preliminary activities are carried out to prevent students from injury when carrying out learning activities, (3) reducing the negative impact after a long time not exercising.

Core activities are a series of activities to achieve basic competencies. According to Permendiknas (2007) core activities are carried out systematically with collaboration from exploration, confirmation, and elaboration. In 2013 curriculum learning is expected to use the scientific approach to learning. The results of research on PJOK learning time at Senior High School 10 Malang in core activities show that the average time used by teachers in learning is 55 minutes and has a percentage of 61% of the total learning time. This still needs to meet the standards because, according to Pambudi et al. (2019), the core activities last for 80% of the total learning time. Similarly, Winarno (2006) states that core activities take place 80-90% of the total time. Observer findings that result in non-conformity in core activities, namely not implemented and the lack of teacher understanding of the scientific approach, can be seen from some teachers who only carry out learning in questioning and communicating activities which are part of student learning outcomes in learning are not carried out by some teachers.

This is contrary to the explanation of Permendikbud Number 81A of 2013 that learning activities are applied through various strategies and methods of fun learning. The non-implementation of the scientific approach in core activities is also caused by the teachers’ need for more understanding of the 2013 curriculum, according to Permendikbud Number 22 of 2016, in core activities, including observing, questioning, trying, reasoning, and communicating. The positive side of the core activities that teachers have carried out is that almost all teachers facilitate students to observe movements and listen to explanations of the material being taught. In addition, according to notes from observers, physical education teachers at Senior High School 10 Malang also always provide opportunities to demonstrate and try the material being implemented.

The research on closing activities found that, on average, the teacher carried out learning for 6 minutes and obtained an average of 7% of the total learning time. This is still not as expected because closing activities should be filled with reflection on the learning process, learning evaluation, cooling,
giving assignments, and submitting plans for the next lesson (Permendikbud Number 81A of 2013). However, in reality, almost all physical education teachers at Senior High School 10 Malang did not evaluate learning, give assignments, and explain several teachers still need to carry out the next material. This condition results in the effectiveness of the closing activity time being wasted. The non-implementation of closing activities greatly affects the physiological condition of students after doing sports activities because, according to Winarno (2006), the purpose of closing activities is to restore the body to its normal state before participating in PJOK learning activities. On the other hand, physical education teachers at Senior High School 10 Malang always cool down in every lesson.

One of the factors measured to determine teaching outcomes is the effectiveness of learning time. Thus, effective learning is the implementation of learning as a whole in maximizing time in learning activities, followed by appropriate learning activities with low failure (Winarno, 2006). The results showed the effectiveness of physical education learning time in Senior High School 10 Malang had an average of 68 minutes. If it is presented with the total, the effective time used is 76%, but judging from the analysis of each learning activity as a whole, the average time effectiveness obtained by physical education teachers at 10 Malang Senior High School is less effective, this can be seen in the introduction activity has an average time of 7 minutes (8%), core activities have an average time of 55 minutes (61%), and closing activities have an average time of 6 minutes (7%). According to the Directorate of Education Personnel (2008), each learning activity carried out by the teacher has a percentage of introductory activities of 10%, core activities of 80%, and closing activities of 10%. However, the effectiveness of the time used in learning in the core and closing activities has yet to meet the percentage according to the guidelines. Thus, in learning activities, teachers need to provide variations in learning models and increase the use of time so that learning in each activity can run effectively (Nopiyanto, 2020).

Conclusions

Learning time for physical education, sports, and health at Senior High School 10 Malang could be more effective. The learning time used in PJOK learning is not in accordance with the predetermined guidelines, namely the introduction activity of 10%, the core activity of 80%, and the closing activity of 10%. This is indicated by the average total learning time by teachers, namely the introduction for 7 minutes (8%), core activities for 55 minutes (61%), and closing activities for 6 minutes (7%). So, teachers use less time in the introduction and closing activities. Schools and teachers should improve PJOK learning time to be more effective, increase learning models, and modify learning in core activities so that learning is creative and not boring.

References


