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The Utilization of Physical Education Learning Media in Increasing the Active Learning Time of Elementary School Students

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Abstrak

Tujuan dari penelitian ini adalah untuk memperoleh gambaran "Pemanfaatan Media Pembelajaran Pendidikan Jasmani Dalam Upaya Meningkatkan Waktu Belajar Aktif Siswa". Metode yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas. Desain yang digunakan dalam penelitian ini adalah model siklus yang meliputi langkah-langkah perencanaan, pelaksanaan, observasi, dan refleksi. Populasi yang digunakan dengan purposive sampling, sebanyak 32 siswa kelas IV. Instrumen yang digunakan berupa catatan lapangan (Duration Recoding), yaitu penggunaan waktu aktif pembelajaran pendidikan jasmani melalui observasi dengan rata-rata 60% sehingga ditentukan target pencapaian dengan rata-rata 90%. Berdasarkan penelitian pada siklus I (Tindakan I, II dan III) 90,43%, karena telah melebihi target penelitian maka tuntas pada siklus II. Berdasarkan hasil analisis data disimpulkan bahwa penggunaan media pembelajaran pendidikan jasmani cukup signifikan dalam meningkatkan waktu belajar aktif siswa di SDN 01 Kec. Suku Madang 1 Kab. OKU TIMUR
Kata Kunci: Kesadaran Diri, Kesehatan Mental, Media Pembelajaran

Abstract

The purpose of this study was to obtain a description of "Utilization of Physical Education Learning Media to Increase Students' Active Learning Time". The method used in this research is The Classroom Action Research. The design used in this study is a cyclical model which includes the steps of planning, implementing, observing, and reflecting. The population used by purposive sampling, as many as 32 fourth grade students. The instrument used is in the form of field notes (Duration Recoding), namely the use of active time to learn physical education through observation with an average of 60% so that the target achievement is determined with an average of 90%. Based on research in cycle I (Actions I, II and III) 90.43%, because it has exceeded the research target, it is completed in cycle II. Based on the results of data analysis, it is concluded that the use of physical education learning media is quite significant in increasing the active learning time of students at SDN 01 Madang District 1 OKU EAST regency.
Keywords: *Self Awareness, Mental Health, Learning Media*

INTRODUCTION

Physical education has an important role to help achieve the overall educational goals while responding to the demands of the world of education (JF, 2020). Because physical education can function as an effective vehicle in the formation of students' morals to a more perfect direction (Din & Calao, 2001), in line with growth and development towards the achievement of a complete, advanced and independent Indonesian human being (Lindsay, 2007), One of the contents of the teaching program of the Elementary School (SD) curriculum is physical education subjects that function to build a whole person (Rahadian et al., 2019).

Specifically, it is developing motoric points through physical activity and sports. and train skills in the form of discipline (Kosasih & Kurnia, 2019). sportsmanship, honesty, cooperation, and high morale. Based on the results of observations made by the author on students of SDN 1 Madang Kec. Oku Timur, most of the students at SDN 1 Madang Kec. Oku Timur were enthusiastic and enthusiastic in implementing physical education learning, but during the learning process, some students were busy with their respective activities, chatting, even just being silent which makes the active time of student learning ineffective. One of the learning materials in physical education learning is an athletic activity that contains running, jumping. and throw (Lindsay, 2007).

In athletic learning at the school, it can be seen that the amount of active learning time is very low (Hemit, 2020). This can be seen from the number of students who are silent because they have to wait too long for their turn, this happens because of limited facilities and infrastructure (very limited learning media) (Lindsay, 2007). In the above problem. The author tries to overcome this by utilizing physical education learning media (Journal et al., 2021). Learning physical education in elementary school is very beneficial for students' physical and motor development (Muzahid & Ar, 2019), However, due to the unfavorable condition of the school environment and situation, in this case, the lack of adequate facilities has made physical education learning activities ineffective and the learning outcomes are not satisfactory. (Mentessori, 2019).

As a result of the lack of physical education media, student involvement in participating in activities in physical education activities is thought to be still not good or low (Ramadhan, 2019). Not a few students feel that they have failed or do not like the learning materials delivered by their teachers because of the teacher's ability to convey the material provided, both in the use of the facilities and equipment used, in presenting the material, in optimizing the learning environment and in evaluating learning In implementing the curriculum, teachers should be able to use strategies that involve active students in learning both physically, mentally, and socially (Irnistisia, 2015).

Teachers are expected to be able to design and manage the learning process by presenting the best and managing good conditions as well. In addition, education directs students to become subjects who have high ability and absorption, are creative, independent, and professional (Faroh et al., 2014). Concerning education, suggests that: National education is currently faced with four main crises, which are related to quantity, external relevance or efficiency, elitism, and management (Aprisal & Abadi, 2018). Facing this, it is necessary to reorganize the education system as a whole, especially concerning the quality of education, as well as its relevance to the needs of the community and the world of work. In this case, there is a need for social change that gives direction that education is a basic approach in the process of change (Commp, 2016). Education is life for learning activities must be able to equip students, life skills in accordance with the environment and student needs. Thus, every teacher should be professionally able to overcome the learning problems faced by students, so that the teaching-learning interaction process can take place effectively and efficiently and effectively (Ugiarto et al., 2017).

METHOD

The type of research used is classroom action research (Classroom Action Research) conducted by teachers to improve the quality of classroom learning practices as a reflection of previous learning. Classroom

Action Research focuses on the class or on the teaching and learning process that occurs in the classroom, not on class input (syllabus, materials, etc.) or output (learning outcomes) (Lindsay, 2007). Classroom Action Research should be focused on or about things that happen in the classroom (Akker, n.d.). The design of classroom action research (Classroom Action Research) used is in the form of a cycle that does not only take place once but several times so that the expected goals are achieved (Stern, 2019). This classroom action research design consists of 3 cycles. Each cycle consists of one action. Each cycle is carried out following the changes to be achieved.

The desired changes will be reflected in the research question. If you can see the involvement of students in the teaching and learning process of physical education in grade 4, learning will be carried out as an initial observation. As well as the results of the initial evaluation and observation, it was determined in the reflection that the action used to increase student participation in physical education learning in grade 4 was through traditional games (Ghazali, 2020).

Referring to the initial reflection, classroom action research is carried out following the class action research model according to the class action research model (Muharika & Agus, 2019) which consists of four stages that are commonly passed, namely (1) planning, (2) implementation, (3) observation, and (4) reflection. Population Classroom action research was conducted on students of SDN I Madang Oku Timur with the research sample being 32 grade 4 elementary school students, of which 14 were boys and 18 were girls. The author's opinion chooses grade 4 because the condition of the class and the students themselves are under the problems taken with the consideration that there are still many problems in SDN 1 Madang Oku Timur in physical education learning, as well as the connection between the title of the study and the problems in the SDN.

Data collection techniques are carried out using a qualitative approach through classroom action research (Classroom Action Research). Broadly speaking, data collection activities are carried out through the following steps: (a) examining all the data that has been collected, the study is carried out by analyzing, understanding, explaining, and concluding, (b) producing data in which it involves categorizing and classifying the results that are applied in the implementation of learning. And (c) conclude and verify (Huda, 2020).

During the learning process, the researcher sees, understands, and observes what happens during the learning process (Journal et al., 2021). The steps of the researcher to collect data, and the observation techniques used are as follows: (a) direct observation, namely observations made by the observer with the object being investigated. For example, observing and seeing learning scenarios directly, (b) indirect observations, namely observers or observations made not at the time of an event to be studied, for example in the form of documentation and field notes. (c) observations in the assessment of attitudes or student learning outcomes variables related to changes that occur in students which contain: increased skills, increased playing abilities (Muzahid & Ar, 2019). Improvement of physical fitness, improvement of subject matter, and positive attitude towards physical education of sports.

RESEARCH RESULTS

Before carrying out the action, the researcher carried out pre-observation activities to identify problems in classroom action research. This initial observation activity was carried out and focused on the implementation of learning which aims to find out the extent of physical education teaching and learning activities carried out at SDN 1 Madang Oku Timur, so that problems that occur and find solutions in solving these problems can be raised. The most important observation in this action research is directed at the problem of active time used by students in the learning process. The result of this initial observation is a step as an illustration to determine the steps of class action.

In the implementation of several actions and in the learning process taking place, to increase active learning time through the use of physical education learning media, it is known that the ability of students in each activity has undergone a slight change which is considered sufficient, although it has not yet reached the predetermined target. Changes that occur in the learning activity category (A), the instruction category (I), and the waiting category (W), the results of each action can be seen in the table below.

Table 1
The Results of Utilizing Physical Education in the Learning Process

	1	2	3	Jumlah	Rerata
Siklus I	55,64%	60,16%	65,54%	181,34%	60,45 %
Siklus II	74,13%	78,99%	85,42%	238,54%	79,51 %

Based on the table above, it can be converted into a diagram as follows:

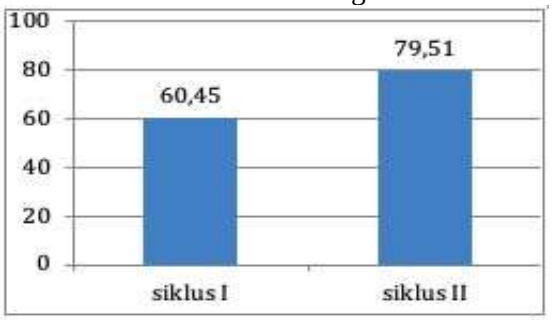

Diagram 1. Average Result of each Action

Based on the diagram above, this study shows a significant increase in each category in learning after students show a satisfactory response when researchers apply to learn methods by using physical education learning media which are marked by student activities in PBM. The findings from each implementation of this research activities are as follows:

1. The implementation of cycle 1 with the average results of actions in all categories, namely action I 55.64%, action II 60.16%, and action III 65.54% even though there is a change in the percentage of learning activities, but it is not satisfactory and has not reached the target set has been determined. It can be seen that students have not focused on the learning media they are facing, so the task of the movement is not very well done. In the end, students do random motion tasks and their active learning time is not used properly.
2. In the implementation of cycle 2 with the average results of the action in all categories, namely action I 74.13%, action II 78.19%, and action III 85.42%, indicating a very good change. This change can be seen starting from the number of learning media used, then giving clear instructions that students can understand. The action given by the researcher is the use of physical education learning media and provide movement tasks that have been explained before learning begins and provide sufficient learning tools so that no time is wasted during the learning.

CONCLUSION

Based on the results of the analysis of this study, in each category there was an even increase even though the increase in cycles was low compared to cycle 2. This was because, in cycle 2, the learning media had begun to attract students' attention, meaning that all students used learning tools and waiting time to do motion tasks can be minimized. Based on the results of the analysis and results in data processing, the conclusion of the research on the use of physical education learning media to increase students' active learning time in the background of classroom action research provides a significant and significant increase in students' active learning time, so that active learning time becomes better.

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