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Learning Time Management and the Effectiveness of Physical Education during the Covid-19 Pandemic: A Correlational Study at MTs Aunul Ibaad NW Maji

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Abstract

Objectives: This study aimed to determine the effectiveness of learning time management in Physical Education, Sports, and Health during the Covid-19 pandemic at MTs Aunul Ibaad NW Maji.

Materials and Methods: This study used a quantitative correlational design. The participants were 49 students from grades VII, VIII, and IX at MTs Aunul Ibaad NW Maji. Data were collected using questionnaires and analyzed using preliminary analysis, normality testing, homogeneity testing, and multiple correlation analysis with SPSS version 21.0.

Results: The findings showed that learning time management was mostly in the moderate category, with 22 students or 44.9%. Physical Education, Sports, and Health learning was mostly in the low category, with 18 students or 36.7%. The Covid-19 pandemic variable was mostly in the moderate category, with 19 students or 38.8%. Correlation analysis showed a significant relationship between learning time management and the Covid-19 pandemic, r = 0.314, p = 0.028. There was also a significant relationship between Physical Education, Sports, and Health learning and the Covid-19 pandemic, r = 0.533, p = 0.000. In addition, learning time management was significantly related to Physical Education, Sports, and Health learning, r = 0.354, p = 0.013. Simultaneously, learning time management and Physical Education, Sports, and Health learning were significantly related to the Covid-19 pandemic, r = 0.549, p = 0.000.

Conclusions: Learning time management in Physical Education, Sports, and Health during the Covid-19 pandemic at MTs Aunul Ibaad NW Maji was not fully optimal. Although significant relationships were found among the studied variables, the contribution values were relatively low to moderate, indicating that other factors also influenced the effectiveness of Physical Education learning during the pandemic.

Keywords: learning time management; Physical Education; Covid-19 pandemic; learning effectiveness; students

Introduction

The Covid-19 pandemic significantly changed the implementation of education in Indonesia. Learning activities that were previously conducted face-to-face had to shift to online or limited learning formats. This situation affected the effectiveness of classroom management, learning interaction, and time allocation, including in Physical Education, Sports, and Health.

Online learning refers to learning activities carried out through internet-based platforms. This

type of learning allows teachers and students to interact without direct physical contact. Rachmat and Krisnadi (2020) stated that online learning uses the internet as a medium for delivering knowledge and can be conducted without being limited by place and time. However, although online learning provides flexibility, it also creates challenges, especially for subjects that require physical activity and direct practice.

Physical Education, Sports, and Health has a unique position in the school curriculum because it emphasizes movement, physical fitness, health behavior, motor skills, and social development. Through Physical Education, students are expected to improve physical fitness, master movement skills, and understand the principles of movement in real practice. Therefore, time management becomes an important factor in ensuring that learning objectives can be achieved effectively.

Learning time management refers to the ability to allocate, organize, implement, and evaluate learning activities according to the available time. In Physical Education, time management is especially important because learning time is limited and must be divided into preparation, warm-up, core activity, evaluation, and closing. Winarno (2006) explained that Physical Education learning should follow a systematic structure, including warm-up, main activities, and closing activities. However, during the Covid-19 pandemic, teachers faced difficulties in managing learning time because school schedules, student participation, and practical activities were restricted.

At MTs Aunul Ibaad NW Maji, the implementation of Physical Education during the pandemic faced several challenges. Limited learning duration, reduced face-to-face interaction, and restrictions on practical activities made it difficult for teachers to manage learning time effectively. Based on this background, this study aimed to determine the effectiveness of learning time management in Physical Education, Sports, and Health during the Covid-19 pandemic at MTs Aunul Ibaad NW Maji.

Materials and Methods

Study Design

This study used a quantitative correlational research design. The design was used to examine the relationship between learning time management, Physical Education learning, and the Covid-19 pandemic learning condition.

Study Participants

The participants of this study were 49 students from grades VII, VIII, and IX at MTs Aunul Ibaad NW Maji.

Study Organization

Data were collected using questionnaires distributed to the respondents. The variables in this

study consisted of learning time management, Physical Education, Sports, and Health learning, and the Covid-19 pandemic learning condition.

The research variables were organized as follows:

1. X1–Y: the relationship between learning time management and the Covid-19 pandemic.
2. X2–Y: the relationship between Physical Education, Sports, and Health learning and the Covid-19 pandemic.
3. X1–X2: the relationship between learning time management and Physical Education, Sports, and Health learning.
4. X1–X2–Y: the simultaneous relationship between learning time management and Physical Education, Sports, and Health learning during the Covid-19 pandemic.

Statistical Analysis

The data were analyzed using SPSS version 21.0. The analysis included descriptive statistics, normality testing, homogeneity testing, and multiple correlation analysis. The results were interpreted using frequency, percentage, correlation coefficient, significance value, and contribution percentage.

Results

Descriptive Statistics of Learning Time Management

The descriptive analysis of learning time management showed that the lowest score was 6 and the highest score was 12. The mean score was 8.47, with a standard deviation of 1.48, median of 9.00, and mode of 9.

Table 1. Descriptive Statistics of Learning Time Management

Statistic	Score
N	49
Minimum	
Maximum	12
Mean	8.47
Standard deviation	1.48
Median	9.00
Mode	9

The categorization showed that 4 students or 8.2% were in the very high category, 7 students or 14.3% were in the high category, 22 students or 44.9% were in the moderate category, 13 students or 26.5% were in the low category, and 3 students or 6.1% were in the very low category.

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Table 2. Category Distribution of Learning Time Management

Category	Frequency	Percentage
Very high	4	8.2%
High	7	14.3%
Moderate	22	44.9%
Low	13	26.5%
Very low	3	6.1%
Total	49	100%

Descriptive Statistics of Physical Education Learning

The descriptive analysis of Physical Education, Sports, and Health learning showed that the lowest score was 18 and the highest score was 33. The mean score was 25.20, with a standard deviation of 3.33, median of 24.00, and mode of 22.

Table 3. Descriptive Statistics of Physical Education Learning

Statistic	Score
N	49
Minimum	18
Maximum	33
Mean	25.20
Standard deviation	3.33
Median	24.00
Mode	22

The categorization showed that 4 students or 8.2% were in the very high category, 15 students or 30.6% were in the high category, 11 students or 22.4% were in the moderate category, 18 students or 36.7% were in the low category, and 1 student or 2.0% was in the very low category.

Table 4. Category Distribution of Physical Education Learning

Category	Frequency	Percentage
Very high	4	8.2%
High	15	30.6%
Moderate	11	22.4%
Low	18	36.7%
Very low	1	2.0%
Total	49	100%

Descriptive Statistics of the Covid-19 Pandemic Variable

The descriptive analysis of the Covid-19 pandemic variable showed that the lowest score was 5 and the highest score was 11. The mean score was 7.67, with a standard deviation of 1.586, median of 7.00, and mode of 6.

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Table 5. Descriptive Statistics of the Covid-19 Pandemic Variable

Statistic	Score
N	49
Minimum	5
Maximum	11
Mean	7.67
Standard deviation	1.586
Median	7.00
Mode	6

The categorization showed that 3 students or 6.1% were in the very high category, 13 students or 26.5% were in the high category, 19 students or 38.8% were in the moderate category, 13 students or 26.5% were in the low category, and 1 student or 2.0% was in the very low category.

Table 6. Category Distribution of the Covid-19 Pandemic Variable

Category	Frequency	Percentage
Very high	3	6.1%
High	13	26.5%
Moderate	19	38.8%
Low	13	26.5%
Very low	1	2.0%
Total	49	100%

Correlation Analysis

The correlation analysis showed that learning time management had a significant relationship with the Covid-19 pandemic variable, with r = 0.314 and p = 0.028. The contribution value was 9.8%, indicating a low relationship.

Physical Education learning had a significant relationship with the Covid-19 pandemic variable, with r = 0.533 and p = 0.000. The contribution value was 28.4%, indicating a moderate relationship.

Learning time management was also significantly related to Physical Education learning, with r = 0.354 and p = 0.013. The contribution value was 12.5%, indicating a low relationship.

Simultaneously, learning time management and Physical Education learning were significantly related to the Covid-19 pandemic variable, with r = 0.549 and p = 0.000. The contribution value was 30.2%, indicating a moderate relationship.

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Table 7. Summary of Correlation Analysis

Relationship	r-value	Sig.	Contribution	Interpretation
X1–Y	0.314	0.028	9.8%	Low
X2–Y	0.533	0.000	28.4%	Moderate
X1–X2	0.354	0.013	12.5%	Low
X1–X2–Y	0.549	0.000	30.2%	Moderate

Discussion

The results showed that learning time management was mostly in the moderate category. This indicates that the management of Physical Education learning time during the Covid-19 pandemic was not fully optimal. The limited learning duration, reduced face-to-face interaction, and changes in learning format made it difficult for teachers to organize learning activities effectively. This finding is consistent with Arends' view that effective learning time depends on the amount of time students are genuinely engaged in learning tasks.

The low category found in Physical Education learning also suggests that pandemic conditions affected the implementation of practical learning. Physical Education requires direct movement activities, supervision, correction, and practice. During the pandemic, these activities were restricted, making learning less effective. This supports Winarno's explanation that Physical Education learning should be organized systematically through warm-up, core activities, and closing activities. When learning time is reduced, the balance between theory and practice becomes difficult to maintain.

The significant relationship between Physical Education learning and the Covid-19 pandemic condition indicates that pandemic-related restrictions had a meaningful impact on learning implementation. This finding is in line with Herliandry et al. (2020), who stated that the Covid-19 pandemic changed learning patterns and required teachers to adapt to online and limited learning systems. In Physical Education, this adaptation was more complex because the subject requires physical movement and direct practice.

The relationship between learning time management and Physical Education learning was significant but low. This suggests that time management is important, but it is not the only factor affecting learning effectiveness. Other factors may include teacher readiness, student motivation, access to learning media, internet availability, learning environment, and parental support. Fakhrurrazi (2018) emphasized that effective learning requires not only time allocation but also appropriate methods, interaction, and learning organization.

The simultaneous relationship among learning time management, Physical Education learning,

and the Covid-19 pandemic was moderate, with a contribution of 30.2%. This means that learning time management and Physical Education learning together contributed to the learning condition during the pandemic, although 69.8% was influenced by other variables. This finding is consistent with Anita and Damrah (2020), who reported that Physical Education learning during the new normal period still faced challenges in planning, implementation, and evaluation.

Overall, the findings show that the effectiveness of Physical Education learning during the Covid-19 pandemic was strongly affected by limited time and restricted learning activities. Teachers need to develop more adaptive learning strategies, such as simplifying learning objectives, using home-based physical activities, providing clear instructions, and maximizing available learning time. These strategies are important to ensure that Physical Education continues to support students' fitness, health, and movement skills even during emergency learning conditions.

Conclusions

This study concluded that learning time management in Physical Education, Sports, and Health during the Covid-19 pandemic at MTs Aunul Ibaad NW Maji was generally in the moderate category. Physical Education learning was mostly in the low category, while the Covid-19 pandemic variable was mostly in the moderate category.

The correlation results showed significant relationships between learning time management and the Covid-19 pandemic, Physical Education learning and the Covid-19 pandemic, learning time management and Physical Education learning, and the simultaneous relationship among all variables. However, the contribution values were low to moderate, indicating that other factors also influenced the effectiveness of Physical Education learning during the pandemic.

Therefore, teachers need to improve learning time management, adapt learning strategies, and optimize available learning opportunities so that Physical Education can remain effective even under limited learning conditions.

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