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First Grade Primary School Students' Physical Activity Level on Physical Education Subject through Live Life Well at School Program

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Abstract. Physical education is a subject in school that provides motion experience to students. In addition, it also received the mandate to develop the quality of the student movement through the physical activity (PA). The first motion quality that needs to be addressed is the quality of fundamental motor skills (FMS). Live Life Well at School (LLWS) is a special program to address the quality of FMS which was developed in New South Wales. This program was adopted in Indonesia and proved to have a significant impact on FMS. Nevertheless, further examination should be done on how the program is able to build a culture of active life by increasing the proportion PA up to an acceptable level. The research method used is quantitative descriptive. PA of students are identified through video analysis using duration and interval recording system. The results showed that: (1) the proportion of instructional time allocation is for giving instruction, the physical activity, and for management respectively, and (2) one-third of students following lesson on the physical activity at active and very active level. The LLWS can be adopted to provide a number of adequate movement experiences to students as well as improving their FMS.

1. Introduction

Habituation active lifestyle through sports in society is very important to lead a healthy Indonesia. Statistical data Kementerian Pemuda dan Olahraga Republik Indonesia in 2010 showed that the rate of public participation in Indonesia the exercise is very low, 100 people only 22 people who do sports, and there is the trend continues to decline over time [1]. Number of community participation contributed the highest exercise of sports activities conducted by schools. Those who exercise at many claiming choose to exercise with the purpose of maintaining health. That is, the people of Indonesia have been aware of the importance of exercise to maintain health.

The low numbers are expected to be improved by optimizing the role Physical Education (PE) in school. Children's participation in sports activities in order to fulfill their motion they are most likely to do in school. School-age children in Indonesia spend the most time in school. Priority objectives in the implementation of PE in school are preventive measures to help increase the physical activity (PA) of students to get a dynamic health [2]. That is, the adequacy of PA can prevent illness and can maintain the state of the body remains in normal conditions while doing routine activities. Active lifestyle provide the advantage of a higher life expectancy and avoid the disease [3]. WHO reported that physical inactivity is the fourth largest killer in the world [4]. Physical inactivity lead to obesity [5].



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Awareness of the importance of sport activities can be built one through education. Curriculum in Indonesia is always developed for constantly adjusting the demands of the times. Adjustment form designed curriculum every period, referring to the national education system to achieve national education goals. Undang-undang Sistem Pendidikan Nasional Indonesia has determined that there are ten compulsory lesson is taught in primary and secondary school level. One in ten of the compulsory lesson is PE [6]. The lesson is expected to provide education through PA that is expected to establish an active lifestyle on the learner.

Habituation active lifestyle to students is very important in this era of technological development that is hard to control. Technological developments resulted in activity with gadgets, television, online games, and computers became the favorite among children. Leisure time which is owned by the child will be better allocated into play internet and computer activities and opportunities to take advantage of the time to do a little more PA. That is, the most ideal place to ensure they carry out the PA is in school through learning PE. PE functioning in the school curriculum should be optimized as a vehicle for promotion and provocative actions for students willing to perform PA [7]. Someone said to have an active lifestyle when he used to perform motor activity meet the recommendations of PA. The WHO recommends that children aged 5-17 engaged in moderate levels up for 60 minutes a day and performed at least four times a week [4].

2. Literature Review

2.1. Opportunities motor activity of students through learning PE

Applicable curriculum and are being implemented in Indonesia today is the curriculum 2013 that set the standard graduation, content, process, and assessment [8-11]. The standard process of determining the allocation of instructional time in elementary school PE given for 4x35 minutes a week. The school has full authority over the management to use time allocation given by the curriculum according to the needs and conditions of each school. PE teachers are expected to manage with optimal allocation of time in order to deliver students achieve learning objectives PE.

The learning objectives PE in school formulated by the government through the Peraturan Menteri Pendidikan dan Kebudayaan Nomor 24 in 2016 about Core Competence and Basic Competence [12]. The core competence is the ability to be achieved learners to be able to meet the passing standards. Basic competence is the ability and minimal learning materials that must be achieved learners to a subject in each educational unit refers to core competencies. Specifically for grade 1 primary school, four of the eight basic competencies that must be achieved by learners in subjects PE is FMS. There are three types of FMS that must be mastered by the learner that is non-locomotors, locomotors, and manipulative.

Learning PE in the 1st grade is appropriate when the focus on the goal of mastery FMS for students. FMS is a pattern of early movement children need to be applied in the following game, PA, and sports [13-15]. Many skills in sport and PA, developing through the mastery of FMS [16]. According Buchner FMS implementation to follow the game, physical activity and sport at the children learn a language that begins with learning the word, then will be able to construct a sentence and chat with others [17]. In addition to advantages in terms of physical, of the literature according to Hume et al concluded that FMS is the basis for the development of physical, cognitive, social, and cultural active life [18].

Inevitably if an active lifestyle will be easily achieved if the students have a good FMS. In accordance with the existing curriculum, the functioning PE as a means of promotion and provocative actions for students willing to perform PA must be optimized to provide improved quality of FMS. FMS good with the students able to participate in various types of PA, games and sports presented in learning. So that a student's chances to continue actively participating in learning activities PE expected to increase. Furthermore, the teacher only needs to manage the implementation of learning so well that the use of time allocation full learning activities is filled with motion.

2.2. *Live Life Well at School Program*

FMS is not just developing in the child but rather obtained from the learning process and maturation [19]. To get these skills children have to go through the learning, training, and the need to reinforce [19, 20]. Then it needs to be designed specifically for FMS learning to the learners. Implementation of learning for FMS is mandated by the curriculum formulated by the government, is learning through games activities. The types of games are used freely chosen and developed by teachers, even teachers free to adopt the priority programs for FMS from various countries and sources.

Live Life Well at School (LLWS) is an intervention program specifically for the learning FMS developed on cooperation between New South Wales Department of Education and Training and the New South Wales Health, which aims to make students more active, and improve the eating habits of students [15]. The preparation of this program is the result of a previous program called Get Skilled: Get Active which provides procedures for planning, program implementation, and assess FMS students in the school.

LLWS program is presented through learning as much as 144 cards to raise 12 types of FMS. Of the 12 types of existing FMS, will have six species representing two categories of FMS to be measured are: locomotors (vertical jump, hop, gallop and side) and manipulative (catch, kick, and overhand throw). Selection of the level of difficulty on the card to be adjusted to pretest results that will provide information prior knowledge of students. The data will also be useful pretest be used as an ingredient feedback when learning takes place.

3. **Research methods**

This study was a quantitative research. The study was conducted at three study PE implementing some LLWS programs in Elementary Laboratory School, State University of Surabaya. Six FMS instructional material given three times, so that every meeting there are two types of FMS is taught. The first meeting contains material about overhand throw and catch, the second meeting was hop and vertical-jump, and the third meeting was a side gallop and kick.

The research data obtained from the analysis of learning videos using two methods: the duration recording system and interval recording system. Duration to produce data in the form of: (1) the proportion of use of the availability of instructional time allocation and (2) the proportion student's use of instructional time. Interval recording system to produce data in the form of the proportion of the number of students moving based on the level of activity of motion. Motion activity level students are classified into the following five: lying down, sitting standing, walking (active), running (very active).

4. **Findings and Discussion**

4.1. *The proportion of use of the allocation instructional time*

Allocation of instructional time the lesson PE in Elementary Laboratory School, State University of Surabaya are for 70 minutes of each meeting in the field. The mean number of activities undertaken by teachers in utilizing the allocated time allocation is as much as 41 activity. The percentage of allocation of time learning by teachers of 93% of the amount of allocation of instructional time for PE. (See table 1)

Table 1. Number of learning activities and proportion of use of the allocation instructional time by teachers PE

Learning materials	Number of learning activities	Proportion of use of the allocation instructional time
Overhand throw and catch	46	97%
Hop and Vertical Jump	31	88%
Side Gallop and Kick	45	95%
Mean	41	93%

Number of learning activities are all activities created by teachers for teaching learning materials to students. The fewer the number of activities carried out in learning the less the allocation of instructional time is used by the teacher. Number of learning activities related to the level of creativity of teachers in developing teaching materials [21]. Creative teacher is required to prepare a variety of learning activities to further optimize the use of available instructional time allocation.

4.2. The proportion students use of instructional time

Ideally, most of the allocation of instructional time devoted to activities that provide opportunities for students to perform PA. Based on the research results, the allocation of time spent learning likely to provide opportunities for learners perform PA (60%) whereas the rest of the allocation of time spent on the participants to follow the activities of management, instruction, cognitive, and off-task. (See table 2)

Table 2. The proportion students use of instructional time

Student's activities	Learning materials			Total
	Catch and Overhand Throw	Hop and Vertical Jump	Side Gallop and Kick	
Motor	53%	73%	54%	60%
Management, instruction, cognitive, and off-task	47%	27%	46%	40%

LLWS program implementation, enables teachers to provide PA to students. The contents of the cards were prepared in accordance with different levels of difficulty from the easiest to the most difficult, the game provides many choices of activities to teachers. By utilizing the initial value of FMS, teachers easily choose the game that suits the needs of learners.

4.3. Students' Physical Activity Level

Implementation of learning PE dominated by PA should be prepared in accordance with the portion of motion exercises for learners. After the students carry out learning PE should not be any students who feel severe fatigue. Implementation LLWS program can provide students with the experience movement to the physical intensity of the light. (See table 3)

Table 3. Percentage of students by physical activity level in learning PE

Learning materials	Physical activity level					Total
	Lying down	Sitting	Standing	Walking (active)	Running (very active)	
Catch and Overhand Throw	0%	28%	33%	28%	10%	100%
Hop and Vertical Jump	1%	48%	33%	8%	10%	100%
Side Gallop and Kick	0%	37%	33%	22%	8%	100%
Total	0%	37%	33%	20%	10%	100%

Learners with physical activity in active and very active levels can be categorized in the activity of Moderate to Vigorous Physical Activity Level (MV-PAL). Students who follow the teaching PE to reach the MV-PAL has a high chance of getting a high learning outcomes. There is a positive relationship between physical activity levels of students with learning behaviors [22]. The number of students who take up the MV-PAL learning as much as one third of the students (see table 3).

5. Conclusion

The implementation of some programs LLWS provide convenience to teachers to structure the learning PE that contains the games to suit your level of movement ability of learners. In addition to giving special intervention on the acquisition of FMS, LLWS program can be used to enhance the effectiveness of the use of learning time allocation. Teachers were able to arrange the use of the time to be more widely used for PA. A third of the students were able to achieve PA in MV-PAL.

6. Implication

LLWS as a program that was adopted had to be tested and adapted to the conditions of the school. The program is proven to help teachers to use the time allocated effectively. Additionally, learners have a high chance to be able to do PA. Therefore, this program is the right choice for FMS intervention programs and provide opportunities PA on the learner.

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