



Analysis of Elementary School Students' Leisure Time during the Covid-19 Pandemic

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ABSTRACTS

Unforeseen circumstances in the form of the COVID-19 disease outbreak have brought urgent changes to various sectors. The government's recommendation to stay at home and physical and social distancing must be followed by a change in the face-to-face learning mode to online so that a lot of free time is left at home. The purpose of this study was to analyse the planning of activities carried out in free time for elementary school students' during the covid-19 pandemic. The study used a quantitative approach using a pre-experimental method in the form of a one-group pre-test - post-test design. The results of the research show that the average post-test score of students' is 84.7%, greater than the average pre-test score of 69.3% which has a difference of 15.4%. Therefore, it is hoped that students' can plan positive activities to fill their spare time during the COVID-19 pandemic.

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1. INTRODUCTION

Unforeseen circumstances in the form of the COVID-19 disease outbreak have brought urgent changes to various sectors. The development of the virus quickly spread throughout the world. Every day data around the world reports the increasing coverage and impact of COVID-19. Indonesia is also in a state of national emergency. The death rate due to Corona has continued to increase since it was first announced that there were people who were positively affected by the Covid-19 virus in early March 2020. This disease outbreak was so shocking to the world community, that nearly 200 countries in the world were infected by this virus, including Indonesia. Various efforts to prevent the spread of the Covid-19 virus have also been carried out by governments in countries around the world to break the chain of the spread of the Covid-19 virus, which is referred to as lockdown and social distancing (researche, 2020). This affects changes and policy reforms to be implemented. New policies have also occurred in the world of education to change learning that has to come to class or a building, in this case the campus, to just stay at home. The government's recommendation to stay at home and physical and social distancing must be followed by changing the face-to-face learning mode to online.

Free time in English is defined as lei sure. Leisure is defined as free time activities outside of work and responsibilities for daily main activities, which can be used to 'entertain' oneself after work, for example resting, recreation or doing other activities according to hobbies or as desired. In essence, carrying out free time activities is not limited to activities that are recreational or entertaining after work, but someone can also carry out free time activities that can increase knowledge or improve self- skills, for example by attending seminars, courses (cooking, sewing, etc., computer, language), etc. (Hickerson & Beggs, 2007) found that students' with poor time management skills were more likely to become bored during their free time. Using the internet may be the main solution to their boredom because they are not skilled at productively managing their free time.

Currently, there are many studies that discuss How the Senior High School Students Spend Their Spare Time. Research findings include students choosing activities that match their motivations and interests. The activities that tend to be in demand are activities that have more entertainment elements (Noor, 2013). Another study regarding the use of leisure time in the activities of daily life for the elderly at the Kedung Gobyak Posyandu, Sobokerto Village, Ngemplak Boyolali District. The results of the research show that the activities carried out in free time are sitting relaxed (while enjoying electronic media, resting or just sitting), chatting / chatting, exercising, participating in community activities and light activities (Nurhidayah, 2016). Another research on Exploring the Relationship Among Free-Time Management, Leisure Boredom, and Internet Addiction in Undergraduates in Taiwan. This research shows that leisure boredom is revealed to play a different role as a mediator between leisure time management and internet addiction (Wang et al., 2019). Another research on Leisure Time Management in Marmara University and Kilis 7 Aralik University Students' Training in Sport Sciences. Research shows that leisure time is better managed in metropolitan cities and that students' studying in sports should be directed to leisure activities (Alpullu & Yilgin, 2019). Similar research is related to the Reciprocal Impact of Leisure Activities and Intellectual Functions in the Elderly. Shows that in old age doing productive things that are quite complex in spare time can help expand the capacity to face intellectual challenges that occur in the elderly environment (Schooler & Mulatu, 2001).

Based on the above background, there have not been too many studies discussing the Analysis of Elementary School Students' Free Time Management During the Covid-19

Pandemic. Therefore, we conducted a study that aims to analyse the planning of activities carried out in free time for elementary school students' during the covid-19 pandemic. The study used a quantitative approach using a pre-experimental method in the form of a one-group pre-test - post-test design. The research results were analysed using descriptive statistics by comparing the mean values in the pre-test with post-test.

2. THEORITICAL FRAMEWORK

The activities are seen based on their function, namely: (1) Active relaxation activities such as gardening, repairing household appliances, repairing motorbikes. These activities, because of their productive nature, tend to improve skills and self-esteem. You can also do passive relaxation by watching television, listening to music, and reading light writing. However, too many passive relaxation activities can make you lose time for more productive activities; (2) Recreational activities that you can choose include: resting, exercising, pursuing hobbies, reading books, to being a supporter of a football team; (3) Filling time with activities that can develop yourself, for example: taking music lessons, theatre groups, foreign language courses, painting, composing, making poetry, cooking, arranging music, making sculptures. This activity in addition to improving skills, also creates a feeling of success in making something (Sukadji, 2007).

Leisure time is the time allocated in life for useful and productive activities that affect health, happiness and satisfaction in life. By doing activities in free time, it can affect self-development in aspects of emotional stability, increase knowledge and skills and expand social networks (Brajša-Žganec *et al.*, 2011). People who use time efficiently will get many benefits, for example they can complete their work on time, so that there is time to recover physical and mental fitness, recreation, and social interaction. The benefits of filling free time are: a) It can improve physical well-being; b) Increase mental and emotional freshness; c) Makes us recognize our own abilities; d) Supports self-concept and self-esteem; e) Learning facilities and ability development; f) Expression and balance physical, mental, intellectuall, spiritual, and aesthetic; g) Doing appreciation of what you like without ignoring the material aspect. In addition, filling spare time also serves to fulfil social needs, such as: a) Increasing work power so as to stimulate achievement and productivity; b) Increase consumption so as not to increase employment; c) Reducing crime and delinquency; d) Improving community life.

3. METHODS

The type of research method used is quantitative research using the pre-experimental design method, type one group pre-test - post-test. We were fully involved in data collection. The data collection technique used in this study is an online questionnaire method via google form to analyse the planning of activities carried out in spare time for elementary school students during the covid-19 pandemic. The population in this study were elementary school students in class V in one of the public elementary schools in West Java, Indonesia. The sample used in this study were 20 students of class V Elementary School with details of 8 male students and 12 female students. This research was conducted in 2 stages, divided into 2 sessions, namely the first pre-test before the material was presented and the second post-test after the material was presented with the same questions. The data obtained will be processed and then compared until finally the results will be concluded.

4. RESULTS AND DISCUSSION

4.1. Demography

Participants are fifth graders of a public elementary school with parental supervision in West Java, Indonesia. We selected samples from the population and obtained as many as 20 students with details of 8 men and 12 women. The school conducted online learning during the covid-19 pandemic, it is known that with online learning at home students have a lot of free time left so we are interested in knowing whether students have used their free time well or not.

4.2. Phenomena in the Learning Process

From the student demographic data, it was found some complexity in the academic aspect, especially in the use of free time for learning. Students do not use their free time at home, even though if used properly students can add a lot of knowledge.

The stages of learning carried out are as follows:

- (i) In the first session, students did not understand about the use of free time.
- (ii) Modify how to explain how to use free time with positive activities with the interactive videos provided.
- (iii) Students began to be enthusiastic because the explanations given were not monotonous. Students begin to understand how to use free time.
- (iv) Evaluation of students' level of understanding is given after watching the learning video.

The results showed that students were able to understand how to use their free time at home during the COVID-19 pandemic.

4.3. Pre-test and Post-test Results

Many teaching learning activities during the COVID-19 pandemic are carried out online. Teaching and learning activities are carried out at home using online media such as whatsapp, google meet, and zoom meeting. By doing online learning, school students' have a lot of free time, but not necessarily free time that is widely used properly, it makes children lazy to learn and less understand the material presented by the teacher compared to face-to-face learning (Noor, 2013).

Table 1 describes the questions that have pre-test and post-test proposed. The first questionnaire that was made was a pre-test questionnaire. The making of this questionnaire was distributed to fifth grade elementary school students' through the whatsapp group which aims to analyze the planning of activities carried out in free time for elementary school students' during the covid-19 pandemic by filling out 10 questions. After that, we will provide a learning video through YouTube teaching learning media which contains about filling spare time with positive activities. After explaining the material, we redistributed the questionnaire with the same question, namely in the form of a posttest to students' with the aim of students' understanding how to fill their spare time with useful activities during the covid-19 pandemic.

Table 1. Students' pre-test and post-test.

Number	Question	Pre-Test	Post-Test	Gain
1	Do you know what Covid-19 is?	100%	100%	0%
2	Are you following the rules of staying at home?	63%	87%	20%
3	Do you know what leisure time is?	75%	85%	10%
4	Are you doing a lot of activities at home during COVID-19?	75%	80%	5%

Table 1 (continue). Students' pre-test and post-test results.

Number	Question	Pre-test	Post-test	Gain
5	Do you understand the use of leisure time?	60%	90%	30%
6	Are the activities carried out while at home being used properly?	65%	80%	15%
7	Do you do positive activities in your spare time (such as reading, writing, etc.)?	55%	75%	20%
8	Do you spend a lot of time at home during COVID-19?	75%	85%	10%
9	Are you spending a lot of time with your family during COVID-19?	65%	80%	15%
10	Does having a lot leisure time have a positive impact on life?	65%	80%	20%

The results show several discussion points:

- (i) For question number one, the result is not increasing or decreasing because they already know what covid-19 is.
- (ii) For question number two the results increase by 20% when a learning video is given about the use of free time.
- (iii) For the matter of numbers ti ga s result increased the e huge 10% described the material Mengen ai sense of free time.
- (iv) For question number four the results increased by 5% after being given a learning video about the use of free time.
- (v) For question number five the results increase by 30% when it has been given a learning video about the use of free time.
- (vi) For question number six the results are quite increased by 15% after being given a learning video about filling free time with positive activities.
- (vii) For question number seven the results increased by 20% after being given a learning video about filling free time with positive activities.
- (viii) For question number eight the result is slightly increased by 10% when it has been given, a learning video about the use of free time has been given.
- (ix) For question number nine the results increased by 15% after being given material about free time during the covid-19 pandemic.
- (x) For question number ten the results increase by 20% when it has been given a learning video about the use of free time.

The graph shows that elementary school students' at do not fully know how to manage free time to be more useful during the covid-19 pandemic, this is shown when given a pretest of 69.3%. After students' were given learning videos about filling their spare time with positive activities, the knowledge of students' and students' increased by 84.7%. Based on these results, there is an increase in the knowledge of students' by 15.4%. The increase in knowledge is because students' have seen learning videos about filling spare time and planning to fill spare time to make it more useful for the future such as reading books, writing, exercising, and others. This is in line with research by (Noor, 2013).

5. CONCLUSION

The conclusion of this study is that there are still students' who do not use their free time in positive or useful activities. The results of the research show that the average posttest score of students' is 84.7%, greater than the average pretest score of 69.3% which has a difference

of 15.4%. With the provision of learning media that contains about filling free time with positive activities, it is hoped that students' can plan positive activities to fill free time during the covid-19 pandemic as they used to fill their spare time by playing games and the internet. knowledge of literacy such as reading, writing, and others.

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6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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