

Development of Tutorial Learning Videos on Physical Education Subjects, Football Material in Class VIII SMP

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Abstract

The development of this learning video media was carried out as an effort to solve student learning problems. This learning media can be used as an alternative to reduce problems in learning. This research aims to produce products for class VIII physical education subjects and determine the quality, validity and practicality of the products developed so that they are suitable for use. This type of research is development research, known as Research and Development (R&D), using the ADDIE development model. The development procedure in this research consists of 4 stages, namely: (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation. The product validity test was carried out by 3 validators, namely 1 material expert validator and 2 media expert validators. The practicality test was carried out on 15 class VIII students at SMP Angkasa Lanud Sutan Sjahrir Padang. The development of learning video media using the Kinemaster application for Physical Education subjects for class VIII SMP has been carried out in accordance with development procedures which produce learning media in video form. This product has gone through the validation stage. Based on the results of the material validation assessment from the physical education teacher at Angkasa Lanud Padang Middle School and media validation, namely the Curriculum and Education Technology lecturer, the validation results from media expert I have been categorized as "very valid" with an average of 4.94 and the results from media expert II were categorized as "very valid" with an average of 4.64. Meanwhile, the final validation results from material experts were categorized as "very suitable" with an average of 4.75. The practicality test results for learning media products averaged 4.64 in the "Very Practical" category. Based on these results, it can be concluded that the learning video media using the Kinemaster application in Physical Education subjects is declared to be very valid and very practical.

Keywords: *Development of Kinemaster Physical Education Video Media*

INTRODUCTION

Technology has progressed very rapidly, especially in the field of information and communication technology, which has made things easier in many ways. Technological advances have now become a communication tool that is commonly used in all areas of life, including education. According to the 2003 National Education System Law which regulates the education system, education is an institution that aims to develop national character in a sustainable manner by forming a person's mental, intellectual and personality in order to form a complete human being. "So that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state, then education is a conscious and planned effort to create a learning atmosphere and the learning process." The explanation of the law above highlights how urgently the government, society and education managers must pay attention to and manage the education sector. The development of applications that handle communication, notifications and education is expected to help reduce learning challenges.

Physical education, sports and health (Physical Education) are some of the disciplines that students must study at school. Physical Education is a subject that equips students with the ability to have physical fitness and physical skills that are useful in everyday life. The aim is for students to achieve changes in movement behavior, exercise behavior and healthy behavior.

Based on observations made at Padang Airfield Middle School in class VIII in August 2022, in the learning process the teacher explains the theory directly to students based on the material in printed books and worksheets, and the teacher also practices the theory in the field, but the practice is demonstrated by the teacher has not succeeded in making it easy for students to understand what is explained by the teacher. It is possible to argue that the teaching methods used by teachers are inefficient because they require relatively longer time to explain a concept, thus requiring more time to apply theory. Another problem is that teachers do not present football content adequately during the learning process when they do not have access to media or supporting resources. Therefore, media is needed so that students can practice even without the

presence of a teacher. This is another reason for the growth of this video content. As stated by (Arsyad, 2010), media is a piece of learning material or a real physical object that has learning information in it and can encourage students to learn.

In an effort to foster the best possible relationship between educators and students, learning media is used. According to Mardiningrum (2020), educational media plays an important function as a mediator between teachers and students. According to Aria Pramundito (2013:4), video tutorials are a collection of real-time visuals presented by an instructor with instructional messages to help understand the topic being taught to a small group of students.

According to Daryanto (2011:51), tutorials are a type of multimedia learning where information is delivered in a tutorial style, similar to tutorials conducted by teachers or instructors. Text, still and moving images, and graphics are used to present concepts in information.

Dony April Krismanto's thesis (2016) entitled "Development of Video-Based Learning Media Tutorials on Basic Tennis Court Movements for Elementary School Children at Temanggung Regency Tennis School." The problem is, Temanggung Tennis School shows that a number of problems arise during the training phase. First, some athletes are still unable to put into practice the coach's instructions. The second factor is the lack of media use during training, which makes athletes less motivated to exercise. This can be seen from the number of athletes who ignore the coach's explanations. Third, when coaches do not pay enough attention to training, the progression from easy to difficult exercises becomes haphazard. The research results state that video tutorials as a learning resource developed in this research are suitable for use in sports learning. These results were obtained from validation by 1) material expert lecturers with an average score of 3.0 or in the "very good" category; 2) media expert lecturers with an average score of 3.5 or in the "very good" category; 3) coaches with an average score of 3.0 or in the "very good" category; 4) student responses and responses with an average score of 3.004 or in the "very good" category according to Irmawaty Pebrianni's research. 2015. Gorontalo State University. Multimedia Based Instructional Video Development for Coordinate System Material. The results of this research show that

expert validators stated that multimedia-based video instructional media was valid, students gave a positive response with an average of 98%, and the learning outcomes test provided information that 83% of students achieved the completion requirements. This shows that multimedia-based instructional video media can be used in the learning process as a good learning medium in class VIII SMP, supported by learning tools that have been developed constructively. Learning video media for Physical Education subjects.

RESEARCH METHOD

The type of research that will be used in this research is research and development. According to Sujadi R&D (inHakky and Muhammad Khalid:2018) is a process or steps to develop a new product or can also improve an existing product and can be accounted for. The product referred to in this research is a product in the form of software, namely video tutorial learning media using the Kinemaster application. The ADDIE development model is a development model that can be used in learning media development research because it is a systematic learning design model. Romiszowski (inTegeh (2014:41) suggests that at the level of learning and development material design, systematic is the procedural aspect of a systems approach which has been realized in many methodologies for the design and development of texts, audio-visual materials and computer-based learning materials. There are 5 stages in the ADDIE model, namely analysis, design, development, implementation and evaluation.

RESEARCH RESULTS AND DISCUSSION

Based on the results of the research that has been carried out in accordance with the steps for developing the ADDIE model, namely analysis, design, development, implementation and evaluation, resulting in a tutorial learning video product on the material of football for class VIII junior high school physical education subjects. The data collection instruments used were assessment sheets for media validators, material validators and questionnaire sheets for students using a 5 point Likert response scale (scale 1-5). Based on the research that has been carried out, the results obtained are as follows.

1. Media Validation

Media validation was carried out by 2 media validators, namely Mr. Nofri Hendri S.Pd. M.Pd (validator 1) and Mrs. Novrianti S.Pd. M.Pd (validator 2) lecturer at the Department of Curriculum and Educational Technology, Faculty of Education, Padang State University. The aspects assessed in this tutorial learning video product are the time aspect, the video presentation aspect, the technical provisions aspect, and the music and sound effect aspects. The results of the validation scores by media validator 1 obtained an average score of 4.94 in the "very valid" category. And the results of the validation value by media validator 2 obtained an average value of 4.64 in the "very valid" category. Based on the results of media validation, it can be concluded that the tutorial learning video product on football material for Physical Education subjects in Class VIII SMP is "very valid" to use.

2. Material Validation

Material validation was carried out by one material validator, namely Mr. Fatzli Ilham, S.Pd as a physical education subject teacher at SMP Angkasa Lanud Sutan Sjahrir Padang. The aspects assessed in the tutorial learning video product material are aspects of conceptual correctness, depth of material, readability and usefulness. The results of the material validation assessment obtained an average score of 4.75 in the "very valid" category. Based on the results of material validation, it can be concluded that the tutorial learning video product for soccer material for Physical Education subjects for Class VIII SMP is "very valid" to use.

3. Practicality Test

The Practicality Test was carried out involving 15 respondents, namely class VIII students at Angkasa Air Base Sutan Sjahrir Padang. The aspects assessed in the product practicality test are aspects of material content, material presentation and user friendliness. Based on the results of practicality trials, an average score of 4.64 was obtained in the "practical" category. Based on the description above, it can be concluded that the tutorial learning video product for soccer material in the Physical Education subject for class VIII SMP is "practical" to use.

A product known as learning video media combines audio and images in an effort to overcome the obstacles that currently stand in the way of conveying messages. Cepi Riyana (2007: 6)

states that the purpose of learning video media as a teaching medium is to convey messages (material) clearly and simply so that they are not too verbal, and overcome time, space and student irritation. and the instructor's sensory abilities, and can be used appropriately and in a variety of ways.

Based on the results of the research that has been carried out in accordance with the steps for developing the ADDIE model, namely analysis, design, development, implementation and evaluation, resulting in a tutorial learning video product on the material of football for class VIII junior high school physical education subjects.

The data collection instruments used were assessment sheets for media validators, material validators and questionnaire sheets for students using a 5 point Likert response scale (scale 1-5). Based on the research that has been carried out, media validation results were obtained with an average value of 4.94 in the "very valid" category, material validators obtained an average value of 4.75 in the "very valid" category and the practicality test obtained an average value of 4.64 with the "practical" category and based on the description above, it can be concluded that the video tutorial learning product for soccer material in the Physical Education subject for class VIII SMP is "practical".

CONCLUSION

Based on the data analysis that has been carried out, it can be drawn conclusion as follows:

1. The process of developing video tutorial media in class VIII physical education subjects begins with the stages of analysis, planning, development, implementation and evaluation. Validation with media experts and material experts, revisions based on suggestions and comments from experts, practicality tests, and then produces the final product.
2. The results of the validity test by media validators and material validators show that the tutorial video is declared "Very Valid" with an average score from validator I of 4.94, an average score of validator II of 4.64, and an average assessment by material validators namely 4.75.
3. The practicality test results show that the video tutorial media product is Practicality is tested on students, and the results of the

student assessment are obtained by scores an average of 4.64 can be categorized as "Very Practical". Aspects of test assessment practicality with the variables of material content, material presentation, and user friendliness indicates that the product is declared "Very Practical".

So it can be concluded that video tutorial media for class VIII physical education subjects is used The Kinemaster application has been developed already valid and practical. So video tutorial media is suitable for use in learning process.

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