



Development of Online Learning Video Media Material for Short Distance Running (sprint) in Elementary School

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ABSTRACT

Running is one of the materials contained in physical education subjects. In the learning process, running material is also taught through games, but the variety of running games provided is lacking, besides that running games have never been packaged in the form of video learning media. For this reason, learning media in which there are sprint running techniques are also needed in the learning process, especially during online learning as it is today. Based on the results of initial observations conducted by State Elementary School 3 Watuagung, Watulimo District, Trenggalek Regency, it can be concluded that teachers have never taught sprint running material through learning media in the form of video. This research and development aim to develop a sprint running learning media that is packaged in a video for the State Elementary School 3 Watuagung, Watulimo District, Trenggalek Regency. This development refers to the development method proposed by Lee and Owens using the following steps: 1) needs analysis or analysis, 2) product design or design, 3) product development or development, 4) implementation and 5) evaluation or evaluation. The result of this development is a video containing sprint running material that can be used as a supporting medium to make it easier for teachers to deliver learning materials and increase the enthusiasm of students to receive the material presented so that learning takes place and online in a fun and not monotonous way and learning materials can be delivered easily. good. This development product is feasible and can be used as a learning medium. In operating this development product, it is recommended for users to know and understand in advance the use of video to operate the product properly, the learning process will be more optimal if the teacher already knows how to operate it, this development product can be used as a medium for delivering material to students.

Keywords: Media; Sprint; Video.

INTRODUCTION

Physical education is a learning process through physical activities designed to improve physical fitness (Setiawan et al., 2020), develop motor skills, knowledge, healthy living behavior, be active, sportsmanship, and emotional intelligence (Hosen, 2020). This explains that physical education is an integrated part of all education that aims to develop aspects of physical fitness, movement skills, critical thinking skills, social skills, reasoning, emotional stability, moral action, aspects of a healthy lifestyle, and the

introduction of a clean environment through physical activity, selected sports and health that are planned systematically to achieve national education goals (Ramadhan et al., 2018). Education is used as a formal institution that is very important to make superior and quality human resources (Syarifudin, 2020). Education in schools both in Elementary Schools (SD), Junior High Schools (SMP), High Schools (SMA), and Vocational High Schools (SMK) there are several fields of study that are taught (Yanti et al., 2020), one of which is physical education, sports, and health which are part of national education which must involve important elements in the form of mind and body. Where all these aspects are closely related in everyday life to make each good (Junaedi, 2016).

Physical education is a compulsory subject taught from elementary school to high school, through physical education it is hoped that humans can be actively moving so that a person's body and spirit become healthy (Anggraini & Alnedral, 2019). Physical education is an integral part of the overall education system, intending to develop aspects of physical fitness, health, critical thinking skills, emotional stability, and others (Endang et al., 2018). This subject refers to three aspects of assessment, namely cognitive, affective and psychomotor. In the teaching and learning process, physical education, sports, and health are not all centered on the teacher but students so that students are more active and enthusiastic in the learning process. Physical education in elementary schools taught in grade IV consists of many materials, one of which is running material. In the education system in Indonesia, there is a Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 37 of 2018, running materials are listed in Kompetensi Inti (KI) and Kompetensi Dasar (KD) as follows:

Table 1.
 Core Competencies and Basic Competencies of Physical Education, Sports and Health Subjects

Kompetensi Inti (KI)	Kompetensi Inti (KI)
3. Memahami pengetahuan faktual dengan cara mengamati dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah, di sekolah dan tempat bermain.	4. Menyajikan pengetahuan factual dalam bahasa yang jelas, sistematis dan logis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia.
Kompetensi Dasar (KD)	Kompetensi Dasar (KD)
3.3 Memahami variasi gerak dasar jalan, lari, lompat, dan lempar melalui permainan/olahraga yang dimodifikasi dan atau olahraga tradisional.	4.3 Mempraktikkan variasi pola dasar jalan, lari, lompat, dan lempar melalui permainan/olahraga yang dimodifikasi dan atau olahraga tradisional.

(Source: Permendikbud Nomor 37 Tahun 2018)

Running is included in athletic learning. Running is a fast footstep so there are times when the position of the legs floats accompanied by a swing of the arm (Sahabuddin et al., 2020). Running material is generally during the learning process students are less interested in running material (Giyatno, 2017) which is taught by educators, so students quickly feel bored because of monotonous learning (Satur, 2018). This can trigger students not to receive learning well. At this stage, most students prefer the learning process that contains more elements of the game (Jaliusril et al., 2012). Games are play activities carried out to find satisfaction and pleasure but are also found in the search for wins and losses (Setiawan et al., 2014; Hermansah, 2016). For this reason, it is necessary to have game variations that can be applied in the learning process, moreover, these games are also packaged following technological developments (Niám, 2019). But in reality, physical education, sports, and health teachers rarely apply to learn using a video to support the learning process itself (Jaliusril et al., 2012) so that students easily feel bored and lack special attraction in doing the material given. In fact, in this modern era, it is not foreign to use applications in learning, PJOK learning is also not monotonous when using videos, students and teachers will be facilitated during the learning process, students will absorb the material presented more (Iqbal et al., 2019).

Based on the needs analysis conducted by the author to 25 fifth grade students at SDN 3 Watuagung, Watulimo District, Trenggalek Regency, by distributing questionnaires on January 10, 2021, through face-to-face, the results obtained that 100% of students were given material about running. As many as 100% of students are enthusiastic if the learning of sprint running material is taught through games. As many as 56% of students were never given material using video in the sprint learning process. As many as 88% of students have never been given learning through video in the learning process, and only 12% of students have ever been given video in the learning process. As many as 100% of students answered that the video in the sprint running learning process could make it easier for students to learn learning materials. As many as 100% of students agree if the research is conducted.

The development of information technology provides benefits and is believed to be able to help develop the world of learning as one of the learning media (Yhuhdi & Amalia, 2018), which has recently been applied in the world of education is the online learning system (Chaeruman, 2017). Online is an innovation that has a very big contribution to changes in the learning process (Siman, 2016), where the learning process is no longer just listening to material descriptions from the teacher but students also carry

out other activities such as observing, doing, demonstrating and others (Djaja, 2016).). Teaching material materials can be visualized in various formats and forms that are more dynamic and interactive so that learners are motivated to be further involved in the learning process (Hikmat et al., 2020). The development of technology and information that is used for the world of education is not even just a source of learning for learning (Ahmad, 2018; Imaniah et al., 2019), it is even used to carry out evaluation activities in learning, both evaluations that are both practice questions and exercises. which is an official evaluation (exam) (Pangondian et al., 2019).

It is easier for the public to access information sources through the development of information technology (Chaeruman, 2017). Students also have the opportunity and convenience in accessing and utilizing information technology such as computers, notebooks, mobile phones which are directly connected to the internet network system (Aji et al., 2020). Utilization of information technology that was previously used to meet information needs by the community (Syarifudin, 2020). In its current development, it can be used as a learning resource for students, of course with proper supervision from educational stakeholders (Rimbarizki & Susilo, 2017). Because the learning system in the network (Online) is not without risk, where students have access to the outside world that is wider and unlimited. Teachers and parents can direct children in a positive direction, providing the right subject matter and interesting links related to the material to be taught (Nissa, 2021). With this online learning, it is hoped that it will make the learning process more conducive, increase student interest, and can enhance the student learning process in learning which in turn is expected to enhance the learning achievement achieved (Ambaryuni, 2021).

The use of online learning is expected to stimulate students' motivation, wherein their activities students interact with the internet which is an unlimited learning resource (Mulyasidhi & Haq, 2021). So that learning activities which are components of educational science related to goals and reference materials for interaction, both explicit and implicit (hidden) can be developed by teachers through activities carried out by students (Damayanti et al., 2020). This is also expected to foster students' desire to find and solve what they have learned (Khadijah & Gusman, 2020).

Online which can also be called E-learning is network-based learning by utilizing the internet as a liaison between educators and students in an online learning room (Magdalena et al., 2020). E-learning was created to overcome the limitations between educators and students, especially in terms of time, space, conditions, and circumstances

(Darmawan, 2014). The utilization of e-learning in schools will function as learning media as a complement or additional learning activities in schools, can overcome the difficulties faced by students and teachers so that teachers can provide exercises that can help students understand the material, and can continue to provide material. even without face-to-face (Jamaluddin et al., 2020).

Before researchers conducted research and development of learning media, there had been similar research, namely research conducted by (Jatmika, 2005) "Utilization of Visual Media in Supporting Physical Education Learning in Elementary Schools". Based on the results of the assessment and responses obtained, it can be concluded that the video media for athletic learning, physical education, sports, and health in elementary schools is very feasible to be used in the learning process. Further similar research, namely the thesis entitled "Development of Variations in Running Locomotor Movement Materials in PJOK Learning for Grade IV Students at SDN Mulyorejo 3 Malang", in his thesis states that variations and appropriate media are needed in learning locomotor motion in running materials. However, the research that the researchers did was to develop learning media in the form of applications, it was different from the thesis above which used books as the medium. The author argues that books are considered less attractive to students in PJOK learning, students are more interested in the presence of pictures, videos, text, audio, which are combined into one part, namely video.

In teaching and learning activities between teachers and students, especially sprint material, is a process that involves 4 activities that are interrelated with each other, namely: (1) exposure activities, namely the teacher presenting or presenting learning materials, (2) interaction activities, namely: reciprocal communication activities between teachers and students and students with students, (3) practical activities, namely the teacher gives examples and students practice the sprint material, and (4) evaluation activities that function as a measure of progress and success in learning (Arifin et al., 2021) With the existence of online, of course, these 4 activities must still be carried out through the development of learning media created by teachers (Muafa, 2019). So that it creates learning where students can practice learning through what is applied by the teacher (Aji et al., 2020). The learning practice in question is a learning innovation designed to help students understand the theories/concepts of knowledge through practical-empirical learning experiences. Therefore, in this learning model, the result is a comprehensive assessment, both in terms of processes and products on all aspects of learning, namely cognitive, affective and psychomotor aspects (Trianto, 2009).

One method of assessment can be done through the development of an assessment rubric carried out by a learning companion (facilitator). A rubric is scoring that explicitly states the expected performance for the tasks given to a student's work (Majid, 2015). Furthermore, it can be explained that the rubric is a guide for teachers/learning facilitators to conduct consistent and accountable assessments of the quality of student work. Rubrics can also be used as feedback on the quality of student work. In a rubric, there is a set of criteria used to assess the performance of a particular job or task by an individual or group of students, as well as providing more details on the grade of achievement. Thus, the rubric helps facilitators provide more objective assessments following learning outcomes (Riyanda et al., 2020). Assessment in learning is a process or effort to obtain some information about student development during learning activities as material for teacher decision making to find out and improve student learning processes and outcomes (Imaniah et al., 2019). Meanwhile, related to the assessment carried out by the teacher/facilitator concerning the performance of short-distance running, while what is used is a holistic rubric, with the scoring as follows:

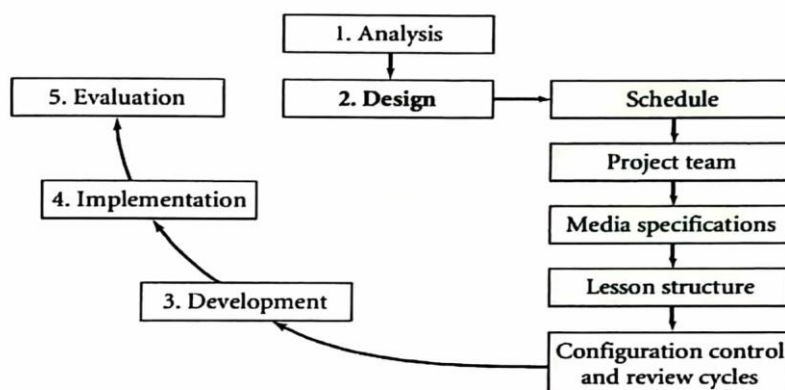
Table 2.
Assessment rubric

Achievement Grade	Score	Description of Achievement Grade
5	80 – 100	Students can perform movement techniques perfectly
4	60 – 79	Students can do 3 movements correctly
3	40 – 59	Students can do 2 movements correctly
2	20 – 39	Students can do 1 movement correctly
1	0 – 19	The student can't do the movement correctly

The aspects that will be assessed are 1) technique at the start, 2) technique when running/sprinting; 3) techniques when reaching the finish, and 4) achievements.

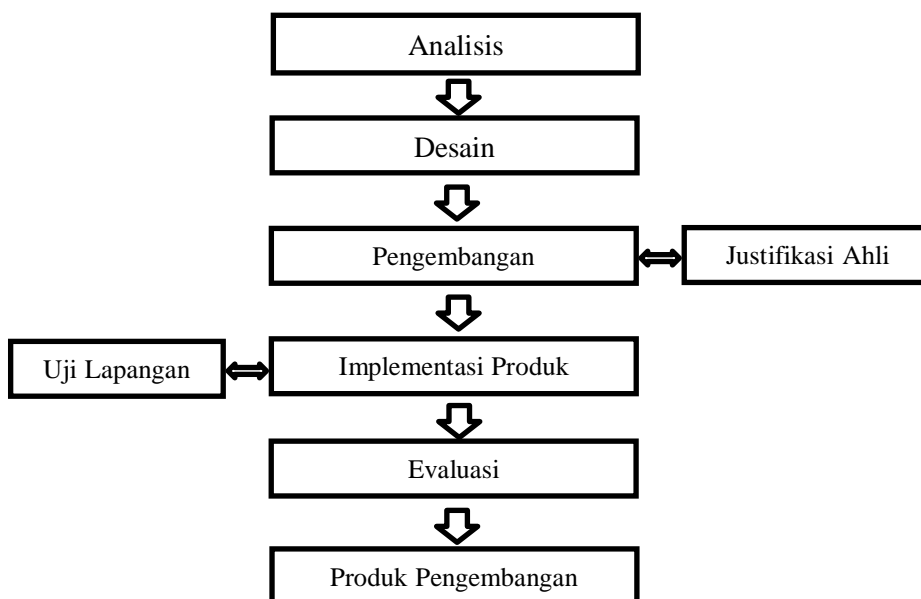
METHOD

In this development, the researcher developed a video media for learning sprint running that was packaged in a video for PJOK class V SDN 3 Watuagung, Watulimo District, Trenggalek Regency, so the research and development model used by the researcher refers to the development research model (Lee et al., 2004), using The steps are as follows: 1) needs analysis or analysis, 2) product design or design, 3) product development or development, 4) implementation and 5) product evaluation.



Gambar 1.
 Steps to Development of Interactive Multimedia Learning

This research and development procedure intends to develop a video media product for sprinting learning that is packaged in a video for PJOK class V SDN 3 Watuagung, Watulimo District, Trenggalek Regency, the research steps are as follows:



Gambar 2.
 Procedure Chart for Development of Video Learning Media Video and Assessment Rubric for Online Learning Facilitator for Short Distance Running (Sprint) Materials in Elementary Schools

Product trials are carried out to find out the shortcomings and get suggestions so that product development is better and more feasible. The product trials that will be presented are (1) trial design, (2) test subjects, (3) data types, (4) data collection instruments, (5) data analysis techniques. In this study, the data was obtained in the form of qualitative and quantitative data. Qualitative data were obtained from the results of

expert evaluations and interviews with teachers at SDN 3 Watuagung, Watulimo District, Trenggalek Regency in the form of suggestions and explanations. While quantitative data were obtained from the results of expert validation, small group trials, and large group test results in the form of numbers.

Data collection instruments are tools that are selected and used by researchers in their collecting activities so that these activities become systematic and facilitated by them (Arikunto, 2010). Needs analysis in the form of questionnaires through google forms, questionnaires for small group trials and large group trials, as well as questionnaires for experts, namely learning experts, media experts, PJOK experts. In this case, the questionnaire is a collection of questions that are asked in writing to someone (who in this case is called the respondent), and how to answer is also done in writing (Arikunto, 2010). In other words, the questionnaire is a list of questions that the author will ask someone to provide a response or answer.

The data analysis technique used in the research and development of sprint running video media is packaged in the video for students at SDN 3 Watuagung, Wtulimo District, Trenggalek Regency KKG using descriptive statistics. The technique used for data collection using Likert. This Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people regarding social phenomena. This social phenomenon has been specifically defined and then referred to as a research variable. The variables to be measured are translated into variable indicators, then these indicators will be used as a benchmark for compiling instruments in the form of questions. The answer to this Likert scale question has a level from very positive to very negative, for the answer will be given a score of (4) which means strongly agree, (3) agree, (2) undecided, and (1) disagree (Sugiyono, 2013).

Table 3.
Rating Scale For Positive Statements

No.	Description	Answer	Positive Score
1.	Strongly agree	A	4
2.	Agree	B	3
3.	Hesitating	C	2
4.	Disagree	D	1

(Source: Sugiyono, 2013).

The formula for processing data using percentages using the formula from Akbar & Sriwiyana (2011) is as follows:

$$V = \frac{TSEV}{S - \max} \times 100\%$$

Information:

- V : Validity
- TSEV : Validator's total empirical score
- S-max : Expected maximum score
- 100% : Constant number

To assist and facilitate the process of concluding the data from the analysis in the form of percentages, it can be classified according to the percentages that have been obtained. According to Akbar & Sriwiyana (2011), the percentage classification is as follows:

Table 4.
Product quality criteria

Criteria	Description	Mean
75,01%-100,00%	Very Valid	Used without revision
50,01%-75,00%	Quite Valid	Used with minor revisions
25,01%-50,00%	Invalid	Can not be used
00,00%-25,00%	Very Invalid	Forbidden to use

(Source: Akbar & Sriwiyana, 2011:207).

RESULTS AND DISCUSSION

Based on the results of data analysis conducted by learning experts in physical education and sports, it will be presented in **Table 5** as follows:

Table 5.
Learning Expert Analysis Results Data

No	Rated aspect	Score Min	Score Max	Score Results	Percentage	Description
1	Material presentation	4	16	15	93,75%	Very valid
2	Material accuracy	3	12	11	92%	Very valid
3	Material suitability	3	12	11	92%	Very valid
Average		10	40	37	93%	Very valid

Based on **Table 5**, it can be explained that the aspect of material presentation gets a percentage (93.75%) with a very valid category, the accuracy aspect of the material gets a percentage (92%) with a very valid category, the suitability aspect of the material gets a percentage (92%) with a very valid category. . With an overall average (93%) with a very valid category.

Based on the results of data analysis conducted by physical education and sports experts, it will be presented in **Table 6.** as follows:

Table 6.
 Data Hasil Analisis Ahli Isi

No	Rated aspect	Score Min	Score Max	Score Results	Percentage	Description
1	Bunch Start	4	16	16	100%	Very valid
2	Middle start	4	16	16	100%	Very valid
3	Long start	4	16	13	81,25%	Very valid
4	Cue technique	4	16	15	93,75%	Very valid
5	Running technique	4	16	14	87,5%	Very valid
6	Technique when entering the finish line	4	16	14	87,5%	Very valid
Total		24	96	88	91,07%	Very valid

Based on **Table 6**, it can be described that the short strat aspect gets a percentage (100%) with a very valid category, the medium start aspect of the material gets a percentage (100%) with a very valid category, the long strat aspect gets a percentage (81.25%) with a very good category. valid, the technical aspect of the cue gets a percentage (93.75%) with a very valid category, the technical aspect when running gets a percentage (87.5%) with a very valid category, the technical aspect when entering the finish line gets a percentage (87.5%) with a very valid category. With an overall average (91.07%) with a very valid category.

Based on the results of data analysis carried out by physical education and sports experts, it will be presented in **Table 7** as follows:

Table 7.
 Media Expert Analysis Results Data

No	Rated aspect	Score Min	Score Max	Score Results	Percentage	Description
1	Main menu display	4	20	19	95%	Very valid
2	Material menu display	4	20	19	95%	Very valid
Average		8	40	38	95%	Very valid

Based on **Table 7**, the results on the main menu display get a percentage (95%) with a very valid category, and the material menu display aspect gets a percentage (95%) with a very valid category. With an overall average (95%) with a very valid category. Based on this, it can be continued to the next stage, namely small group and large group trials.

Table 8
 Small-Group Trial

No	Rated aspect	Score Min	Score Max	Score Results	Percentage	Description
1	Clarity	2	64	57	89%	Very valid
2	Convenience	2	64	60	94%	Very valid
3	Effectiveness	1	32	29	91%	Very valid
4	Interesting	5	160	150	93,75%	Very valid
Average		10	320	296	93%	Very valid

Based on Table 8, it can be explained that the aspect that will be assessed is the sprint running learning video. The first is the clarity aspect of getting a percentage (89%), the ease of getting a percentage (94%), the effectiveness aspect getting a percentage (91%), and the attractiveness aspect getting a percentage (93.75%). With an overall average (93%) with a very valid category. Then it can be continued to large group trials.

Table 9
 Large Group Trial

No	Rated aspect	Score Min	Score Max	Score Results	Percentage	Description
1	Clarity	2	200	181	91%	Very valid
2	Convenience	2	200	191	96%	Very valid
3	Effectiveness	1	100	91	91%	Very valid
4	Interesting	5	500	472	94%	Very valid
Rata-rata		10	1000	935	94%	Very valid

Based on Table 9, it can be explained that the aspect that will be assessed is the sprint running learning video. First, there is the clarity aspect of getting a percentage (91%), the ease of getting a percentage (96%), the effectiveness aspect getting a percentage (91%), and the attractiveness aspect getting a percentage (94%). . With an overall average (94%) with a very valid category. Then the product is suitable for use in the learning process.

Discussion

Product Revision

In the discussion of product revisions, the results of the revision will be presented based on the input and suggestions given by each expert or validator regarding the product that I developed. In product assessment, it is very useful for the product, because it can improve the product. While the input and suggestions and small and large group

trials were no different from the trials by 3 experts. The following is a description of the input and suggestions or the results of the revision obtained.

Material Expert Revision

Input and suggestions from material experts are to add (1) reference sources, (2) images and background colors must be different, (3) trim the video content text, and (4) add animation.

Learning Expert Revision

Input and suggestions from learning experts are that there are still many typos in the video and add some more detailed techniques with the theme of the material. Overall the product is made interesting.

Media Expert Revision

The inputs and suggestions from media experts are (1) even though it contains dominant text, it should be optimized with optimal graphic design (visual arrangement), (2) can collaborate with graphic designers, (3) it will be optimal if it is equipped with non-text material. Overall quite good, feasible or can be implemented, or continued in the next stage of development.

CONCLUSIONS AND SUGGESTIONS

Conclusion; The results of the achievements in the research have been described in the data analysis and discussion, then it can be concluded as follows: (1) The development of video media in the online learning system (Online) Short Distance Running (Sprint) Materials in Elementary Schools is carried out through the planning process, expert review and implementation to small groups, students where the results of the development can be concluded that the media developed is feasible and can increase the effectiveness of learning, increase student activity and students' understanding of the Sprint material; (2) Development of an assessment rubric for online learning companions for sprinting at school; and (3) the basis is carried out through the planning process, expert review and implementation to small groups, students where the results of the development can be concluded that the rubric media developed is feasible and can be used as a tool in conducting assessments through affective, psychomotor and cognitive assessments.

Suggestion; The development of video media and an assessment rubric for online learning companions for Sprinting in Elementary Schools is an attempt by researchers to

improve the effectiveness of learning and alternative ways of learning for students through the media. In the context of developing more comprehensive learning media in the future, the researcher conveys several suggestions, including: (1) For schools, it is hoped that it can encourage teachers to conduct development research related to the use of media because the use of media is quite effective in increasing the effectiveness of learning; (2) For teachers, it is expected to be able to conduct research on media development that is considered suitable for the characteristics of their students. In addition, media development can encourage students to be able to learn independently in its implementation; (3) For further researchers, it is hoped that they can develop video media that has been done by previous researchers with more comprehensive methods and analysis so that the results of the media development carried out can be better.

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