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Develop a Video Tutorial on Basic Sepak Badek Techniques in Sepak Takraw for Physical Education Students in the 2021/2022 Academic Year

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Abstract

Objective. The rapid advancement of technology has led to significant innovations in various fields, including education. Educators are expected to leverage these technological developments to design new and effective learning strategies for their students. This study focuses on the development of video tutorial-based learning media that employs the ADDIE model to teach basic football sila techniques in the context of the sepak takraw game. This learning product is specifically designed for students enrolled in the Penjaskesrek study program.

Material and Methods. The ADDIE development model is a well-known instructional design approach that consists of five key stages; analysis, design, development, implementation, and evaluation. For the purpose of this research, a score scale questionnaire was utilized as the data collection instrument.

Result. According to the research findings, the teaching materials were well-received in terms of their content, with a 93.33% rating. The learning media element was also highly rated, with a score of 93.33%. Similarly, the learning design part received a very good rating of 96.25%. The field practitioner aspect of the materials also received a good rating of 92.00%. During individual product trials, the criteria received a rating of 91.10%, while small-group product trials received a rating of 94.66%.

Conclusion. The study concluded that the instructional materials for learning basic sepak takraw techniques, which were based on video tutorials, were found to be both feasible and effective for Penjaskesrek study program students. The research indicates that these materials can be incorporated into the curriculum to enhance the learning experience of students in the fields of physical education, sports, and health. Overall, the findings suggest that utilizing video tutorials as a form of instructional media can be a valuable tool in facilitating the acquisition of fundamental skills in sepak takraw.

Keywords: Develop, Learning Video Media, Sepak Takraw, ADDIE Model

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Introduction

Education is a crucial process that equips the younger generation with the knowledge, skills, and values needed to thrive in an ever-evolving global landscape. It not only imparts academic learning but also fosters personal development, critical thinking, and problem-solving abilities. Through education, young people are empowered to pursue their aspirations, contribute to society, and adapt to the inevitable changes that lie ahead (Fadillah & Widyatuti, 2018). Therefore, education must be carried out as optimally as possible to produce quality education and improve the quality of human resources. Learning is a process of directed, educational interaction between educators and students, to achieve optimal results in accordance with predetermined goals (Pane & Dasopang, 2017). In the learning process, the role of educators is very important, because they function as guides who convey and transfer teaching materials in the form of knowledge, students act as gainers of knowledge, and teaching materials delivered by educators are information or messages that students must learn to understand, internalized, and practiced as a preparation for completing his studies later (Abdullah, 2017). In the teaching and learning process, educators are always required to provide innovations in the learning process (Utami, 2020). This form of innovation can take the form of developing learning media and learning methods (Shalikhah, 2017). Technological advancements have inspired educators to be more innovative, even in sports education which has traditionally relied on hands-on training. While instructional materials have typically focused on theory, it is important to strike a balance between theory and practice to ensure that students can understand and apply concepts visually.

According to Yusup dkk (Saputro & supriyadi, 2017) states that " Sepak takraw is a sport that involves two teams, with each team comprising three players. The game is played using a ball made of woven rattan or synthetic fiber (plastic), and it takes place on a rectangular field measuring 13.40 x 6.10 metres that is divided by two lines and a net. In Sepak takraw, players are not allowed to touch the ball with their hands.. In order to play sepak takraw well, one must possess good abilities and skills. One of the most important and necessary abilities is the basic sepak takraw technique, which includes the fundamental techniques of sepak sila and sepak badek. Sepak sila is a technique used to kick the ball using the inside of the foot. It is useful for receiving and holding the ball, passing it to teammates, and saving opponents' attacks. On the other hand, sepak badek is a technique of kicking the ball with the outside of the foot. It is used to save the ball from an opponent's attack and control the ball (Rinaldo, 2014).

Based on our initial observations at the Physical Education Study Program, the researchers found that students who took the TP. Sepak Takraw Learning course faced some difficulties during the learning process. The teacher used only PowerPoint to deliver the course materials and gave examples in front of the class or in the field. Unfortunately, there were no video tutorials available to support the learning of sepak takraw courses. This made it challenging for students to understand the basic techniques of sepak takraw, including sepak sila and sepak badek.

Researchers believe that video tutorial-based learning media could be a valuable addition to the learning process. This type of learning media consists of live images displayed by a teacher, which contain learning messages to help students understand the material. It serves as a guide or additional teaching material for a group of students. Tutorial/training videos can explain in detail a certain process, how to carry out certain tasks, and how to practice. Video tutorial-based learning media benefits not only students but also teachers. In this day and age, technology makes it easier to produce more efficient and varied learning videos. We believe that incorporating this type of media will improve student learning outcomes and provide a better understanding of sepak takraw techniques.

The choice of using learning video media is also strengthened by the results of research from previous research, 1) Researchers M. Sokheh, Wahjoedi, I Gede Suwiwa (2017) entitled "Development of Learning Video Media Using the ADDIE Model for Basketball Passing Material" The results of the research show that validation media in terms of content aspect is good with a percentage of 88.00%. Media validation in terms of the learning media aspect is very good with a percentage of 96.00%. Media validation in terms of the learning design aspect is good with a percentage of 84.00%. The individual test results were very good with a percentage of 94.67%, the small group test results were good with a percentage of 89.34%, the field test results were very good with a percentage of 91.21%. 2) Researcher by Muhammad Khairul Anam, Aunurrahman, and Eny Enawaty (2022) entitled "Development of Video Tutorials for Learning Kayang Movement Material for Junior High School Students". This research uses the Research and Development (R&D) method of the ADDIE design model, through stages (1) Analyze, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation. This research was conducted at SMP Negeri 10 Pontianak class IX with 2 validators each showing that material validation obtained a total result of 3.85 (very good), media validation obtained a total result of 3.5 (very good) and design validation obtained results overall total 3.4 (excellent). Then the results of the one-on-one test, small group test and field test of the video tutorial product for learning Kayang movement material showed "very good"

results. The results of the effect size test carried out before and after using the product showed an effect size of 1.3 which was in the high category for the effectiveness of the kayang exercise.

3) Researchers Mislán, and Danang Ari Santoso entitled "The Role of Media Development in the Success of PJOK Learning in Schools". Media plays an important role in the learning process. The success of learning depends on an educator's creativity. When media is adapted to the local culture, it can have a positive impact on student learning outcomes. This research aims to describe the significance of media in elementary school learning outcomes. The analysis results suggest that research on learning media has a great influence on PJOK learning outcomes. Corner media has been widely developed for various sports. Interactive media is mostly used for developing corner learning media, keeping up with the advancements in information technology. Educators' creativity in modifying media using local wisdom concepts has a significant impact on PJOK learning outcomes.

Materials and Methods

Study participants.

The Physical Education Study Program for the academic year 2021/2022 at Ganesha University of Education in Bali has a group of students enrolled in the Sepak Takraw course. Sepak Takraw is a traditional Southeast Asian sport that is similar to volleyball, in which players kick a ball over a net using their feet, knees, chest, and head. The students in this course are likely learning the techniques and rules of the game, while also developing their physical fitness and coordination.

Study organization.

The research conducted in this study was both quantitative and qualitative in nature. The development method was employed as the primary methodology, using the ADDIE Model (Analyze, Design, Development, Implementation, Evaluation) as the development model. The initial step in creating the learning media involved carrying out a needs analysis. Once the needs, environment, and courses used were analyzed, the design stage began. The product design went through three stages, namely: 1) Software determination, 2) Storyboard creation, and 3) Design stage, comprising four activities, which included: 1) Discussing the flow of the video tutorial, 2) Designing the video tutorial content, 3) Taking and editing the video tutorial, and 4) Designing the front, back, and background. The development stage involved compiling material to create the media that was to be developed. The evaluation stage aimed to assess the extent to which the resulting product achieved the means and objectives that had been predetermined.

Statistical analysis.

The research methodology employed a data collection approach that involved the use of research instruments, specifically questionnaires or surveys that have undergone rigorous testing to ascertain their validity and reliability. Various aspects were assessed in the questionnaire, including the completeness and clarity of the learning material, the language used, the harmony of the learning material, the level of understanding of the learning material, the attractiveness of the video tutorials, their suitability for the target audience, and their practicality, flexibility, and durability. Other factors evaluated included the suitability of the learning environment, the packaging of the product, the clarity and neatness of the video tutorials, their quality, and their suitability for the target audience. Furthermore, the use of video tutorials was also evaluated, and factors assessed included their clarity and neatness, their attractiveness, their quality, and their suitability for the target audience. The data was analyzed using both qualitative and quantitative descriptive analysis techniques.

Results

The subjects of this individual trial were three IKI second semester students at the Physical Education Study Program. The three people consisted of one student with high learning achievement, one person with medium learning achievement and one person with low learning achievement. Below we will present the results of individual trial assessments of development products using the questionnaire method.

Table 1. Results of Individual Trial Assessment

No	Assessment Component/Statement	Respondent		
		R1	R2	R3
11	Audio, images, text and video in learning video media are easy to understand	5	5	5
22	Text, images and videos match student characteristics	5	4	5
33	The content of the learning material presented is complete	5	5	4
44	Video tutorials designed to be difficult	3	4	3
55	Understood The information in the image illustrations is conveyed clearly	4	5	5
66	Learning material is delivered smoothly and clearly	5	4	5
77	The intonation used in delivering learning material can be heard clearly	5	5	5
88	The sentences used to explain the material are easy to understand.	4	5	4
99	The language used is communicative	5	5	5
110	Learning tutorial video media is difficult for students to access	4	3	3

No	Assessment Component/Statement	Respondent		
		R1	R2	R3
111	Learning tutorial video media can be used repeatedly for the learning process	5	4	5
112	Practical video tutorial media is used	5	5	5
113	The learning material explained is easy to understand	5	4	5
114	Learning tutorial video media can increase students' knowledge	5	5	4
115	Video tutorial media can improve student learning outcomes	4	5	5
Amount		69	68	68
Percentage		92%	90,66%	90,66%
Total Percentage		273,32%		

$$\text{Percentage} = F : N$$

$$= 273,32\% : 3 = 91,10\%$$

Attaining an average percentage of 91.10% is indicative of a commendable level of qualification. However, to ensure the perfection of the product, it is imperative to receive individual inputs from the test subjects. Small group trials were carried out by 6 (six) second semester students of IKI and IIC Penjaskesrek Study Program. The selected students are randomly selected students. The six people consisted of three IKI second semester students and three IIC semester students. Below we will present the results of the small group trial assessment of the development product using the questionnaire method.

Table 2. Results of the Small Group Trial Assessment

No	Statement	R1	R2	R3	R4	R5	R6
1	P1	5	5	5	5	5	5
2	P2	5	5	5	5	5	5
3	P3	5	5	5	4	5	5
4	P4	3	4	3	4	4	4
5	P5	5	5	5	4	5	5
6	P6	5	5	5	5	5	5
7	P7	5	5	5	4	5	5
8	P8	5	5	5	4	5	5
9	P9	4	5	5	5	5	5
10	P10	4	4	4	3	3	3
11	P11	5	5	5	4	5	5
12	P12	5	5	5	4	5	5
13	P13	5	5	5	5	5	5
14	P14	5	5	5	5	5	5
15	P15	5	5	5	5	5	5
Total score		71	73	72	66	72	72
Percentage(%)		94,66%	97,33%	96%	88%	96%	96%
Total Percentage		567,99%					

$$\text{Percentage} = F : N$$

$$= 567,99\% : 6 = 94,66\%$$

The test subjects' feedback improved the already impressive 94.66% average.

Discussion

Sepak Takraw is a traditional Southeast Asian sport that is similar to volleyball, in which players kick a ball over a net using their feet, knees, chest, and head. The students in this course are likely learning the techniques and rules of the game, while also developing their physical fitness and coordination. In the material content expert test, they got very good qualifications with a percentage of 93.33%, in the learning media expert test they got very good qualifications with a percentage of 93.33%, in the learning design expert test they got very good qualifications with a percentage of 96.25% and in the field practitioner test they got very good qualifications with a percentage of 92.00%, while the results of individual product trials were with very good qualifications with a percentage of 91.10%, in small group product trials with very good qualifications with a percentage of 94.66%.

Conclusions

The video-based learning media for basic sepak badek techniques in the sepak takraw game has been designed for students of the Physical Education and Physical Education study program with the help of research and expert feedback. The ADDIE model was used for the design process. Based on the evaluations conducted by content and material experts, the learning material has been classified as 'very good' with a score of 93.33%. The learning design and media experts have also evaluated the material and have classified it as 'very good' with scores of 96.25% and 93.33%, respectively. Additionally, the field practitioners have also assessed the material and have classified it as 'very good' with a score of 92.00%.

The study found that the video tutorial-based learning media developed for teaching basic techniques of sepak sila and sepak badek in the sepak takraw game was highly effective. The results showed that 91.10% of students who participated in individual trials rated the media as very good, while 94.66% of students who participated in small group trials rated it as very good. Based on these findings, the study concluded that the learning media did not need any revisions and can be used for further research.

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Conflict of interest

Researchers stated there was no interest in this research.

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