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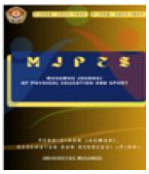

Video Tutorial-Based Learning Media Using the Addie Model on Football Passing Control Material

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Abstract
The learning process during the transition period causes students' enthusiasm and interest in learning to decrease, which results in students' learning outcomes in the Physical Education subject, especially in the passing-control material. This study aims to develop a video tutorial on soccer passing and control. This research refers to the ADDIE development model, namely analysis, design, development, implementation and evaluation. The subjects of this study include a subject matter expert, a media expert, and a Physical Education teacher (practitioner). Qualitative descriptive analysis techniques and quantitative descriptive analysis are the data analysis techniques used. Evaluations from the subject matter expert indicated that the video tutorial on basic soccer passing and control techniques achieved a 100% rating, falling into the "excellent" category. The response from learning media experts obtained a percentage of 100% which is in the very good qualification. Feedback from the practitioner in the field resulted in a 97% rating, which is also considered "excellent." The results of the study show that the passing-control video tutorial is suitable for use in learning at the junior high school level, especially for class VIII students in PJOK learning. The implication of this research is that passing-control video tutorial media can be used by teachers to improve football passing-control skills.
Keywords: Learning Media, Video Tutorial, Football Passing Control

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Introduction

Physical Education, Sports, and Health (PJOK) is essentially an educational process that primarily utilizes physical activity as a core component of its instruction (Ghiffary, 2020; Wirayasa et al., 2021). Within the Physical Education, Sports, and Health (PJOK) curriculum and syllabus implemented in schools, various subject matters are included—one of which is soccer (Budiastawan & Adnyana, 2023). Soccer is a sport that requires individuals to possess a high level of skill (Muhlisin et al., 2021; Noordia, 2022; Sulistiyono et al., 2022). The movements involved in the game are highly complex, and the ability to play soccer well is influenced by numerous factors (Rhamadhansyah, 2017). Soccer is a team sport played by eleven players on each side, including a goalkeeper (Silva et al., 2023). The game relies almost exclusively on the use of the feet, with the exception of the goalkeeper, who is permitted to use any part of their body (Andriadi, 2019; Dinangsit & Saputra, 2022).

The factors that must be mastered in order to play football well are control, passing, dribbling, and heading. Mastering these techniques is fundamental to the game, alongside other aspects of training. In soccer games, teachers develop various different learning methods and models to achieve optimal learning (Ghiffary, 2020; Oka Mahendra et al., 2021; Wijaya et al., 2022). Effective learning strategies and models can be implemented by involving students in learning materials, with a high percentage of student involvement through active, creative, and enjoyable learning (Ghiffary, 2020; Pranata et al., 2021). Based on the results of observations, the PJOK learning carried out at Junior High School 1 Ploso, especially for class VIII students, requires active learning because the process of transitioning from online to face-to-face learning means that students are not yet accustomed to following the learning process which requires the role of the teacher. This transitional period has led to a decline in student motivation and interest, negatively affecting learning outcomes in Physical Education (PJOK), particularly regarding passing and ball control. Apart from that, the factors that influence teachers are only focused on theory, so that physical activity is limited and does not run optimally. Teachers also do not practice movements when teaching so that the material delivered to students is not optimal and the PJOK learning process carried out during this transition period cannot run effectively because students are not yet ready to participate in face-to-face learning.

Developing creative and innovative learning media in PJOK learning is one way to overcome these problems. Learning media encompasses anything that can be used to convey messages or information during the teaching and learning process, thereby stimulating students' attention and interest (Novita & Pratama, 2019; Tarchi, Zaccoletti, & Mason, 2020). Physical Education learning media needed to stimulate attention to the basic passing and control techniques in football games. Since these techniques rely heavily on physical activity, innovative approaches to instruction are required (Astra & Putra, 2020; Noordia, 2022). Video-based tutorials serve as an effective learning medium, offering a systematic and detailed progression of the learning process (Sugiyono, 2013). In the learning video there is a video tutorial that explains material about basic passing and control techniques that can be delivered to students supported by audio visuals. Video media is a type of audio-visual media that can depict an object moving together with natural sounds or appropriate sounds (Andriyani & Suniasih, 2021; Darsana, Satyawan, Spyanawati, & Parta, 2021; Mahlianurrahman & Syamsu, 2019). A video tutorial acts as a guide—explaining specific subject matter, training content, or the operation of a system (hardware or software)—packaged as a video resource for students (Atminingsih et al., 2019; Lestari et al., 2018; Rositayani et al., 2018). Video tutorials can also be said to be a method of transferring knowledge that is sent or formed in moving image format (Darsana, Satyawan, Spyanawati, Astra, et al., 2021; Wirasasmita & Putra,

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2018). This definition clarifies that tutorial videos make the explanation of subject matter more accessible. Previous research findings indicate that instructional videos are suitable for use in fourth-grade elementary science (IPA) lessons and are effective at explaining concrete concepts (Wahyuni et al., 2021). Tutorial videos can be designed to ensure that learning objectives are achieved efficiently and effectively, while fostering an engaging and enjoyable learning environment (Elizabeth E. Park, 2022; Semarayasa et al., 2023). In physical education (PJOK), tutorial videos focused on soccer passing and control techniques can help cultivate student interest and motivation. Video tutorial media can be played repeatedly so that the learning process can be studied outside of class hours. Video tutorials can help PJOK teachers to develop creative and innovative learning media so that learning materials can be conveyed clearly to students, students can learn independently and can be played back independently so that students can remember the material that has been given. This research aims to develop a tutorial video on soccer passing and control.

Materials and Methods

The research model used for this instructional video is the ADDIE model. The ADDIE model consists of five steps, namely analysis, design, development, implementation and evaluation (Tegeh & Jampel, 2017). The research procedure for the passing and control tutorial video involves several stages. Analysis stage, the initial step was to obtain data that the activity during receiving soccer learning at Junior High School 1 Ploso on passing and control techniques was relatively low and the model used was still conventional so that media was needed that was appropriate to the needs of students. An assessment of the learning environment revealed that facilities and infrastructure were sufficiently adequate; however, an analysis of student performance in the subject showed that many students were receiving low scores. The design phase involved selecting and establishing the script for the passing and control tutorial video. During the development phase, instructional content was compiled—gathering core materials to support the creation of the media, including text, images, animations, and audiovisual elements. Product validation was conducted through a trial design, involving test subjects, expert reviews, and data collection and processing. The research underwent review by four experts: a subject matter expert, an instructional design expert, a media expert, and a field practitioner. Data collection utilized tools such as documentation sheets and questionnaires. The video tutorial validation instrument grid for soccer passing control

Results

The research findings discussed herein describe the use of video tutorial learning media for the topics of passing and control in soccer, intended for eighth-grade students at Junior High School 1 Ploso. This medium serves as an alternative for improving the quality of instruction in soccer-related content. Developed using the ADDIE model, this learning medium is designed to address the aforementioned challenges. The analysis phase—the initial step—serves as the foundation for creating content focused on the fundamental techniques of passing in soccer. Observations at Junior High School 1 Ploso indicated a low level of student engagement during soccer lessons, particularly regarding the fundamental techniques of passing and control. This is partly due to the continued use of conventional teaching models. Furthermore, an assessment of the school environment revealed that while facilities are adequate, they remain underutilized. The planning phase involved designing the video tutorials through the development of storyboards and flowcharts. The storyboard for the video tutorial learning media is presented in Table 1.

Table 1. *Storyboard*

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SCENE	INFORMATION
1	The logos of Univercity PGRI Jombang and the Bachelor's (S1) Physical Education department appear, followed by the title of the presentation topic, alongside an introduction of the presenter. Audio and music, themed appropriately, also begin to play.
2	What is passing in football? music according to the material presented Audio.
3	1. Initial stance Describes five items related to initial attitudes. Followed by explanatory audio and background music according to the material.
4	2. Implementation approach Explains five items related to implementation attitudes. Followed by explanatory audio and background music according to the material.
5	3. Final Stance Explaining five items related to the final stance. This is accompanied by an audio explanation and background music tailored to the content.
6	Closing Thank you, and please accept my apologies if there were any verbal errors during the presentation of this video tutorial.

After the planning stage is carried out, the video development stage is carried out by following the storyboard and flowchart. The necessary basic learning materials are collected as well as materials for making media as supporting aspects such as text, images, animation, audio and video. The average score obtained was converted using a 5-scale conversion guideline to obtain an average expert validity result of very good in Table 2.

Table 2. Expert Validity Results.

No	Learning Expert	Score	Percentage	Category
1	Learning Content/Material	75	100%	Very good
2	Instructional Media	75	100%	Very good
3	Instructional Design	80	100%	Very good
4	Field Practitioner (PJOK Teacher)	73	97%	Very good

Based on Table 2, the soccer passing-control tutorial video was tested with experts. The first expert, namely the PJOK subject content expert, obtained a score of 75. The first expert—a specialist in the subject matter (Physical Education, Sports, and Health/PJOK)—gave a score of 75. Based on this, the percentage for the video tutorial—designed for teaching basic soccer passing and control techniques—was calculated and converted using a 5-point scale, resulting in a score of 100%, classified as "Very Good." The second expert—a specialist in instructional media design—gave a score of 80; this also resulted in a 100% rating, classified as "Very Good." The fourth expert, namely the PJOK Field practitioner, obtained a score of 73 for video tutorial-based learning media by the Field Practitioner. Based on these results, the percentage level of video tutorial-based learning media for basic football passing and control techniques can be calculated, with a percentage result of 97% with a Very Good score. The results of the study show that the passing-control video tutorial is suitable for use in learning at the junior high school level, especially for class VIII students in PJOK learning.

Discussion

The results of the study show that the passing-control video tutorial is suitable for use in learning at the junior high school level, especially for class VIII students in PJOK learning. This is supported by several aspects. First, the passing-control tutorial video is effective for improving student learning outcomes. The content presented aligns with the learning objectives; The suitability of media material with KD, Indicators and

objectives is a very important thing in video development. Presenting media in an engaging manner can boost students' interest in learning (Krisna Bayu & Citra Wibawa, 2021). Furthermore, an effective delivery strategy—which integrates contextual elements into the video content—facilitates a systematic presentation of the material, making it easier for students to grasp the subject matter while enhancing their enthusiasm (Bayu & Wibawa, 2021; Tegeh et al., 2019). The use of learning media that suits students' characteristics can help arouse students' curiosity and motivation to learn, so that learning can be achieved optimally (Hapsari & Zulherman, 2021; Stoll et al., 2021).

Second, this passing-control video media has a good level of validity so it is suitable for use in the learning process. This development research produces a learning video media product. The availability of a "passing-control" tutorial video enables students to study physical education (PJOK) anytime and anywhere, without time constraints. Students can also repeat the video tutorial to understand passing control in PJOK learning. Furthermore, students can learn these techniques in a manner that aligns with their individual circumstances, which facilitates the learning process and boosts their motivation. The video tutorial on passing-control learning that was developed has an innovation in that it contains audio that is designed to attract students' attention, a video that is suitable for students to watch which is able to stimulate students' curiosity, especially in the video tutorial containing a combination of text, images, animation, and sound so that it can foster students' cognitive and enthusiasm for learning (Nugraha et al., 2023; E. E Park, 2022; Wahyuni et al., 2021). Effective instructional media must meet several criteria: it should be as simple as possible, easy to understand, and engaging, thereby motivating students to learn (Andriyani & Suniasih, 2021; Yuniarni et al., 2019). This finding is reinforced by previous findings stating that efforts to introduce sports are effectively carried out through video tutorials (Hartini, 2021). Thematic-based physical education game videos are also well-suited for supporting the learning process (Prabawa et al., 2021). Video tutorial learning media on basic petanque throwing techniques is suitable for use in the learning process (Mahlianurrahman & Syamsu, 2019; Saputri & Suwiwa, 2022). The implication of this research is that passing-control video tutorial media can be used by teachers to improve football passing-control skills.

Conclusions

The passing-control video tutorial has been validated. The results obtained from the video tutorial from expert trials have an average value of very good and are suitable for use in PJOK learning in junior high schools, especially for class VIII students. These results help students to be enthusiastic about learning and are able to help students to repeat the video tutorial until they can. So that students are motivated to learn passing control which has the attraction of audio visuals and explanations that can be understood.

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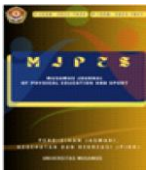

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