

THE USE OF LEARNING VIDEOS TO MOTIVATE ELEMENTARY SCHOOL STUDENTS TO LEARN FOOTBALL GAME MATERIALS

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ABSTRACT

This study tries to ascertain whether using video in the classroom can boost students' motivation to learn about soccer game content. This kind of study employs classroom action research with a subject population of 78 students in class VI at MI Salafiyah Sempu during the odd semester of the 2021–2022 academic year. A questionnaire and observational methods are employed to obtain the data. Quantitative descriptive data analysis is the method of data analysis that is used. The average class student's learning motivation increased as a result of the processing of the research data, rising from 76.82 percent in the first cycle to 90.16 percent in the second, and meeting the study's success threshold of 80 percent. Based on the study's findings, it was determined that using video to teach seventh-grade students at MI Salafiyah Sempu about soccer in the odd semester of the 2021–2022 academic year may boost their enthusiasm to learn. Therefore, as a suggestion that the use of video learning can increase student motivation

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1. INTRODUCTION

The learning process is a process that involves interaction between students and teachers as well as between teachers and students (Marheni et al., 2020; Dumiyanto et al., 2021; Ferdiansyah, 2022; Astutik & Yudanto, 2022). With this interaction, it is expected that students can gain an understanding of what is obtained in teaching and learning interactions. In the process of implementing school learning, there are several factors that influence it, namely internal and external factors, and not only that, media or multimedia greatly affect the learning process in achieving maximum learning outcomes (Mayer, 2003; Sudarsana et al., 2019; Aliyyah et al., 2020; Nurjannah et al., 2021). Therefore, it is necessary to develop innovative media or other multimedia developers.

The problems that still often occur and are encountered in the learning of physical education, sports, and health (PJOK) are the traditional learning process (Masgumelar & Dwiyo, 2020; Santoso & Wiyanto, 2021; Messakh et al., 2021; Yoda et al., 2021; Hidayat & Sujarwo, 2022). This can be seen from the learning process that is still carried

out classically or in large groups where the learning process is carried out without paying attention to the characteristics of students. We can see this based on the data from the daily test results for the basic ball passing technique (soccer). There are still many class VI students at MI Salafiyah Sempu in the 2020/2021 academic year that do not meet the minimum completion criteria (KKM: 75) that apply to class VI at MI Salafiyah Sempu. There are 2 classes, each consisting of 78 students. The average value of the students of the 2 classes in passing material in a football game is 76.82%. The low learning outcomes are due to the lack of students' learning motivation. Therefore, the teacher's role in developing video-based learning multimedia (Video Learning) is needed to increase students' interest or motivation to learn.

The function of the learning video is as an intermediary tool that facilitates the learning process (Rankin et al., 2006; Goulah, 2007; Kim, 2015; Saragih & Hasibuan, 2018; Fuady & Mutalib, 2018; Ferdiansyah, 2022; Aprianto et al., 2022). To make it more fun, the teacher can package the material into a more interesting teaching aid by applying technology in the world of education (Beatty, 2013; Thomson et al., 2014; Almara'beh et al., 2015; Huang et al., 2022). Based on the problems above, the research aims to raise the title of increasing learning motivation in football game material through the application of learning videos for class VI students at MI Salafiyah Sempu for the 2020/2021 school year.

2. METHOD

The product manufacturing model in this development research is the ADDIE model. The selection of this model is based on the consideration that this model is programmed with systematic sequences of activities in an effort to solve learning problems related to learning resources that are in accordance with the needs and characteristics of students. This development research uses two methods of data collection, namely (1) document recording and (2) questionnaires. The questionnaire contains items related to interactive multimedia. The instrument, in the form of a questionnaire, is used by researchers to collect review data from content experts in the field of study or subjects, design experts, and learning media experts. In essence, development research uses two analytical techniques, namely:

a. Descriptive Qualitative Analysis

This qualitative descriptive analysis technique is used to process the data from the review of subject experts, subject design experts, learning media experts, and student trials. This data analysis technique is carried out by grouping information from qualitative data in the form of input, feedback, criticism, and suggestions for improvement contained in the questionnaire. The results of this analysis are then used to revise the product developed.

b. Descriptive quantitative analysis

This analysis technique is used to process the data obtained through a questionnaire in the form of a descriptive percentage. The formula used to calculate the percentage of each subject is as follows:

The ADDIE model was developed by Dick and Carey (1996) to design a learning system.

1. Phase of Analysis (Analyze)

This can be seen from the learning process that is still carried out classically or in large groups where the learning process is carried out without paying attention to the characteristics of students. We can see this based on the data from the daily test results for large balls with basic passing techniques (soccer). There are still many class VI students at MI Salafiyah Sempu in the 2020/2021 academic year who do not meet the minimum completeness criteria (KKM: 75) which apply to class VI. There are 2 classes consisting of 78 students. The average value of the students of the 2 classes in passing material in a football game is 76.82%. The low learning outcomes are due to the lack of students' learning motivation.

2. Design Planning Phase

At this stage, the researchers designed a product aimed at Class VI students at MI Salafiyah Sempu for the 2020/2021 academic year by selecting the passing football teaching material in the subjects of Physical Education, Sports, and Health (PJOK).

3. Phase of Development (Development)

At this stage, the thing to do is develop a product in the form of interactive multimedia based on video learning. Product development is the collection of materials and teaching materials needed to make products such as subject matter (substance of subjects), supporting aspects such as images, animations, audio, video, as illustrations, clip-art images, and graphics. The development of basic materials is carried out using textbooks obtained at the school concerned with PJOK class VI subjects at MI Salafiyah Sempu and other source books relevant to health materials in PJOK Class VI subjects. The collection of images, audio, and animation is obtained through self-production, personal archives, and downloads via the internet, as well as direct retrieval in the field.

4. Implementation Phase (Implementation)

Implementation is a real step to implement interactive multimedia that is being created. This means that at this stage, everything that has been developed will be installed or set in such a way according to its role or function so that it can be implemented.

5. Stage of Evaluation (Evaluation)

The evaluation stage aims to see the extent to which the products can achieve the goals and objectives that have been set previously. At this stage, an assessment of students is carried out to determine student learning outcomes after using learning videos in a series of ongoing learning processes.

3. RESULTS AND DISCUSSION

Based on the results of observations at MI Salafiyah Sempu, which is still relatively low, researchers find a gap in the learning process carried out, namely, problems that still often occur and are encountered in learning physical education, sports, and health (PJOK), a traditional learning process. This can be seen from the learning process that is still carried out classically or in large groups where the learning process is carried out without paying attention to the characteristics of students, resulting in low learning outcomes and less optimal use of suggestions and media such as LCD and others. Therefore, the teacher's role in developing learning video-based multimedia is very helpful for students in the learning process, whether done remotely or through virtual media (online) or limited face-to-face. So that it makes it easier for students to understand the material provided through virtual or online media.

Table 1. Percentage of the average score of students' learning motivation

No.	Class	Percentage (%)	Description
1.	VI A	79,67	Under criteria
2.	VI B	77,97	Under criteria
	Average	78,82	Under criteria

The criteria for the success of this study are 80%

The researcher carried out the learning process using video-based learning multimedia (Learning Video) to increase the interest or learning motivation of students in the VI class PJOK subject at MI Salafiyah Sempu and other source books relevant to health material in the VI Class PJOK subject. While the collection of images, audio, and animation is obtained through self-production, personal archives, and downloads via the internet as well as direct retrieval in the field.

Table 2. Percentage of the average score of students' learning motivation

No.	Class	Percentage (%)	Description
1.	VI A	90,76	Under criteria
2.	VI B	89,56	Under criteria
	Average	90,16	Under criteria

The criteria for the success of this study are 80%

In the learning process, it is necessary to develop innovative media or other multimedia developers. The problems that still often occur and are encountered in the learning of physical education, sports, and health (PJOK) are the traditional learning process. This can be seen from the learning process that is still carried out classically or in large groups where the learning process is carried out without paying attention to the characteristics of students.

This is in line with what was said that teachers can package materials into more interesting teaching materials by applying technology in the world of education (Lee & Tsai, 2010; Susanto et al., 2020).

We see that based on the data from the daily test results for large balls and basic techniques of passing (soccer), there are still many class VI students at MI Salafiyah Sempu in the 2020/2021 academic year that do not meet the minimum completeness criteria (KKM: 75) which apply to Class VI at MI Salafiyah Sempu. There are 2 classes consisting of 78 students. The average value of the students of the 2 classes in passing material in a football game is 76.82%. While the average value of the students in the 2 classes in the passing material in the football game increased by 90.16% in cycle II.

4. CONCLUSION

The conclusions of this research are as follows:

1. This development design uses the ADDIE model with the following stages: (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. From these stages, it produces data on student learning outcomes after going through the learning process by using multimedia-based learning videos on basic football passing techniques.

2. Based on the data from the daily test results for the large ball material and basic passing techniques (soccer), there are still many class VI students at MI Salafiyah Sempu in the 2020/2021 academic year that do not meet the minimum completeness criteria (KKM: 75) which apply to Class VI at MI Salafiyah Sempu. There are 2 classes consisting of 78 students. The average value of the students of the 2 classes in passing material in a football game is 76.82%. While the average value of the students in the 2 classes in the passing material in the football game increased by 90.16% in cycle II,

With this, it can be concluded that the application of learning videos can increase students' learning motivation. It also has a positive effect on the achievement of students' learning outcomes at MI Salafiyah Sempu. Therefore, as a suggestion that the use of video learning can increase student motivation.

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