



Effectiveness of using video tutorials in PJOK lessons during the Covid 19 Pandemic

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Abstrak

Penelitian ini bertujuan untuk mengetahui tingkat keefektifan media pembelajaran video tutorial pada mata pelajaran PJOK siswa kelas IX SMP Negeri 1 Baranti. Metode yang digunakan pada penelitian ini yaitu penelitian kuantitatif dengan pendekatan deskriptif. Penelitian kuantitatif adalah penelitian yang didasari oleh filsafat *positivisme*, berfokus pada fakta objektif yang telah diselidiki dengan cara kuantitatif. Populasi penelitian ini adalah seluruh siswa kelas IX SMP Negeri 1 Baranti sejumlah 60 siswa. Berhubung karena jumlah populasi kurang dari 100 sehingga penelitian ini menggunakan sampel keseluruhan. Teknik Pengumpulan data yang digunakan pada penelitian ini adalah wawancara, kuisioner, dan dokumentasi. Teknik analisis data penelitian ini menggunakan analisis kuantitatif deskriptif dalam bentuk persentase. Berdasarkan hasil penelitian diketahui bahwa hasil analisis 4 indikator yakni mutu pengajaran, tingkat pengajaran, insentif, dan waktu data memperoleh rata – rata sebesar 83,5% menunjukkan penggunaan video tutorial sangat efektif pelaksanaan pembelajaran PJOK. Dengan demikian dapat disimpulkan bahwa penggunaan video tutorial pada pelajaran PJOK dimasa Pandemi Covid 19 sangat efektif.

Kata Kunci: efektivitas, video tutorial, PJOK

Abstract

This study aims to determine the level of effectiveness of video tutorial learning media on PJOK subjects for class IX students of SMP Negeri 1 Baranti. The method used in this research is quantitative research with a descriptive approach. Quantitative research is research based on the philosophy of positivism, focusing on objective facts that have been investigated by quantitative means. The population of this study were all students of class IX SMP Negeri 1 Baranti a total of 60 students. Due to the fact that the population is less than 100, this study uses the entire sample. Data collection techniques used in this study were interviews, questionnaires, and documentation. The data analysis technique of this research used descriptive quantitative analysis in the form of percentages. Based on the results of the study, it is known that the results of the analysis of 4 indicators namely teaching quality, teaching level, incentives, and data time obtained an average of 83.5% indicating the use of video tutorials is very effective in implementing PJOK learning. Thus, it can be concluded that the use of video tutorials in PJOK lessons during the Covid 19 Pandemic is very effective.

Keywords: effectiveness, video tutorial, PJOK

Introduction

In the era of Industry 4.0 where countries in the world are racing to innovate

in various fields both economic, health and education in order to be able to follow the era to the era of Society 5.0, but entering

2022 Indonesia actually regained the terror of Covid 19 new variant, Omicron. This does not mean stopping the spirit of teachers to continue to be creative to improve the quality of education. The quality of education is a direct result of the changes and developments of various aspects of life. The demands of the quality of education are the most important conditions to be able to answer the challenges of change and development (Nurhikmah et al., 2021).

Education in Indonesia until now is still not optimal, both in terms of design, development, utilization, management, and evaluation. Still needed serious attention and effort from all parties related to learning technology, both from academics, researchers and experts (Elihami & Saharuddin, 2018).

Given the discretion on the implementation of the Joint Decree of the Minister of Education, Culture, Research and Technology, the Minister of Religion, the Minister of Health, and the Minister of Home Affairs of the Republic of Indonesia starting from Limited Face-to-Face Learning (PTM), Temporary Termination of PTM Limited, to ensuring the temporary termination of PTM Limited.

The learning process is fully re-implemented from home in other words distance education is closely related to the content (Permendikbud No. 24 of 2012 article 1) on distance education which is often called PJJ is an education whose learners are separated from educators and their learning using various learning resources through information and communication technology.

This condition requires teachers to have the ability to analyze, develop, and evaluate learning media that are efficient and effective until they are suitable for use in learning. Currently a variety of applications used by teachers in *the online* learning process such as *whatsapp*, *google classroom*, *google meet*, *zoom meeting*, to *webex meet*.

But in certain learning applications used sometimes less precise with the lesson. One of the subjects that require the role of Educational Technology is PJOK subjects. PJOK is a subject that uses *the concept of learning by moving* (learning through motion). Students often forget instruction and movements related to learning materials, so students will have difficulty in learning and will have an impact on less maximal learning outcomes (Aryanata et al., 2020). Therefore, teachers must be selective in using learning media. In the subjects of PJOK where these subjects are a medium to encourage physical growth, psychic development, motor skills, knowledge and reasoning, the perception of values (attitude-mental-emotional-sportsmanship-spiritual-social), as well as the habituation of healthy lifestyles that are luxury to stimulate the growth and development of balanced physical and psychic qualities.

As a learning technologist we are required to be able to help teachers in successful learning. Both in terms of content, media, and learning resources. The most important thing is the medium of learning. A learning technologist is expected to be able to produce a learning medium that is really able to facilitate both teachers and learners in learning (Kurniawan et al., 2017). Thus the learning media used in PJOK learning can not only be with messages / chat alone, but requires learning media that are able to involve several senses in the human body such as video tutorials.

(Batubara & Ariani, 2016) describes video as a technology of capture, recording, processing, storage, displacement, and reconstructing sequences of still images by presenting scenes in motion electronically so that the video looks like a moving image.

According to Cecep (2013: 64) video is a tool that can present information, explain processes, explain complex concepts, teach skills, shorten or slow down time and influence attitudes. Firdaus in (Utomo & Ratnawati, 2018) said that video

or film is a series of many frame images that play quickly. From the above opinion, it can be concluded that the video is a live image that is displayed through a screen that is able to present information and explain complex concepts that are not even able to be captured by the human senses if viewed the process directly or with the naked eye.

The Great Dictionary of Indonesian (2012: 907) tutorials are mentoring conducted by teachers or commonly referred to as tutors to a person or group of learners.

So it can be concluded that video tutorials are a set of moving images that teachers use to convey messages to help learners understand learning materials.

Currently video tutorials are starting to take the attention of many parties, both from academic, professional, corporate and industrial circles. Video tutorials are one of the many learning and training media that can be used both in the realm of family education and the surrounding environment. Currently video tutorial media can be said to be one of the new paradigms in the field of modern education and many studies have shown empirical evidence in support of the idea of utilizing video tutorial technology effectively can provide many opportunities (Ferdiansyah et al., 2021).

Based on the results of the interview and interviews of researchers at SMP Negeri 1 Baranti district of Sidenreng Rappang district, it is known that the school has carried out learning based on the 2013 curriculum with thematic learning model, but the problems are seen in the use of learning media. The low ability of teachers in developing creative and innovative learning video media results in a lack of motivation for children's learning because they still use general learning media such as those available on social media such as *google* and *youtube*, even though the surrounding environment involved in the process of making tutorial videos can be used as an idea to create interesting learning videos.

Based on these problems, researchers are interested in researching about "the effectiveness of the use of video tutorials in PJOK lessons during the Covid 19 Pandemic Omicron variant in SMP Negeri 1 Baranti District Baranti Sidenreng Rappang district".

Methodology

The method used in this study is quantitative research with a descriptive approach. Sukmadinata in (Nafsi et al., 2022) quantitative research is research based on the philosophy of *positivism*, focusing on objective facts that have been investigated in a quantitative way. Furthermore, the descriptive approach is a research that has the goal to analyze and ascertain a condition and circumstances whose results will be presented in the form of a research report (Arikunto, 2013). The designs in this study are numbers and statistical calculations.

This research data analysis technique uses descriptive quantitative analysis in the form of percentages. Quantitative methods were chosen in this study because this study measured the effectiveness of the use of video tutorials as a medium of learning PJOK subjects by *scoring* the following formula:

$$\text{Presentase penilaian \%} = \frac{\sum \text{ skor yang diperoleh}}{\sum \text{ skor tertinggi}} \times 100\%$$

Source: (Riduwan, 2018)

The application of the formula for the score on the questionnaire answer choice score was adapted from Riduwan (2018: 39) point 5 with the criteria of the answer Strongly Agree (SS), point 4 with the answer criteria Agree (S), point 3 with the neutral answer criteria (N), point 2 with the criteria of the answer Disagree (TS), point 1 with the criteria of the answer Strongly Disagree (STS). The score on the questionnaire's answer will be used to calculate indicators assessing the effectiveness of learning. According to Slavin (2008: 274) there are 4 indicators

that serve as instruments to measure the effectiveness of learning in questionnaires that are distributed to active students of Class IX Of State Junior High School 1 Baranti as follows: (1) Quality of Teaching, seen from the learning process and learning results seen from the value. (2) The level of teaching, seen from the extent to which students are ready to follow the learning. (3) Incentives, can be seen from the activities of lecturers providing motivation to students. (4) Time, can be seen from students given enough time to learn the material taught.

The population in this penelitin is a student of class IX Junior High School Negeri 1 Baranti. Kuisoner is distributed to active students of IXa, IXb and IXc classes. Arikunto (2010) in his research mentioned that research that took the subject of a sample of less than 100 then all can be used as a sample.

Some of the stages of data collection methods in this study are: (1) Researchers conduct interviews with teachers who master PJOK subjects and active students of class IX.; (2) Questionnaires, The dissemination of questionnaires is done via online using *Google Form* through *WhatsApp* messages to students. (3) Documentation consists of learning photos through video tutorials and student grades. As for the stages of quantitative data analysis method where the data produced will be in the form of numbers (Sukmadinata, 2015: 53) in this research there are 3 (Three) stages, namely: (1) Data processing, where the data that has been obtained as a whole is re-examined. (2) Organizing data, including inputting and entering data that has been examined in the frequency table, then doing calculations by adding the score on each question, then the researcher creates an interval class then sums the score from each respondent's answer. (3) The discovery of results, the results obtained from the calculation of all the scores of each indicator which is then presented in percentages, then the percentage results are grouped according to

the class of intervals. The numbers will then be described in sentence form to make them easier to understand. After the data is quantitatively analyzed, the data is averaged and will then be grouped according to the following likert scale assessment criteria:

Tabel 1. Kriteria Intepretasi Skor Keefektifan Peggunaan Video Tutorial

Valuation	Effectiveness criteria
0-20	Very ineffective
21-40	Ineffective
41-60	Quite effective
61-80	Effective
81-100	Very effective

Sorce : Riduwan (2018:41))

Result and Discussion

The results of the data analysis after researchers spread questionnaires using *Google Form* through *WhatsApp*, which was then responded by respondents as many as 60 students of class IX. Based on 4 (four) indicators used as assessment benchmarks showed a percentage result of 85.49 with a very effective category proving that the use of video tutorials is very effective as a medium of learning PJOK subjects. Overall the effectiveness of the use of video tutorials as a learning medium for PJOK-playing eyes can be seen in the following table:

Tabel 2. Intepretasi Kriteria Keefektifan Peggunaan n video tutorial

Indicators	Percent	Category
Teaching Quality	86%	Very effective
Teaching Level	82%	Very effective
Incentive	78%	Effective
Time	88%	Very effective
Average	83,5%	Very effective

Thus, it can be known that the use of video tutorials is very effectively used as a learning medium where the content on the video contains material and practices. PJOK subjects contain materials & practices, students are able to complete assignments given by teachers by paying attention and understanding videos

uploaded by teachers. Students can also learn and play back videos at any time so that they better understand the material as evidenced by the value of their good learning outcomes.

The results of this study are supported by the results of research from (Hendriyani et al., 2018) with the research title Of Research Analysis of The Needs of Video-Based Learning Media Development Tutorial found that video tutorials of Data Mining subjects in the Department of Electronics Engineering, Faculty of Engineering, Padang State University need to be developed. Video tutorials were chosen because they can facilitate students to learn, both with educators and independently.

(Batubara & Ariani, 2016) with the title Utilization of Video as a Mathematical Learning Medium SD / MI, the results of video research as a learning medium are easy to use and able to explain content more clearly. Furthermore, by (Anam et al., 2022) with the research title Of Video Development Tutorial Learning of Kayang Motion Materials In Junior High School Students obtained the conclusion that the effectiveness of this rich movement learning tutorial video is effective on the ability of learners in doing kayang motion skills. This conclusion is taken based on the results of the validity test analysis on every aspect of the "valid" instrument and the results of the effect size test obtained results of 1.3 with high categories.

The limitation of this study is that it only analyzes the effectiveness of the use of video tutorials on PJOK lessons, not directly seeing students practicing the material themselves in completing the assessment because the assignments collected by students are also in the form of videos. But that doesn't diminish the quality of the research.

Conclusions

The results of the analysis of the 4 data indicators above obtain an average of 83.5% indicating the use of video tutorials

is very effective as a medium for learning PJOK subjects. The teaching level got an average percentage of 86% and the teaching rate was 82% with a very effective category. Incentives get an average percentage of 78% in the effective category. The time indicator which shows the highest result among 4 (four) other indicators gets an average percentage of 88% with a very effective category.

Students can re-learn the material in the video tutorial anytime and anywhere so that students can understand the learning material and make it easier for students to complete and send assignments with videos. learning media for PJOK subjects.

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