



Development Of Floor Exercises Learning Module assisted By A Quick Response Code For Eight Grade Students Of Public Junior High School Number Five Lubuklinggau

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Abstrak

Penelitian ini bertujuan untuk menghasilkan Modul pembelajaran senam lantai berbantuan quick response code pada siswa kelas VIII SMP Negeri 5 Lubuklinggau yang valid dan praktis. Penelitian ini merupakan penelitian pengembangan menggunakan model ADDIE. Model ini terdiri dari lima tahap yaitu; tahap analisis (Analysis), tahap Perencanaan (Design), tahap Pengembangan (Development), dan tahap evaluasi (evaluation). Teknik pengumpulan data dalam penelitian menggunakan wawancara, observasi, angket. Teknik analisis data menggunakan langkah-langkah kevalidan ahli bahasa mendapatkan nilai skor 0,80, ahli materi mendapatkan nilai skor 0,89, dan ahli media mendapatkan nilai skor 0,90. Berdasarkan hasil analisis dari ketiga ahli yaitu; ahli bahasa, ahli materi, ahli media menunjukkan bahwa Modul pembelajaran senam lantai berbantuan quick response code telah memenuhi kriteria valid. Selanjutnya analisis kepraktisan guru dan siswa smallgroup mendapatkan nilai 83,72% sehingga kepraktisan Modul pembelajaran senam lantai berbantuan quick response code pada siswa kelas VIII SMP Negeri 5 Lubuklinggau dikategorikan sangat kuat kepraktisannya. Sehingga dapat disimpulkan bahwa Modul pembelajaran senam lantai berbantuan quick response code telah memenuhi kriteria valid dan praktis dan bisa digunakan dalam pembelajaran.

Kata Kunci: Modul, Pembelajaran Senam Lantai, Quick Response code

Abstract

The research aims to produce a floor gymnastics learning module assisted by a quick response code for class eight grade students that is valid and practical. This research is a development research using the ADDIE model. This model consists of five stages, namely the analysis stage (analysis), the planning stage (Design), the development stage (Developing), and evaluation (evaluation). Data collection techniques in the research used interviews, observations, and questionnaires. The data analysis technique used the validity steps of linguists, material expert, and media expert. The analysis results show that the floor exercises learning module with a quick response code has met the valid criteria. Furthermore, the practicality analysis teacher and of small group students got a score of 83,72% so the practicality of the floor exercises learning module assisted by a quick response code for the eight class student of SMP Negeri 5 Lubuklinggau was categorized as very strong in practicality. So it can be concluded that the floor gymnastics learning module assisted by a quick response code has met the valid and practical and can be used in learning.

Keywords: Module, Floor Gymnastics, Quick Response Code.

Introduction

Physical education is basically more focused on the physical development and skills of the students by using sports facilities to achieve a national education goal. Every subject taught at every level of school is physical education, sports, and health which is one of the places to achieve national education goals. The purpose of the physical education, sports, and health itself cannot be separated from the goals of national education, which include improving the cognitive, affective, psychomotor, and social values of students. (Sukadiyanto, 2011:432).

Learning is a process of regulating, organizing the environment around students so that it can grow and encourage students to carry

out the learning process. In the research journal Aprida Pane and et al (2017:337).

One of the PJOK learning materials is gymnastics activities, which include simple dexterity, dexterity without tools, dexterity with tools, and floor exercises. As well as other activities. According to Sapto Madjino (2010:26) said that floor exercises is one from the exercises that is carried out on the floor on a rug or mat, (Andriyani, 2012:8) floor exercises is one of the components of gymnastics. Floor gymnastics, the way of movement and the exercise on the floor, it is adapted to its name, namely the floor.

Based on the observations of researchers at SMP Negeri 5 Lubuklinggau that

learning about floor exercise material at SMP Negeri 5 Lubuklinggau is taught to class VIII students as an initial step or process to introduce the types of movements that are in the PJOK material and to see students' abilities in practicing gymnastics movements. floor. After the process of learning the floor exercise material, the teacher found many obstacles to students, because students were less able to carry out the implementation or practice of floor exercise movements such as the technique of placing the position of the arms, legs, head and back. Furthermore, on the floor exercise material, the teacher also found obstacles, namely when pushing or repelling the students' feet, the students did not refuse which when doing movements the body position could not go forward or backward, and during the implementation the students always had the front head which they started. cause injury later.

Besides that, also based on the results of the explanations from students when researchers made observations, students explained that the obstacles they faced were that students did not understand the theory given by the teacher because the teaching materials used were lacking examples, only in the form of pictures with simple explanations so that students at the time doing the practice of being unable to carry out these movements, this is because of the limitations of the teaching materials that are currently being used.

The module is one of the print-based teaching materials made for individual learning by each learning participant because the module is equipped with instructions for individual study. Meanwhile, according to Asyhar (2010) suggests one of the printed teaching materials that are designed and presented systematically so that users can learn with or without a facilitator or teacher.

Quick Response Code is a technique that converts written data into two-dimensional codes that are printed into a more concise media.

So from the results of observations and previous research, it is necessary to conduct research by researchers to create a floor exercise learning module with the help of a Quick Response Code for class VIII students of SMP Negeri 5 Lubuklinggau on the grounds that students are less interested in and understand theory and practice with printed textbooks with brief explanations and there are

no direct practical examples used by teachers so far. So that later it is hoped that the learning module developed by the researcher can make students interested and enthusiastic to learn floor gymnastics and in the future it can be a reference for sports teachers in providing floor exercise material in schools.

Method

1. Development Model

The model used in this study is the development of the ADDIE development research model (Analysis, Design, Development, Implementation, evaluate) which is used for the development of teaching materials and a systematic learning design model. According to Amir Hamzah (2020:33) the ADDIE model is a class-oriented development model. Development

ADDIE model is identical to the development of learning systems. The development process is sequential but interactive, namely the results of the evaluation of each stage can be used for development to the next stage, the ADDIE development model consists of 5 stages, namely the analysis stage (Analysis), the planning stage (Design), the development stage (Development), the implementation stage (Implementation) , the evaluation stage (Evaluation). At this stage it is possible to design or create an ADDIE development model to find a form in the form of needs analysis, solve problems and be able to produce products that will be carried out. This development model is very suitable for novice writers to produce or create products that meet validity and practicality.

2. Development Procedure

The development model used in the development of learning media in this research is using the ADDIE development model (Analysis, design, development, implementation, and evaluation) stages of ADDIE model development

3. pilot design and data collection instruments

The trial design is the stage where the evaluation of the development of teaching materials for the PJOK learning module is carried out, especially on the floor exercise material through several validators, namely

validation trials, namely validating linguists, material experts, and media experts, for students through filling out validation questionnaires to obtain qualitative data. and quantitative.

The data collection instrument was carried out to answer research problems. Data collection instruments are very important so that the data obtained are valid and produce valid conclusions as well. The data collection instruments used in this study were observation, interviews (interviews), and questionnaires.

1. questionnaire

Questionnaire or questionnaire Sugiyono (2016:137) is a data collection technique that is done by giving a set of questions or written questions to respondents to answer.

2. observation

According to Sutrisno Hadi (1986) in Sugiyono (2016:145), observation is a complex process, a process composed of various biological and psychological processes.

3. Interview

According to Sugiono (2016:137) interviews are a data collection technique if researchers want to conduct a preliminary study to find problems that must be examined, and also if researchers want to know things from respondents who are more in-depth and the number of respondents is small.

To determine the level of validity of the module, the aiken's V formula is used as follows:

$$V = \frac{\sum S}{[n(c-1)]}$$

(Azwar in Faresta,dkk (2020:41)

V = Validity value

S = r-lo

N = Number of validators

lo = The lowest number of validity assessments (in this = 1)

c = The highest rating score (in this case 5)

r = The number given by an appraiser

To get the level conclusion the validity of the developed product, then look at the validity criteria in the table 1.

Table 1 criteria Koefisien validitas

Aiken's V

Correlation coefficient	Interpretation Validity
> 0,80	High
0,60 ≤ V < 0,80	High Enough
0,40 ≤ V ≤ 0,60	Enough
0 ≤ V ≤ 0,40	Bad

To find out the practicality of the module, it can be calculated using the following formula:

$$P = \frac{\sum F}{\sum N} \times 100$$

Arikunto in research journals Winarno,2019

Description:

P = percentage

F = Respondent's answer score

N = Maximum score

To get the level conclusion practical use of the product development in field tests, then see the practicality criteria in

Table2.

Criteria Persentase Practicality

Persentase practicality	criteria
81%-100%	Very strong practicality
61%-80%	Strong practicality
41%-60%	Pretty peaktis
21%-40%	Weak practicality
0%-20%	very weak practicality

Results and Discussion

This research resulted in a product in the form of a Floor Gymnastics learning module assisted by a quick response code for class VIII students. Development research that has been carried out with stages which are in accordance with the development model that has been discussed in the previous chapter and is presented from the results that have been obtained. Then the data obtained were analyzed to obtain information about the results of the research and reports of research results. The development of this learning material uses the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model.

1. Analysis

The stages in the analysis include: needs analysis, student characteristics analysis, and material analysis.

a. needs analysis

ased on the results of this needs analysis, it was found that the use of learning teaching materials was still very limited, in the learning and teaching process the teacher only used textbooks and student books. So from the results of the analysis it can be concluded that in the learning process learning teaching materials are needed that can be used independently by students and have not been widely used in the learning process. Thus, it was obtained data that the importance of developing floor exercise teaching materials assisted by a quick response code in order to make the floor exercise learning process more interesting and as needed.

b. student characteristic analysis

In the analysis of student characteristics, the purpose of this analysis is to find out the characteristics that exist in students where the characteristics of students are mostly when the learning process in class students like to play, do not understand and respond to what the teacher has said during the learning process.

c. material analysis

For the analysis of the material itself, when carrying out initial observations, this analysis focuses on the odd semester class VIII curriculum on floor gymnastics material related to the competency standards (SK) and basic competencies (KD) that have been determined in the 2013 Curriculum standards (K13).

2. Design

At this design stage, it aims to create, develop and produce a draft of the floor

gymnastics learning module assisted by a quick response code. The steps in the design stage in the learning mobil barrier are as follows:

- Preparation of Benchmark Reference Test
- Media Selection
- Format Selection
- Preliminary Design of the Module

3. Development

At the development stage, research hersimplement designs that have been planned to be a real form namely the Floor Gymnastics Learning Module assisted by a quick response code. The process carried out in, the first development stage makes the initial part of the module consisting of

- the module cover page



- introduction page

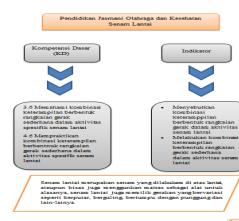


c. TABLE OF CONTENTS

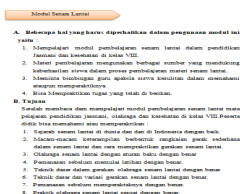
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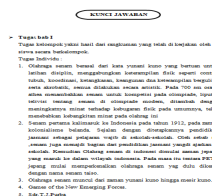
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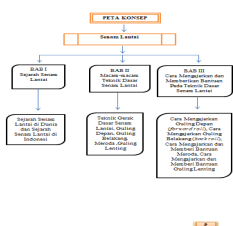
f. module use, objectives and introduction to the module.



c. answer key



g. concept maps

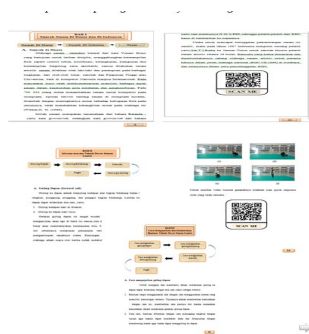


d. ...



Then at the stage of the content section there are two developments, namely as follows:
a. Student Learning Materials Page

e. ... age



4. Implementaouon

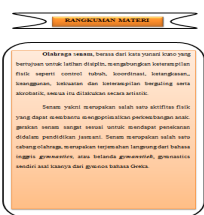
at the implementation stage, this is done to determine the effect of using the results of developing a floor gymnastics learning module assisted by a quick response code which here is a practicality test or response to teachers and students (small groups) which will later find out the results of the practicality level of the floor gymnastics learning module.

5. Evaluation

At this stage the evaluation that will be carried out is only a formative evaluation. Evaluation is carried out at each stage by the researcher with the help of the supervisor. Evaluation is also carried out in the form of input and revision in each stage or development process. This is so that the floor exercise learning module with the help of a quick response code developed is truly appropriate, namely valid and practical so that it can be used by schools more broadly.

At development arrangements, which are as follows:

a. Material Summary



b. bibliography



t the stage of presenting the data, the trial will present the results of data analysis from the development stage through validation and practicality of teachers and students with assessments and input of criticism and suggestions for the product. Floor gymnastics learning module assisted by a quick response code.

a. linguist analysis results

Linguist Analysis Validation of linguists to assess the grammar used by the author in making the product, namely the floor exercise learning module assisted by a quick response code.

Table 3.

Results of Linguistics Expert Validation Analysis using Aiken's V

No	Statment	R	$\sum s=(r-1)$	$[n(c-1)]$
1	1	4	3	4
2	2	4	3	4
3	3	4	3	4
4	4	4	3	4
5	5	4	3	4
6	6	4	3	4
7	7	4	3	4
8	8	4	3	4
9	9	4	3	4
10	10	4	3	4
11	11	4	3	4
12	12	4	3	4
13	13	4	3	4
14	14	4	3	4
Amount			45	56
$V=\sum s=(r-1)/\sum [n(c-1)]$			0,80	
Criteria			High	

b. Validation of material

Validation of material experts to see the completeness of content and so on in the product. Floor gymnastics learning module assisted by a quick response code.

Table 4.

Results of Material Expert Validation Analysis using Aiken's V

No	statment	R	$\sum s=(r-1)$	$[n(c-1)]$
1	1	5	4	4
2	2	4	3	4
3	3	4	3	4

4	4	4	3	4
5	5	5	4	4
6	6	5	4	4
7	7	5	4	4
amount			25	28
$V=\sum s=(r-1)/\sum [n(c-1)]$			0,89	
criteria			High	

c. Media Expert Analysis Results

Validation of media experts to determine the feasibility of the media on the floor gymnastics learning module assisted by the quick response code developed by the author.

Table 5

Media Expert Validation Analysis Results using Aiken's V

No	statment	R	$\sum s=(r-1)$	$[n(c-1)]$
1	1	5	4	4
2	2	5	4	4
3	3	4	3	4
4	4	4	3	4
5	5	5	4	4
6	6	4	3	4
7	7	4	3	4
8	8	4	3	4
9	9	5	4	4
10	10	5	4	4
11	11	5	4	4
12	12	4	3	4
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16	16	5	4	4
17	17	5	4	4
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25	25	5	4	4
26	26	5	4	4
27	27	4	3	4
28	28	5	4	4
29	29	5	4	4
30	30	4	3	4
31	31	5	4	4
amount		112	124	
$V = \sum s = (r-1) / \sum [n(c-1)]$		0,90		
Criteria		High		

d. Teacher's Practicality

Based on the results of the calculation of the teacher's response questionnaire, the teacher showed a positive response to the Floor Gymnastics Learning Module assisted by a quick response code. Practical assessment according to teacher Pjok on the floor gymnastics learning module assisted by a quick response code is included in very practical criteria with a total score of 82.85%

Table 6.

The results of the entire practicality of the teacher's response questionnaire

No.	statment	Max value	The value obtained
1.	Positive	35	30
2.	Negative	35	28
amount		70	58
Product eligibility results		$P = \frac{58}{70} \times 100 = 82,85\%$	
Criteria		Sangat Kuat Kepraktisannya	

e. Small Group

The results of student responses at the small group stage to the floor exercise learning module assisted by a quick response code are included in the category of Very Strong Practicality with a total score of 83.05%

Table 7.

Assessment Results of Six Small Group Test Students

No Question	Respondent						amount
	S 1	S 2	S 3	S 4	S 5	S 6	
1	5	4	4	5	4	4	26
2	5	5	5	4	4	5	28
3	3	4	4	4	4	4	23
4	4	4	4	4	4	4	24
5	4	4	4	4	4	4	24
6	4	4	5	5	4	5	24
7	4	4	4	4	4	4	23
8	3	4	4	4	4	4	24
9	5	4	5	5	5	5	29
10	4	4	4	4	4	4	24
11	4	5	4	5	4	5	27
12	4	4	4	4	3	4	23
Total score if respondents (ΣF)							299
Max score x tota student (ΣN)							360
$P = \frac{\Sigma F}{\Sigma N} \times 100$							83,05%
Criteria							Vary strong praticalty y

conclusin

The development of the floor exercise learning module assisted by a quick response code for class VIII students was developed using the ADDIE development model in which there are 5 stages in its development, namely analysis (analysis), design (design), development (development), Implementation, (Implementation), evaluation (evaluation) which for linguists got a score of 0.80, for material experts got a score of 0.89, and for media experts got a score of 0.90 then for the level of practicality or teacher and small group

responses, the teacher's response got a score of 82.85%, and for the small group to get a value of 83.05% the recapitulation results from the teacher's response and the small group to get an average value of 83.72%, it can be concluded that the development of the floor exercise learning module assisted by the quick response code can be categorized as valid and practical.

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Curriculum Vitae

The writer is Rico Juliansa . The author was born in Lubuklinggau city, five july two thousand. The author's undergraduate education was taken at the University of PGRI Silampari, and the study program penjasokesrek.