



Development of Google Sites -Based Sports and Healty Physical Education E-Modules for Class 4 Students of Ash Shiddiqi SDIT Jambi city

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Abstrak

Penelitian ini bertujuan untuk mengembangkan e-modul berbasis Google Sites untuk pembelajaran Pendidikan Jasmani, Olahraga, dan Kesehatan (PJOK) pada siswa kelas 4 di SDIT Ash-Shiddiiqi Kota Jambi. Pengembangan ini bertujuan untuk meningkatkan efektivitas program Smart Classroom serta meningkatkan keterlibatan dan pemahaman siswa dalam mata pelajaran PJOK. Metode yang digunakan dalam penelitian ini adalah model pengembangan Walter Dick dan Lou Carey, yang terdiri dari sepuluh tahapan mulai dari identifikasi tujuan pembelajaran, analisis kebutuhan, hingga evaluasi formatif dan sumatif. E-modul ini dirancang untuk menjadi lebih interaktif, menarik, dan sesuai dengan kebutuhan siswa serta perkembangan teknologi saat ini. Hasil penelitian menunjukkan bahwa penggunaan e-modul berbasis Google Sites dalam pembelajaran PJOK dapat meningkatkan partisipasi aktif siswa dan memperdalam pemahaman mereka terhadap materi yang diajarkan. E-modul ini juga dinilai lebih praktis dan mudah diakses oleh siswa, sehingga mendukung pembelajaran yang lebih efektif. Kesimpulannya, pengembangan e-modul berbasis Google Sites ini berhasil meningkatkan kualitas pembelajaran PJOK di SDIT Ash-Shiddiiqi Kota Jambi, terutama dalam konteks penerapan Smart Classroom. Inovasi ini dapat menjadi model untuk pengembangan bahan ajar digital yang lebih efektif di masa depan.

Kata kunci: *Modul elektronik berbasis Google Sites, Pendidikan Jasmani, Ruang Kelas Pintar. Keterlibatan siswa, Bahan ajar digital*

Abstract

This study aims to develop a Google Sites-based e-module for Physical Education, Sports, and Health (PJOK) learning for 4th-grade students at SDIT Ash-Shiddiiqi Jambi City. The development seeks to enhance the effectiveness of the Smart Classroom program and improve student engagement and understanding in PJOK subjects. The research method used is the Walter Dick and Lou Carey development model, which consists of ten stages, starting from identifying learning objectives, analyzing needs, to conducting formative and summative evaluations. The e-module is designed to be more interactive, engaging, and aligned with students' needs and current technological developments. The results indicate that using the Google Sites-based e-module in PJOK learning can increase students' active participation and deepen their understanding of the material taught. The e-module is also considered more practical and easily accessible for students, thereby supporting more effective learning. In conclusion, the development of this Google Sites-based e-module successfully improves the quality of PJOK learning at SDIT Ash-Shiddiiqi Jambi City, especially in the context of Smart Classroom implementation. This innovation can serve as a model for developing more effective digital teaching materials in the future.

Keywords : *Google Sites-based e-module, Physical Education, Smart Classroom. Student engagement, Digital teaching materials*

INTRODUCTION

Revolutionary Era Industry 5.0 *society* bring significant impact in life humans in the world of education (Oktarina et al., 2021 & Razak et al., 2021) Education is something really important for human , start from childhood until adults (Yulius et al., 2022; Dahlan & Arini, 2022). Entire work man moment This use technology For support their work (Mood & Mahayukti , 2013; Fradila et al., 2021; Misra, 2012).

Education is base important in form character and development intellectual student . In an era where technology Keep going development , education faced with challenges For follow development the . Utilization of technology in learning has give opportunity new For serve material learning with way more interesting , interactive , and effective . One of innovation latest in education is use *Smartclass room* , a environment combining digital learning technology advanced with classroom teaching .

Physical education is part important from system education Where aim For develop health , fitness , skills and knowledge in the field fitness . Apart from that , physical education can help guide and develop Skills participant educate For reach objective education physical . For develop Skills physical , students must capable motivated For develop style life healthy , growing environment social , exercise and care health . Using digital media also plays a role in the learning process activity physique Because can increase interest and talent . Komalasari (2013:3) has opinion Study is something system or teaching process student planned , implemented and evaluated in a way systematic for participant educate can reach objective learning in a way effective and efficient . Based on Constitution of the Republic of Indonesia Number 20 of 2003 concerning education national , Article 1 explains that education is effort conscious and planned For create atmosphere and learning process learning for students active develop its potential have

strength soul religion , control self , personality , intelligence , morals noble and the skills it requires , society , nation and state.

When This is physical education , sports and health in Indonesia itself in his learning method delivery material Still Lots use considered lecture not enough interesting , method lecture can still used , with repair method lecture become interesting . Apart from that , the learning media used Still form information on the board write nor sheet Work participant education (LKPD). That matter No the only one problems encountered in PJOK learning , other problems faced is lack of source material as addition For support PJOK learning Alone . As the proof is deep library very minimal school there is book PJOK lessons because school more Lots provide book eye other lessons like lessons tested in the exam national .

Innovation the latest education naturally need balanced with use capable technology support the learning process . Learning process need be equipped with availability of interesting , innovative , customized learning media with characteristics participant education , developments over time, as well progress technology (Permendikbud , 2008). Progressiveness innovation education give birth to A development teaching materials .

E- module can used as alternative learning in accordance with theory existing learning outlined on . Based on research conducted by Suryadi (2014), *e - module* is an innovative medium that can increase interest participant educate in Study . *e - module* developed Because *e- module* own a number of excess when compared to with module print . *E- module* more practical For brought , costs production more cheap , durable and not will weathered eaten time , as well can be equipped with audio or video inside presentation (Carjaval , 2003:43). With use *e- module* ingredients like audio visual can give Lots benefit For participant educate . According to research conducted by Purwaningtyas in 2017 with make Edmodo - based *e - modules* can increase effectiveness of

the PJOK learning process at school (Purwaningtyas , 2017:128). With Thus , use *e-module* with other platforms it might also be enough effective for the PJOK learning process at school .

Development moment this , a lot making *e-module* especially in learning PJOK through Lots *platforms* like Edmodo , Apps , LCDS and Blogspot . In research This will use more *platforms* that is *google sites*. Google offers service For creating a site is easy without need skill Language programming and free ie *google sites* . Utilization of *Google Sites* in learning very recommended Because provide features that can support learning more effective (Barbara, 2017:17). Through media with *google sites* PJOK teachers can create a site for make source material as teaching materials , more from it also makes content positive that can be utilized by participants educate every moment .

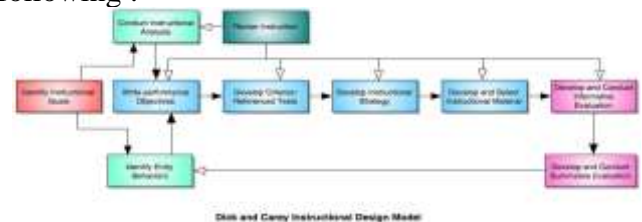
SDIT Ash- Shiddiqi Jambi City is one of them school that has apply importance integration technology in learning . School has running the *smart classroom* program as one of the effort For increase quality learning . However , development specific teaching materials For eye Physical Education lessons Sports and Health (PJOK) still become challenge .

Study This will focus on development *e-customized* and designed *modules* special For eye PJOK based lessons *google sites* in context *smart classroom* for students 4th grade at SDIT Ash-Shiddiqi Jambi City, where the implementation of the *smart classroom* program at SDIT Ash-Shiddiqi Jambi City began from 4th grade in year lessons 2023/2024. The main purpose from study This is For increase quality PJOK learning at school This with digital technology . Expected that development interactive , interesting and appropriate teaching materials with need student will push more participation active and more understanding Good to PJOK material .

METHOD

In research Development Physical

Education *E-Module* Sports and Health Based on Google Sites for Class 4 Students at SDIT Ash-Shiddiqi, Jambi City, researcher using Walter Dick and Lou Carey's development model . This model consists from ten stages in design learning . Dick & Carey models include ten step sequence as necessary done from stage development beginning until product resulting end of the development process . Steps the including identification objective learning , doing analysis learning , analyzing characteristics students and the environment study , write objective behavior , develop instrument assessment , developing teaching strategies , developing and selecting material learning , designing and implementing evaluation formative , revising teaching , designing and implementing evaluation summative . Walter Dick and Lou Carey's development model can illustrated in the figure following :



Dick and Carey Instructional Design Model

Picture 2.1 Design development Model Dick and Carey

Source :

<https://itec5210.home.blog/2019/09/20/dick-and-carey-model/>

(accessed July 4, 2024 , Time : 19.55)

Dick and Carey's stages model is characterized by its simplicity and detailed nature , making it researchers ' preferred choice in the development process .

In sheets evaluation This using a Likert Scale with use four choice answer form number 1 (no appropriate) , 2 (less appropriate) , 3 (enough appropriate) , 4 (appropriate) . Once obtained score each item in the trial , then will analyzed moreover formerly with use analysis descriptive . Statistics descriptive used For describe circumstances the subjects studied .

For determine level validity module , can done

calculation all total scores aspect . Determination level validity The PJOK *e- module* is based on Google Sites done with categorize it to in five criteria . Azwar (2007: 163) categorizes determination level e module validity in do research This

Results and Discussion

Data analysis on e- module feasibility testing based *website* using the *Google Sites* site on the material PJOK lessons in the form of analysis validation of experts consisting from media validators, material validators , and PJOK teacher validators. Analysis expert validation done For know e- module feasibility which has developed so that can said worthy or No worthy For used by participants educate in the learning process . Development design used in e - module development This is design 4D development however without use stage *desseminate* (spread). Design stage 4D development used in development This consists from stage definition (*define*), stage design , development .

Define stage or stage defining , aiming For analyze curriculum used in schools so that makes it easier in determine core competencies (KI) and competencies basic (KD) will be be included in the developed e - module . Apart from analyzing curriculum stage *Define* is also purposeful For do analysis student or participant educate so that can know characteristics participant education , including abilities academic , difficulty learning faced by participants education , and age participant educate .

Define stage also carries out an analysis process concept (*Concept Analysis*) for identify draft the main thing will be be included in e- modules and taught to participant educate .

Design Stage or stage planning , carried out For designing e- modules that will developed . Preparation stage test is included stages in stage *Design* , stage This used For compile

instrument study To use know feasibility and assessment towards the media being developed . The more tall the value obtained in the assessment of the e- module being developed It means the more worthy e- module the For used in the learning process . Media selection is also carried out in stage Useful *design* as solution in overcome problem learning experienced participant educate . Next with selection of use format adapt with product future development developed . Planning beginning device learning is also carried out in stage Useful *design* produce product feasible and effective development applied in process learning .

Development Stage or stage development , is stage For produce device learning that has been done pass stage revision based on input from experts / validators . Validation stage expert is stages carried out in stage *Develop* . Carrying out a validation process expert aim For produce a viable e - module For used in PJOK learning in class IV. Validation stage expert carried out by experts consisting of from learning media validators , material validators , and PJOK teacher validators.

Appropriateness Media

media validation process is carried out by two valdator namely media validators and science teacher validators. There are 4 indicators used in the questionnaire media validation ie technique presentation , presentation learning , completeness presentation , graphics . Each indicator analyzed For know mark or level appropriateness from the media developed .

Indicator first to be measured that is about technique presentation , value in form the percentage given by validator 1 is 100% and validator 2 is 100% up to obtained average value of percentage validity by 100% with category very valid. In aspect indicator Firstly , validators don't give notes on assessment indicator first in the media aspect . Reliability values obtained by 100% with category level reliability very tall . Reliability value Which obtained very tall Because For

count mark reliability use score highest and score lowest given by both validators when fill in questionnaire validation .

Based on acquisition percentage on indicators technique presentation is known that e-module Already served in a way coherent started from easy to difficult , concrete to abstract , simple to complex , and from the known until not yet known so that makes it easier participant educate For understand fill material presented in the e - module . This matter in accordance with study Hajira *et al.*, (2015) stated that presentation concept presented in a way coherent can help understanding participant educate to material in section furthermore .

Indicator both are measured that is about presentation learning , value in form the percentage given by validator 1 is 75% and validator 2 is 75% up to obtained average value of percentage validity by 75%. Reliability value obtained on the indicator second by 100% with category level reliability very tall . The assessment given by the validator to the indicator second media aspect shows that media aspects of the e- module being developed quite valid and feasible For used with exists revision small .

Based on acquisition percentage on indicators presentation learning with sub indicators involvement participant educate can is known that e- module not enough nature interactive and less invite participant educate For participate in learning . Based on matter the need done a number of revision in accordance notes provided by the validator so that the e-module is produced more Good Again . According to Ernawati (2018) presentation learning must nature interactive and participatory , ie There is the inviting part reader or For participate in the learning process .

Indicator third is measured that is about completeness presentation , value in form The percentage given by validator 1 was 83% and validator 2 was 79 % obtained average value

of percentage validity by 81% with category quite valid. In aspect indicator third , the validator gives notes on assessment indicator thirdly on the media aspect . Reliability values obtained by 98% with category level reliability very tall .

Reliability values obtained very high , the rating given by the validator to the indicator third media aspect shows that media aspects of the e- module being developed very valid And worthy For used Tampa exists revision . Based on acquisition percentage

on the indicator completeness presentation can is known that the e- module was developed can used participant educate For Study in a way independent . This matter because of the e- module being developed load examples question in every activity study , questions practice on each end activity study , key answer question exercises , introduction , glossary , bibliography . Rufii (2015) stated that something teaching materials available used For Study in a way independent if inside it containing goal , sheet instructions , materials reading , key answers , and tools evaluation .

Indicator the four measured that is about graphics , value in form The percentage given by validator 1 was 93% and validator 2 was 86 % obtained average value of percentage validity by 90% with category very valid. The level of reliability obtained by 91% with category level reliability very tall . Based on acquisition percentage on indicators graphics is known that appearance teaching materials have combination , unity as well as consistent . Design beginning , appearance as well as simulation is something unity Which intact . Element color , illustration , and typography is displayed in a way harmonious and mutual related one and another . Whereas For design fill teaching materials have separation between paragraph clear , field print and margin proportional , illustration and description image (*caption*), placement title , subtitle , illustration and description picture

No disturbing understanding , no use too Lots type letter , level / hierarchy titles clear , consistent and proportional , capable reveal meaning / significance of object . Components the Already in accordance as expected in the description , appropriate with Hajira *et al.*, (2015) questions that if evaluation media experts are obtained category Good It means results evaluation the Already in accordance with what the experts expected .

Average validity value obtained from all 4 indicators from both validators were 86% with category very valid. Whereas For mark reliability yields the average percentage by 97% with category very tall . This means e-module based *web* with use *Google site* is very valid.

Appropriateness Material

Validation process material carried out by two validators , namely validator validator material and validator PJOK teacher. There is 4 indicator Which used on the questionnaire validation validator material that is suitability description material with KI and KD, accuracy material , current and contextual , personal skills . Each indicator analyzed For know mark or level appropriateness from loaded material in developed media .

Indicator first to be measured that is about suitability description material with KI and KD, mark in form the percentage given by validator 1 is 83% and validator 2 is 75% up to obtained average value of percentage validity by 79% with category quite valid. that value obtained because each validator has not give score maximum so that results calculate what is obtained only in categories quite valid. On indicators This Still there is notes revision related suitability description material from the material validator with KI and KD. Reliability value obtained on the indicator First by 95% with category level reliability very tall .

Based on acquisition percentage on indicators suitability description material with KI and KD with several sub indicators can is

known that existing material in e- module Already Enough in accordance with KI And K.D. KI And K.D written down in a way implicit in in e- module . Material

presented also reflects supporting explanation achievement all Basic Competencies (KD). According to (Yeni Ernawati) KI and KD are something yardstick measure / guideline in learning and also a objective achievement learning . Source study well must containing supporting material achievement of KI (Core Competencies) and KD (Basic Competencies) from material learning .

Indicator both are measured that is about accuracy material , value in form the percentage given by validator 1 is 80% and validator 2 is 80% up to obtained average value of percentage validity by 80% with category quite valid. that value obtained because each validator has not give score maximum so that results calculate what is obtained only in categories quite valid. Reliability value obtained on the indicator second 100% with category level reliability very tall . Reliability values obtained very tall although mark validity of the indicators second by 80%. Reliability value calculated use score highest and score lowest given by both validators when fill in questionnaire validation of each question item .

Indicator third is measured that is about recency and contextual , value in form the percentage given by validator 1 is 88% and validator 2 is 75% up to obtained average value of percentage validity by 81% with category quite valid. Reliability value obtained on the indicator third 93% with category level reliability very tall . Reliability values obtained very tall although mark validity of the indicators second as big as 81%. Mark reliability calculated use score highest And score Lowest Which given by both validators when fill in questionnaire validation of each question item .

Based on acquisition percentage on indicators current and contextual with several sub

indicators can be known that loaded material in e- module Enough up to date with use References in period 5 years time final . The case presented Enough in accordance with situation as well as condition moment This . Case or loaded problems in e- module that is related content substance frequent additives to food consumption and content substances contained within cigarette . Second problem the Enough up to date with situation as well as condition around .(Yeni Ernawati) stated that material in source Study must be up to date and following development applicable curriculum . Material or examples presented must be actual .

Indicator the four measured that is about personal skills , values in form the percentage given by validator 1 is 88% and validator 2 is 75% up to obtained average value of percentage validity by 81% with category quite valid. Reliability value obtained on the indicator third by 93% with category level reliability very tall . Reliability values obtained very tall although mark validity of the indicators second by 81%.

Based on acquisition percentage on indicators personal skills , appropriate with statement (Yeni Ernawati) that good material must can grow curiosity and creativity participant educate so that stimulate , strengthen , challenge and activate activity student . This

Conclusion

Appropriateness e- module teaching materials based *web* with use *google sites* on the material substance additives and substances addictive shows very valid data with The average value of media validity is 86% with mark reliability as big as 97% with criteria very tall , on validation material obtained mark average validity as big as 81% with mark reliability as big as 96.43%. Matter This can concluded that e- module based *web* with use *Google Sites* can said worthy For used in junior high school science learning . Possible advice given , teach e- module based *web* with use *Google Sites* can developed on other materials and can be

matter can seen from the questions asked to students fishing creativity student .

Based on acquisition percentage on indicators accuracy material is known that loaded material in e- module Enough accurate , no give rise to Lots interpretive when participant educate read the e- module . Good and complete material will influence understanding participant educate to material provided . According to Nurfajriani & Renartika (2016), election material contained within module can help participant educate For understand material with more OK , so Later participant educate capable reach completeness Study .

Average validity value obtained from all 4 indicators from both validators were 81% with category quite valid, meanwhile For mark reliability yields the average percentage by 95% with category very tall . This matter show that aspect suitability description material with KI And K.D., accuracy material , up to date And contextual , proficiency personal e-

module based *web* with use *Google sites* are very valid and feasible used for field trials . Acquisition mark This can influenced by election fill sufficient material Good . Analysis material carried out at stage *define* very influential to mark validation obtained .

developed more wide until stage *Desseminate* (spread).

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