

DEVELOPING PHYSICAL EDUCATION AND RECREATION MODULE FOR STUDENTS IN FACULTY OF TEACHER TRAINING AND EDUCATION AT UNIVERSITAS BUNG HATTA

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Abstract

This study aimed to produce a valid learning module for swimming subjects. This type of research was research and development (R&D). This study looked at whether the module designed was valid, then an expert trial was conducted, namely the learning expert in swimming. Aspects were tested to experts, namely Material Aspects in Modules, Presentation Aspects in Modules and Aspects of Language and Readability. The Try Out subjects were students of the Physical Health and Recreation Education study program who had taken swimming courses. The research module results were based on 3 aspects of the assessment obtained an average value of 3.98 and categorized as valid or good. In the practical phase or student trials the module was categorized as very practical. Conclusion The Introduction to Water and Freestyle Swimming module was appropriate for use as a student's independent learning tool. Module based on 3 aspects of the assessment obtained an average value of 3.98 and categorized as valid or good. In the practical phase or student trials the module was categorized as very practical.

Keywords: Teaching Materials, Modules, Swimming

Introduction

Teaching material is one of the important factors in the effectiveness of learning especially at university level. Lack of teaching materials can certainly affect the quality of learning or lectures. In the Guidelines for Writing Textbooks, the Ministry of National Education (2006) states that "what is included in the content of education is everything that educators directly provide to students and is expected to be mastered by students in order to achieve a certain competency in education." In the context of education in Higher Education, especially in swimming subjects, lecturers who provide information from teaching materials used by students through the lecture process. From the information provided by the lecturer, students are expected to be able to develop it outside of lectures.

I Kadek Suardika (2017) Teaching material in its presentation is in the form of a description that contains facts and principles, norms which are related to rules, values and attitudes, as well as a set of actions / motor skills. Thus, learning material basically contains knowledge, values, attitudes, actions and skills which contain messages, information, and illustrations in the form of facts, concepts,

principles, and processes related to specific subjects directed to achieving learning objectives. Competence in developing teaching materials needs to be owned by a lecturer, because teaching materials will make the learning process more effective and efficient. Teaching materials have an important role for lecturers and students, in learning that is carried out either individually, in groups or classically.

Hamalik, Oemar (2008) Factors which can develop student independence for learning include the availability of teaching materials in the form of textbooks, modules, assignment sheets, lecture dictates, and others in accordance with the characteristics of student learning so that it will generate students' interest in independent learning.

Swimming Course is one of the Compulsory Courses which must be studied with a total of 3 SKS in the Physical Health and Recreation Education Study Program (PJKR) Faculty of Teacher Training and Education (FKIP) Bung Hatta University (UBH). Competencies that must be achieved after studying this course are students able to practice and explain swimming techniques properly and correctly, and be able to teach them back to students. Achievement of these competencies is supported by many factors one of which is the use of teaching materials that can be understood by students according to user characteristics.

Based on my initial observations, as a lecturer in the Physical Health and Recreation Education Study Program who lectured the swimming course students do not yet have adequate textbooks for a conducive learning process. It was concluded that the cause of the low learning outcomes as one of which is there was no textbooks that help students to add references or reading material so that they were actively involved in practicing independently to build understanding of concepts.

In an effort to increase motivation, activities and learning outcomes in Health Physical and Recreation Education students, alternatives were chosen to develop teaching materials. Teaching material is one of the learning resources used to facilitate the distribution of messages to be conveyed by lecturers to students. The teaching material developed is printed teaching material in a module. The module that the researcher develops will be designed and packaged in language which is easy to understand so as to be able to generate motivation and students' curiosity in learning. Based on the description above, a study was conducted to develop a teaching material called a module.

Method

The type of research to be carried out was research and development (R & D), Borg. W.R & Gall, M. D (1983). R&D was a research method used to produce certain products and test the effectiveness of these products, Sugiyono (2010). The product which will be developed in this research was teaching material in the form of swimming course modules. To measure product validity, Expert Judgment / expert test and Focus Group Discussion were carried out, while for practicality, product application testing was carried out to Physical Education and Recreation Education study program students who had already taken swimming courses.

This study aimed to develop a valid, practical and effective swimming module in terms of content and construct. The procedure for developing this module used the 4-D model proposed by Muliyardi (2006). This model consists of 4 stages, namely the defining stage (define), the design stage (design), the development stage (develop), and the stage of dissemination (disseminate). Dissemination stage was not carried out due to time constraints so only at the development stage. In this study only 3 stages were carried out, namely the defining stage, the design stage, and the development stage.

Tabel 1. Module Validation

No	Aspects	Data Collection Method	Instrument
1	Material in module	Provide validation sheet to	Validation sheet
2	Presentation	swimming course and	
3	Language and Readabilty	language experts	

Tabel 2. Practicality of Module

Aspects	Data Collection Method	Instrument
Attraction	Provide a practicality sheet to student	Practicality sheets
Development of process		
Ease of use		
Functionality and usability		
Reliability		

Discussion

The development of the swimming course module using the 4-D model has the following results:

Module Validity

To get a valid module, several steps were carried out in accordance with the 4-D model stated earlier. The results obtained at each stage were described as follows:

a. Definition (define)

This stage was carried out to see an overview of conditions in the field related to the swimming lecture process at PJKR FKIP Bung Hatta University. At this stage steps were taken such as the analysis of the RPS (Semester Program Plan), textbook analysis, literature analysis, analysis of student characteristics and interviews with colleagues.

b. Design

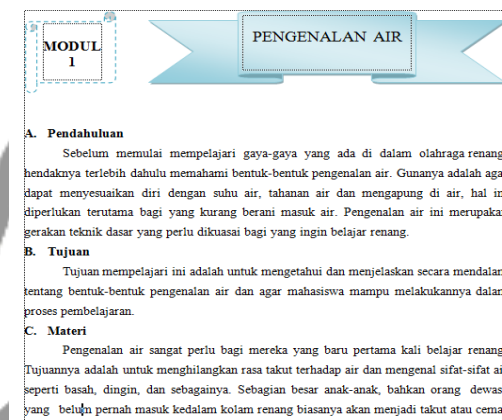
The results at the define stage were used as a basis at the design stage. At this stage the researcher designed a module in Swimming lectures. This module was designed so that students were able to practice the basic movements of swimming and know the limits of practice ability learned in

accordance with the contents of the module. Based on the analyzes conducted at the define stage, a module for the Swimming course was designed. The following were examples of covers and module materials.

Figure 1. Front and Back Cover Modules



Figure 2. Materials in Module



c. Development

Validation Stage

The module that has been designed was then validated by the validator. Module Validation was carried out by 2 validators. The module was declared valid after several discussions and improvements.

Practicality Stage

In the practical phase of the learning module which was assessed by students, the results showed that the learning module for the basic electronics material which is developed was attractive to students and easy to use. The learning process using this learning module helped students understand the learning material. Besides that, the use of this learning module was very supportive for students in learning water recognition material and freestyle swimming. Learning by using this learning module made students increase activities, helped independence learning and fostered student learning experiences in each learning activity.

Effectiveness Stage

In conducting an evaluation in the field, the author conducted a trial of PJKR FKIP students in second semester at Bung Hatta University with a total of 22 students. This was conducted to see whether the product in the form of learning module which was designed to be used in the learning process had a high level of effectiveness. The activity carried out at the beginning of one class trial was the lecturer explaining the instructions of the learning module in front of the class. Surely, students have prepared stationery and modules.

After completing the learning process activities with the learning module, the writer conducted a test to see the level of effectiveness. The test results obtained were students who got very good grades as much as 38%, students with good grades 46% and students with good grades 16%.

Conclusion

The swimming learning module for water introduction and freestyle swimming for bachelor students of Bung Hatta University, Physical Health and Recreation Education Study Program has been completed with development steps, namely: (1) Identification of problems, (2) Information gathering, (3) Design of learning modules, (4) Design of validation modules, (5) Module design revisions, (6) Trials (7) Revisions (8) Products are ready to use.

After going through all the steps of development, the water recognition and freestyle swimming modules are appropriate to be used as a media of students' independent learning.

The appropriateness level of the swimming in water introduction and freestyle swimming learning module produced was determined from 4 product assessment activities, namely: (1) Module validation, (2) Material expert validation, (3) Product trial and, (4) Usage trial.

The module validation results based on 3 aspects of the assessment obtained an average value of 3.98 and categorized as valid or good. In the practical phase or student trials the module was categorized as very practical.

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Journal Physical Education, Health and Recreation
Published by
Study Program Physical Education, Health and Recreation