

No. 0011/PAN-UNICOSS/PRE/2019



Certificate



To Certify that:
Dr. Sanusi Hasibuan, M.Kes

As:
Presenter

Unimed International Conference of Sport Science 2019
"Sport Sciences in Disruptive Era Challenges and Opportunities"
Medan, November 28, 2019



REKTOR
UNIVERSITAS NEGERI MEDAN
Syamsul Gultom



Dean of
Sport Science Faculty
Budi Valianto



Chairman of
UniCoSS
Imran Akhmad



The Students Perception of Anatomy Learning

Sanusi Hasibuan ⁽¹⁾

Department of Physical Education, Health And Recreation
Faculty of Sport Science, State University of Medan
Medan, Indonesia
sanusihisibuan@unimed.ac.id

Tarsyad Nugraha ⁽²⁾

Department of Physical Education, Health And Recreation
Faculty of Sport Science, State University of Medan
Medan, Indonesia

Muhammad Chairad ⁽³⁾

Department of Physical Education, Health And Recreation
Faculty of Sport Science, State University of Medan
Medan, Indonesia

Abstract—Anatomy in the Department of Physical Education, Health and Recreation (PJKR) Faculty of Sports Science (FIK), State University of Medan. The method used in this research is a descriptive method. The instrument used to collect data in the form of a questionnaire given to students who took Anatomy courses in the Department of Physical Education, Health and Recreation (PJKR) Faculty of Sports Science (FIK), State University of Medan. The study population was all PJKR students who took Anatomy courses. The research sample was semester one students of Class B Department of Physical Education, Health and Recreation (PJKR) Faculty of Sports Science (FIK), State University of Medan. The results of this study indicate that students' perceptions of Anatomy courses are in a quite good category

Keywords: *perception, students, anatomy*

I. INTRODUCTION

Education is the primary key to the progress of a nation and state. Once the importance of the role of education, to be regulated in the 1945 Constitution in article 31 (a) Also, states that there is a link between the contribution of education to the quality of the nation [1]. Quality education will produce quality human resources, in the sense of a good quality nation. The lower quality of education in a country causes the poor quality of the country's human resources. This means we can't expect to become a country with superior human resources without the support of a good quality education system. Developed countries in the world prove that education plays a crucial role in educating the nation so that they become a developed and large nation. Because it can really be understood if the government's alignments are very important in developing quality-oriented education systems. In addition to the government, education managers, including the private sector and the community, also play an important role. Cohesiveness from various parties is needed in seeking and improving the quality of education in improving the quality of this nation.

However, to create education as desired is not easy. In the process, education has many challenges. These challenges come from various factors, for example, from the education

system, teachers, students, or can also come from the material to be learned. One of the materials that always gets more attention from students in higher education, especially in the Department of Physical Education, Health, and Recreation, is Anatomy.

Field data obtained by researchers shows that one of the subjects that are considered difficult by students is the Anatomy course. Students mentioned that Anatomy courses contain many Latin languages that are difficult to pronounce, especially to memorize. In addition, because Anatomy is the study of the entire structure of the human body, so many parts are discussed. Students must memorize all the structures in the human body. Therefore, students find it difficult to complete this course with the predicate of good grades.

In this study, researchers wanted to see how students' perceptions as a whole of the Anatomy course. The word 'perception' is often used in everyday life. Perception is the process of observing someone who comes from a component of cognition. This perception is influenced by factors of experience, learning process, and knowledge. According to revealed that perception is an experience about objects, events, or relationships obtained by concluding information and interpreting messages[2]. With this research, the researcher wants to know how students' perceptions are used as morning evaluation material for researchers as lecturers or lecturers who have lectured on Anatomy in the Department of Physical Education, Health and Recreation, Faculty of Sports, State University of Medan.

II. RESEARCH METHODS

This type of research is descriptive research with the aim of finding or knowing the picture of a situation. According to [3], descriptive research aims to describe things related to the state or status of the phenomenon. The approach used is a quantitative type of approach with data analysis through questionnaires or questionnaires. The scores obtained are tabulated and analyzed using descriptive statistics that are poured into percentages or categories. This research was conducted at the Department of Physical Education, Health

and Recreation, Faculty of Sports Science, State University of Medan.

The population in this study were all students who took Anatomy courses, amounting to 189 students, divided into seven classes from 7 classes randomly selected class B as a sample in this study. The instrument used was a perception questionnaire.

III. RESEARCH RESULTS AND DISCUSSION

This study aims to determine how students' perceptions of the instructional media that have been determined are learning media in the form of Powtoon internet-based videos. To find out the results of student perceptions, the researchers used a questionnaire given to students, namely the student's perception questionnaire about the use of instructional media. Before the questionnaire was given to students, the questionnaire was first tested to determine the validity of each question in the questionnaire. After the initial trial results were obtained, which showed that of the 22 questionnaire statements, there were four invalid statement items. This means that there are only 18 valid statements and can be used as research instruments.

Table I. Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Item | N of Item |
|------------------|---|-----------|
| .837 | .842 | 18 |

Furthermore, a questionnaire that has been tested and declared valid is given to students. The overall results of the questionnaire that has been filled out by students can be seen in the following table.

Table II. Results of the Questionnaire Questionnaire for Students' Perception of Learning Media

| Categories | Number of Student | Percentage |
|--------------------|-------------------|------------|
| Very Good | 11 | 40,7 % |
| Good | 12 | 44,5 % |
| Fairly Good | 4 | 14,8% |
| Poor | 0 | 0 % |
| Amount of | 27 | 100 % |

From table 2, it can be seen the results of the questionnaire given to students' perceptions of the Powtoon learning media in the Anatomy course. From the total of 27 students who were given a perception questionnaire towards the Powtoon media they gave the 'very good' category given by 11 students or 40.7%, the 'good' category was given by 12 students or 44.5%, the 'good enough' category was given by 4 students or 14.8% and the category of 'not good' 0 or none at all students who gave a less good category to the Powtoon learning media.

If seen from the description, it can be concluded that students who learn to use learning media in the form of Powtoon-based videos are very happy or respond positively. Students feel very helped by this learning media. Students also do not feel bored in studying Anatomy material, which has a lot of memorization of the names of bone training that exist throughout the human body.

In the questionnaire of students 'perceptions of the use of Powtoon learning media, four aspects become the main assessment, namely the use of instructional media, students' attitudes towards media use, the frequency of use of instructional media, and the benefits in the use of instructional media. For more detailed results from the perception questionnaire, then every aspect is discussed.

- **Use of instructional media**
In Anatomy learning, at first, only using books without the use of media. Based on students' perceptions, it is known that lecturers are currently using learning media. With the existence of this Powtoon media, so anatomy learning becomes more varied. In addition to books, lecturers also use learning media in the form of Powtoon-based videos that have been designed by incorporating Anatomy teaching materials.
- **The attitude of students towards the use of learning media**
The attitude shown by students towards Powtoon learning media is reflected in the answers of students in filling out the questionnaire. From the questionnaire, it is known that students find it easier to understand Anatomy material after the lecturer uses Powtoon learning media. In addition, students no longer feel bored or tired of studying Anatomy. Students feel very enthusiastic about attending the Anatomy course since the lecturer uses Powtoon-based learning media.
- **Frequency of use of instructional media**
Every time Anatomy lectures, lecturers always use learning media. All Anatomy material is summarized in Powtoon learning media that has been prepared by the lecturer beforehand. So, lecturers always use this learning media in every Anatomy course meeting.
- **Benefits of using learning media**
As students who take Anatomy courses, students really feel the benefits of using learning media. Students feel the benefits of understanding the material. Students become easier to understand Anatomy. In addition, students become more motivated by the enthusiasm of learning because of the learning media that really helps him in understanding Anatomy material.

The following is a description of the Powtoon learning media presented to students in the Anatomy course at the Faculty of Sport Science, Medan State University.



Fig. 1. Powtoon Learning Media

The benefits of learning media are numerous and can be felt directly by their utilization effects in learning. As revealed

by [4] instructional media can make teaching and learning processes more effective and efficient, and there is a good relationship between teachers and students. In addition, the media can play a role in overcoming boredom in learning in the classroom. [5] mentions the Benefits of media in learning are: (1) Submission of subject matter can be uniformed. (2) The learning process becomes more clear and interesting. (3) The learning process becomes more interactive. (4) Efficiency in time and effort. (5) Improve the quality of student learning .outcomes. (6) Media allows the learning process to be done anywhere and anytime. (7) The media can foster a positive attitude of students to the material and learning process. (8) Changing the role of teachers in a more positive and productive direction.

Also, many have succeeded in learning thanks to learning media, especially with Powtoon media. Learning media provide many benefits both for teachers and for those taught. [6] states that with Powtoon learning media can increase learning motivation. When compared to those who do not use media, motivation is very much different. Media also makes learning not monotonous and creates reciprocal relationships in the classroom. [7] The use of technological developments by developing animation media using the Powtoon application can attract students' attention in observing activities. So that with this media, students can be more focused and better observations.

From the whole explanation above, it is clear that learning media, especially Powtoon, is very useful. This can be input for teachers both at the elementary school level to the university level. The role of instructional media is one of the determining factors in learning success in class.

IV. CONCLUSIONS AND SUGGESTIONS

The conclusion obtained from the results of this study is that as many as 11 students rated the category very well in the use of instructional media or 40.7%. Twelve students rated the category good or equivalent to 44.5%. 4 students entered the category quite well or 14.8%. And there is no less good category on Powtoon learning media. From the questionnaire, it is also known that with this Powtoon media, Anatomy learning becomes more varied. Not only from books, but the

material can also be obtained by viewing or listening to the contents of Powtoon learning media. In addition, students were very helped and enthusiastic in understanding Anatomy material with the Powtoon learning media. From the results of the above explanation, it can be concluded that students' perceptions of learning media are very good; students assume it is very appropriate to use Powtoon media in Anatomy learning, and there are no students who have bad perceptions of Powtoon media.

Suggestions expressed by researchers is the need to improve the quality of learning, especially in the Anatomy course. Learning media can be used as a means of improving learning that can help students understand Anatomy material. Related to the current development, the recommended media is internet or technology-based media.

REFERENCES

- [1] Muhandi, "Kontribusi Pendidikan Dalam Meningkatkan Kualitas Bangsa Indonesia," *Mimbar*, vol. XX, no. 4, pp. 478–492, 2004, doi: 10.3171/jns.2000.93.supplement 3.0047.
- [2] J. Rakhmat, *Psikologi Komunikasi*. Bandung: PT. Remaja Rosdakarya, 2005.
- [3] S. Arikunto, *Prosedur Penelitian Survei Pendekatan Praktek*. Jakarta: PT. Rineka Cipta, 2006.
- [4] T. Tafonao, "Peranan Media Pembelajaran Dalam Meningkatkan Minat Belajar Mahasiswa," *J. Komun. Pendidik.*, vol. 2, no. 2, p. 103, 2018, doi: 10.32585/jkp.v2i2.113.
- [5] R. Isran Rasyid Karo-Karo S, "MANFAAT MEDIA DALAM PEMBELAJARAN," *AXIOM*, vol. VII, no. 1, pp. 91–96, 2018.
- [6] D. D. N. E. Yulia, "Pengaruh Media Pembelajaran Powtoon Pada Mata Pelajaran Sejarah Indonesia Dalam Menumbuhkan Motivasi Belajar Siswa Iis Kelas X Di Sma Negeri 17 Batam Tahun Pelajaran 2017/2018," *J. Progr. Stud. Pendidik. Sejarah.*, vol. 2, no. 1, pp. 15–24, 2017.
- [7] M. Sari, "engembangan Media Pembelajaran Powtoon Sebagai Bahan Pengamatan Dalam Implementasi Pendekatan Sainifik Pembelajaran Dasar-Dasar Perbankan," *J. Pendidik. Akunt.*, vol. 5, no. 1, 2017.