



# Development of Sport Learning Based on E-Learning Website

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**Development of Sport Learning Based on E-Learning Website**

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**ABSTRACT**

The title of This research is "Development of sports learning based on E-Learning website". Sports website is a supporting facility available both learning and multimedia which is able to present concrete material such as video and animation which can be used as a means of sports to convey material in real terms. The purpose of this study was to determine the percentage of student learning in accessing the sports website teaching media. The method used in this research is the R&D research method with the development of the Borg and Gall model. This research is used to see the development of the student learning process, how much change and the skills of learning ability to use and apply the Website. The results showed the feasibility of website-based learning on the assessment of lecturers and students was to obtain a total score of 53.88 and a mean score of 4.37, then the figure was 90% so that this learning media was included in the category of interpretation.

**Keywords:** Learning Development, Sports Website

**1. INTRODUCTION**

In today's global era, education and coaching is something that is important. Because education is the root of a nation's civilization. Education and coaching have now become the basic sports necessities that everyone must have in order to answer life's challenges. To obtain an effective and efficient education, an e-learning website was created. E-learning can make it easier for students and educators to carry out educational and learning activities.

Learning material in the context of learning is one component that must exist, because learning material is a component that must be studied,

observed, studied and used as material that will be mastered by students as well as can provide guidelines for studying it. Without learning materials, learning will not produce anything (M. Djauhar Siddiq, et al, 2008). Learning innovations arise from changes in the learning paradigm. The change in the learning paradigm begins with a reflection on the existence of anomalous old paradigm towards a new paradigm which is hypothesized to be able to solve problems.

According to Sadiman, et al. 2006: 17 in Suwiwa, et al. 2014, there are four uses of instructional media in the teaching and learning process, namely: 1). Clarify the presentation of the message so that it is not verbalistic, 2). Overcoming the limitations of space, time, and sensory power, 3). The use of appropriate and varied learning media can overcome the passive attitude of students, 4). Provide the same stimulant, experience, and perception for every student. Arsyad (2000: 169-171) states that multimedia which is generally known today is various kinds of combinations of graphics, text, sound, video, and animation. the learning process is a complete continuity, not radical and disconnected events (Asyhar, 2011 in Suwiwa, et al 2014). Media is an inseparable part of the teaching and learning process. The term media is the plural form of medium which literally means middle, intermedia for introduction (Azhar Arsyad, 2004). Olson in Yusufhadi Miarso (2004) defines a medium as a technology for presenting, recording, sharing, and distributing symbols through certain sensory stimuli, accompanied by structuring information. More specifically, the notion of media in the teaching and learning process tends to be defined as graphic, photographic, or electronic tools to capture, process, and reconstruct visual or verbal information (Gerlach & Ely, in Azhar Arsyad, 2004).

In the discussion of media, the terms educational media and learning media in some literature show the same meaning and can be used interchangeably (Yusuf Hadi Miarso, 2004). Gagne in Yusuf Hadi Miarso (2004), states that educational media are various types of components in the student environment that can stimulate students to learn. According to Daryanto (2010: 168) E-learning is learning that uses electronic media both online and offline which is applied in conventional education and distance education. If according to Made Weda (2012: 211) learning with e-20 learning is electronic-based learning that can be used online and offline. In addition, Zainal Aqib (2013: 59) said that e-learning is a form of conventional learning that is expressed in digital format through internet technology. A web page is a document written in HTML (Hyper Text Markup Language) format, which can almost always be accessed via HTTP, a protocol that delivers information from a web server to be read by users via a web browser (Gunawan, 2010: 2). Rahmat Hidayat (2010: 2) web can be interpreted as a collection of pages used to display text information, still or motion images, animation, sound, and a combination of all of them both static and dynamic which form a series of interconnected buildings, which

each of them serves with a network of pages. Meanwhile, according to Setianto (2008: 8) the web is a place on the internet which consists of a collection of images, videos and other files that are placed on a web server, so that they can be accessed online by organizations that enter through the internet network. Munir (2008: 213).

Learning through the internet network places material on certain learning webs, various learning site facilities on the internet can be accessed by students independently for learning purposes. According to the computer vehicle team (2009: 5), a good web must have two elements, namely dynamic and interactive. According to Brinck, quoted by Ariesto Hadi Sutopo (2012: 158), there are 5 stages in the development of web learning media, including (1) Requirements Analysis, (2) Conceptual design (3) Mockup and prototype, (4) Production, (5) Launch. According to Lu'mu Tasri (2011: 7), on a micro level, the steps for developing web-based teaching materials are starting from targeting, selecting topics, making material maps, formulating objectives, preparing evaluation tools, collecting references, compiling materials, editing, uploading, and testing.

The E-learning website itself is a distance learning where students and educators do not have to meet face to face to carry out a lesson. E-learning has been widely applied in learning at every level of education. The purpose of E learning is to make learning easier and save time and money. In its application, E learning can be effective in conveying learning.

From the observations we have done, there are several findings in the learning process at the science education faculty of Ubhara Jaya on Sports Coaching Education, one of which is the ineffectiveness of the learning process due to the presence of students as athletes. The collision of the learning schedule with the training schedule causes athletes to be less than optimal in the learning process so that they need a learning model that helps them keep achieving but not left behind in the learning process in higher education. For this reason, we developed a sports website-based learning process at Sports Coaching Education of Ubhara Jaya science education Faculty

## 2. RESEARCH METHODS

The research method used is the R&D research method with the development of the Borg and Gall model. According to Borg & Gall, there are ten stages in the R&D approach. However, in this study, the stages were limited to seven stages. This research is used to see the development of the student learning process, how much change and their learning ability skills to use and apply the website. The population in this study were all students of the Bhayangkara Jakarta Raya University and Medan State University and Singaperbangsa Karawang University study programs. While the sample of this research is 10 students of Bhayangkara University, Jakarta Raya, 10 students of Medan State University and 10 students of Singaperbangsa Karawang University. The initial stage in developing this

web-based e-learning is to conduct a needs analysis. Initial needs analysis is preliminary observation in the form of interviews with sports lecturers at Bhayangkara University, Jakarta Raya. Gathering information by conducting an assessment of the material and an assessment of the media making tools. Information gathering for researchers comes from journals, books, and the internet. Design validation in research was carried out on lecturers and students in small groups. After testing the product, it can be seen the weaknesses of the product. The weaknesses and shortcomings of these products will then be corrected again to produce even better products. The type of data obtained from the results of this study is qualitative data in the form of product attractiveness and feasibility data, then converted into quantitative data in the form of numerical data from the attractiveness value and product feasibility scores.

### 3. RESULTS AND DISCUSSION

The material and evaluation in this media are compiled from the lecturers of each subject being taught. The preparation of the material is presented in a portable document format (.pdf, .doc, .ppt, .pptx) which can be downloaded by students. The material displayed in the e-learning media is filled with lecture material on educational methodology and plant physiology. Each of the three materials contains 16 face-to-face meetings. Meanwhile, the question evaluation is displayed in the form of a quiz, midterm exam, final semester exam with a predetermined time limit. Then the development of e-learning is equipped with a syllabus in each item of course material, online attendance, online assessments, lecture videos. The research instrument validation sheet consists of several fields marked with a checklist (✓) for each indicator. The validation sheet consists of lecturers of sports coaching education and students as respondents. The stage of making this website is the realization stage of the flowchart and storyboard at the design stage. The product design is translated into the form of a website. The materials and material evaluations were compiled using the Microsoft Word application and then converted into a portable document format (pdf). In addition, the material is also presented in the form of a presentation using the PowerPoint application. The source of the material used was obtained from a sports coaching education lecturer which became a simple research. The results of the e-learning website design as a learning medium in the eye sports coaching education department are presented in the following figure:



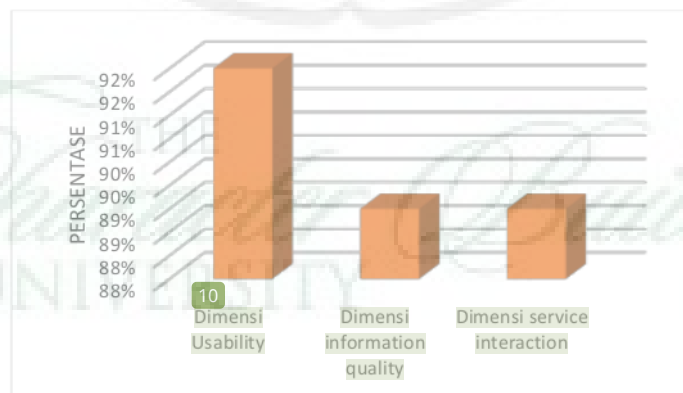
**Figure 1.** The displays of a sports learning website

Validation of the feasibility of learning products that have been made will then be validated first. Validation is an activity to assess learning media that has been made before the media is tested on respondents. Limited product trials The effectiveness of the developed model is seen in the results of product trials conducted by researchers on students in the Sports Coaching Education Study Program, Bhayangkara University, Jakarta Raya. The limited group trial consisted of 30 students from 1 class who were in the 5th semester with 18 statement instrument sheet consisting of 3 aspects of assessment, namely the usability dimension, the information quality dimension and the service interaction dimension learning design. a limited number of developed media.

The results of student responses to the limited group trial are presented in table 1 and figure 1 below:

**Table 1.** Student assessment results

No.	Research Aspects	Average score	Percentage	Criteria
1	Dimensi Usability	4,6	92%	very worthy
2	Dimensi information quality	4,4	89%	very worthy
3	Dimensi service interaction	4,4	89%	very worthy
The Total Average of All Aspects		4,5	90%	very worthy



**Figure 2. Student Assessment Results**

7 Based on table 1 and figure 1, it is known that the usability dimension aspect consists of 6 assessment items obtaining an average rating score of 4.6 or 92%. The aspect of the information quability dimension consists of 7 points of assessment with an average score of 4.4 or 89%, and the aspect of the service interaction dimension of 4.4 or 89%. It can be concluded that the greatest assessment score of the 3 aspects is the Usability 22 dimension aspect with a score of 92%. From table 4.7 it is known that the average score of the 3 aspects of the expert practitioner's assessment is 4.5 or 90% which is included in the "very feasible" category. sports coaching education. The e-learning website has been developed and the media has been tested for both feasibility and use so that the e-learning website for sports coaching education is used as a learning tool in the department of sports coaching education, Bhayangkara University, Jakarta.

The final product produced from this research and development is an e-learning website as a learning medium in the sports coaching education study program which has the virtues of being a learning medium. These virtues include: 1. Overall e-learning in the three developed universities obtained an assessment with the criteria of "Good 20 for all aspects of learning, so that it can be used as a learning medium both inside and outside the classroom.

2. E-learning can not only take place indoors, but can also be done outside the room when a lecturer is unable to attend. E-learning is an independent learning medium because it can be accessed anywhere and anytime. 3. E-learning can be included with a variety of media in it according to what students need in learning. 4. E-learning has a variety of navigation menus that make it easier for students to find what they need. 5. This learning web media contains complex learning packages, for example on the e-learning website which contains lecture contracts, learning syllabus, concept maps, learning material content, attendance, doing assignments to the download menu for published grades. 6. The content of learning materials containing attendance, material, learning ppt, learning videos, learning evaluations and discussion rooms makes it easy for students according to what they 16 d.

Learning materials are facilitated by a download menu so that it makes it easier for students to understand the material provided and links that can be accessed in increasing knowledge related to the material they need. 8. The evaluation menu on the e-learning website is online and independent, making it easier for a lecturer to assess it. 9. E-learning websites are easy to link with various information needed. 10. The e-learning website is responsive, meaning that it can be opened on various devices and software such as laptops, smartphones, Mozilla and also Google Chrome.

#### 4. CONCLUSION

The analysis and discussion above concludes that this development research can be concluded that: 1. The development of websites at these three universities has been developed in accordance with the development procedure carried out by Borg & Gall, namely the R&D (research and development) development model. However, this development research has only reached the implementation stage. The initial stage is the analysis of potential and problems, making flowcharts, preparing the material and evaluating the material after that enter the design stage. At the development stage, the e-learning website is then assessed by a validator consisting of lecturers and students. Then at the implementation stage, the website was tried out for 30 students of sports coaching education at Bhayangkara University, Jakarta Raya. The feasibility of website-based e-learning based on the assessment of lecturers and students is to obtain a total score of 53.88 and a mean score of 4.37, then the figure is 90% so that this learning media is included in the category of interpretation "Very Appropriate".

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