

**Integration of the Direct Instruction Teaching Model in Improving the Sport
Massage Abilities of Physical Education Students****Rio Wakhid Hujjatul Islam^{1✉}, Muhammad Faisal Lutfi Amri², Muhamad Ilham³**Physical Education Study Program, Faculty of Teacher Training and Education, Cenderawasih
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Keywords:Teaching Model;
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Insufficient practical abilities, combined with theoretical readiness and minimal experience, mean that this scientific field does not get its share of the abilities of graduates and students. Describe the integration of the direct instruction teaching model on the results of sports massage abilities in the 2022 physical education study program students. Prove the effectiveness of the direct instruction teaching model on the results of sports massage abilities in the 2022 class of Physical Education and Physical Education study program students. The method used in this research is a quasi experiment, namely a systematic method that builds causal phenomena on others under controlled conditions. In testing the t test using a 2 tailed significance < 0.05 , there is a significant influence between before being given the treatment and after being given the treatment. In the table above, a 2 tailed significance value of 0.00 is obtained, which means $0.00 < 0.005 p$. This shows that there is a significant influence between before being given treatment and after being given treatment. For $t_{count} = 49.637$ while $t_{table} = 1.980$. Thus, it is known that $t_{count} > t_{table}$, namely $49.637 > 1.980$, which means that there is a significant influence on the use of the direct instruction teaching model on the sports massage abilities of the 2022 physical education study program students. The direct instruction teaching model has 5 stages in an effort to improve students' abilities, namely: Stage 1 conveying the objectives, Stage 2 Demonstrating, Stage 3 guiding the training, Stage 4 Checking understanding and providing assessment, Stage 5 Providing opportunities for application. There is a significant influence on the use of the direct instruction teaching model on the sports massage abilities of students in the 2022 physical education study program class.

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INTRODUCTION

The development of the world of sports is currently entering a very fast modern era. Every day humans compete to create and increase existing resources. Very high competition means that humans have to increase their capacity to a level appropriate to their era. Sports players also need to adapt to existing changes. Changes in capability requirements always move dynamically following indicators of changes that occur.(Taufik, 2020).

Education is a means for humans to increase their capacity. The education that humans undergo is through school. Each level of education hones human abilities to think and act. At an early age, the basic abilities that become the dominant target are those related to movement development. Extensive movement mobilization supports human development at the next stage. (Millati, 2018). Education is a forum for preparing someone for the world of work. Because, when humans grow up, the tendency is to work for the survival of their lives and that of their offspring.

In an effort to improve the quality of education, adaptive and innovative learning models should be implemented in learning. Adaptive means adjusting to environmental conditions or the current era. Adaptive learning becomes a bridge in the knowledge transfer process between students and the world of work. Adaptive learning can be provided by anyone who contributes as a teacher, lecturer or lecturer. The conditions created are an effort to adapt to the situation and an effort to catch up. Educators or teachers are the first agents who play a role in efforts to create these conditions(Jannah & Sulianti, 2021).

Lectures or learning are scientific activities because they contain teaching and learning activities which are part of the transfer of knowledge. Therefore, learning and lectures are designed so that students can be actively involved in the process. As is the case in Bloom's taxonomy of human thinking abilities, namely knowing, understanding, applying, analyzing, synthesizing and evaluating.(Arifudin, 2023)This stage of thinking provides a stimulus for cognitive development. Physical education is not only education that prioritizes physical activity alone. But it also shapes cognitive and affective aspects.

The physical education study program contributes knowledge to form future teachers who will have abilities not only psychomotor but also cognitive(Mustafa, 2022). The existing lectures are designed to prepare students to de-

velop balanced thinking and practice skills. If you hear about physical education, most people will assume that all of their education takes the form of physical activity. This is not completely wrong and not completely right either. Depends on which perspective the audience sees.

Teaching methods in lectures or learning are methods used to transfer knowledge from teachers to students(Darmayanti, 2022). The aim of using this teaching method is to provide a conceptual basis for implementing lectures. Becomes the basis for conducting evaluations and follow-up actions. In each class, methods are used that are appropriate to the subject characteristics of the existing phenomena. The teaching method in physical education lectures in practical lectures uses the command method.

Talking about teaching models, we cannot escape from the stages and characteristics. Characteristics related to the age of the students(Devianti, 2020). Students are adult students. When delivering lectures in class, teachers are able to read the characteristics of their students. So that it opens up opportunities for the material or knowledge provided to be easily accepted. In adulthood, you can use conventional teaching models. At this age, students already have maturity in their brain cells. So, they are able to think according to their age stage.

Conventional teaching models such as lectures and commands in physical education study programs are commonplace(Pinangkaan et al., 2022). The teacher provides the material completely and then gives assignments, which is the conventional style that is usually used. At student age, it's actually fine, it's just that there are other aspects that will be less developed. Incomplete knowledge information will be the cause of problems at the next stage. Teaching students who are the forerunners of a teacher will continue to pass on the knowledge they receive.

The Physical Education and Physical Education study program also has practical lectures. Practical lectures even dominate existing courses. The output of the Physical Education study program is to produce skilled teachers, namely teachers who have skills in the psychomotor domain. Greater psychomotor abilities really support the output of the Physical Education and Sports Study program. Apart from having an impact on students, this ability also supports learning when they become teachers later. Making students who are taught later become active so that the goal of physical education learning at school, namely students becoming fit, is more achieved(Hardiansyah Putera, 2023).

Observations in this sports massage practical lecture class were very interesting. The skills obtained by students from the Physical Education and Sports study program have potential in the financial sector. There are still very few graduates from the Physical Education and Sports study program who study or pursue this scientific field. Insufficient practical abilities, combined with theoretical readiness and minimal experience, mean that this scientific field does not get its share of the abilities of graduates and students. This course should be the most popular course. There needs to be innovative efforts through the process of approaching lectures through teaching models that better prepare students to be better prepared (Purba et al., 2022).

The direct instruction teaching model is a teaching approach specifically designed to support the teaching and learning process related to conceptual knowledge and procedural knowledge that is structured and taught systematically (Trianto, 2011). Physical education students need this approach. Teachers provide their knowledge directly, ensuring that the information is provided directly without going through a second person. Then demonstrating knowledge and skills, the teacher demonstrates each sports massage movement step by step. The teacher guides the training, after seeing the demonstration given by the teacher. The teacher provides opportunities and guides students step by step from each movement.

Check understanding and provide good feedback, after giving students the opportunity to carry out the assigned tasks. The teacher repeats the existing stages two to three times. This is intended to allow automation of movements so that students understand (Sasmita, 2023). Next, students will provide feedback on the practice carried out when something occurs that they want to know or ask about. The final phase is application, practice which is carried out repeatedly and through guidance from direct instructors is then applied to patients. Unknown patients will immediately provide an assessment of the movements that have been carried out.

Starting from the existing background, the formulation of the problem of this research is:

What are the results of sports massage skills using the Direct Instruction teaching model for the 2022 class of Physical Education and Physical Education study program students?

Is the Direct Instruction teaching model effectively applied in Sport Massage lectures for the 2022 class of Physical Education and Recreation study program students?

The aim of this research is to show the effect of providing the direct instruction method on the sports massage skills of the 2022 physical education study program students. In detail, the aims are as follows:

Describe the integration of the direct instruction teaching model on the results of sports massage abilities in the 2022 physical education study program students.

Proving the effectiveness of the direct instruction teaching model on the results of sports massage abilities in students of the 2022 physical education study program class.

METHODS

The method used in this research is a quasi experiment, namely a systematic method that builds causal phenomena on others under controlled conditions. The experimental method is a method of providing treatment that causes existing phenomena to be resolved (Sukardi, 2011). During 8 meetings, the class was divided into two classes. One class uses a conventional approach. The teacher only provides the material and the students practice independently and then an assessment is carried out through a posttest.

Population is a generalization of objects or subjects that become phenomena (Tehamen, 2022). In this study, the sample was 145 physical education students from the class of 2021. A sample is a representative part of a population (Rio Wakhid, 2023). Determining the number of samples from the existing population uses a 5% significance table (Sugiyono, 2017) so that a sample of 100 students is obtained.

This type of research is quantitative because the existing phenomena are interpreted through numbers obtained from the results of the sports massage skills of students in the Physical Education and Sports Study Program. Quantitative research is research that looks at symptoms using data in the form of numbers as an effort to analyze them (Wiratna Sujarweni, 2014). The indicator for assessing the sports massage ability of students in the Physical Education and Sports Study Program is the assessment of the ability of sports massage techniques in the prone and supine positions (Samsudin, 2018). This position is further divided into several spots which are the focus of the assessment. The sports massage movement materials taught and assessed are: effleurage, petrissage, shaking, friction, tapotement and walking. The following is the assessment **Table 1**.

Table 1. Indicators for assessing sports massage capabilities

Massage Position	Point of treatment	Treatment
Face down	Back of thigh	effleurage-petrissage-shaking-effleurage
	Calf	effleurage-petrissage-shaking-effleurage
	Heel	effleurage-petrissage-effleurage
	Butt	effleurage-friction-tapotement-walken-effleurage
	Waist-back	effleurage-friction-tapotement-walken-effleurage
	Shoulder nape	effleurage-petrissage-shaking-effleurage
On your back	Front thigh	effleurage-petrissage-shaking-effleurage
	Front lower leg	effleurage-petrissage-shaking-effleurage
	Back/foot	effleurage-petrissage-shaking-effleurage
	Arm	effleurage-petrissage-shaking-effleurage
	Back/palms	effleurage-petrissage-shaking-effleurage
	Fingers	effleurage-petrissage-effleurage-friction-walken-shaking-effleurage

For the other class, a direct instruction teaching model will be given for 8 meetings and then an assessment will be carried out on their sports massage skills. Meanwhile, in implementing the direct instruction teaching model, pay attention to and apply the stages of the direct instruction teaching model, namely (Trianto, 2011):

Table 2. Stages of the direct instruction teaching model

Phase	The role of the teacher
Phase 1. Communicate objectives and prepare students.	The teacher explains the objectives, background information, importance of the material and prepares students to learn.
Phase 2. Demonstrate knowledge and skills	The teacher demonstrates skills correctly and presents step by step.
Phase 3. Guiding training	Teachers plan and provide training on a recurring basis.

Phase 4. Check understanding and provide feedback.

The teacher provides an assessment of the implementation that has been carried out repeatedly.

Phase 5. Provide opportunities for further training and implementation.

Teachers prepare the opportunity to apply and apply the knowledge and skills that have been taught directly to patients.

The design of this experimental method is a design created by Sukardi (Sukardi, 2011):

Table 3. Pretest – posttest control group design.

Class	Pretest	Treatment	Posttest
A	Pretest	Conventional	Posttest
B	Pretest	Direct Instruction	Posttest

Next, answering the problem formulation of the effective direct instruction teaching model for sports massage learning, the researcher calculated the objectives using the help of SPSS 20.0. The results of the t test were obtained by calculating the pretest and posttest in the experimental class, this was because the experimental class experienced a very significant increase.

RESULTS AND DISCUSSION

Answer questions contained in the problem formulation What are the results of sports massage skills using the Direct Instruction teaching model for the 2022 class of Physical Education and Physical Education study program students? Is the Direct Instruction teaching model effectively implemented in Sport Massage lectures for the 2022 class of Physical Education and Sports students? This research aims to determine the direct instruction teaching model in sports massage lectures. Knowing the effectiveness of this model on the sports massage abilities of Physical Education students.

The following **Table 4** is a form of direct instruction teaching model in sports massage courses. This model is given over 8 meetings with meetings twice every week. This treatment was given to a separate class from the control group.

Meanwhile, the control class was taught by another teacher using a conventional teaching model. Conventional lectures given are limited to theory and watching tutorial videos using YouTube sources. The following are the pretest results from two different classes.

Table 4. Stages of implementing the direct instruction teaching model

Phase	The role of the teacher	Implementation
Phase 1. Communicate objectives and prepare students.	The teacher explains the objectives, background information, importance of the material and prepares students to learn.	Meeting 1
Phase 2. Demonstrate knowledge and skills	The teacher demonstrates skills correctly and presents step by step.	Meeting 2-3
Phase 3. Guiding training	Teachers plan and provide training on a recurring basis.	Meetings 4-6
Phase 4. Check understanding and provide feedback.	The teacher provides an assessment of the implementation that has been carried out repeatedly.	Meeting 7
Phase 5. Provide opportunities for further training and implementation.	Teachers prepare the opportunity to apply and apply the knowledge and skills that have been taught directly to patients.	Meeting 8

The results of the initial descriptive analysis from the implementation of the pretest, both classes have not been treated or treated so that the results of student ability scores are still very poor. The total scores for class B are slightly higher than for class A. However, in terms of norms, the scores for these two classes are still below the existing standards. For more details, it will be illustrated in the following **Figure 1**.

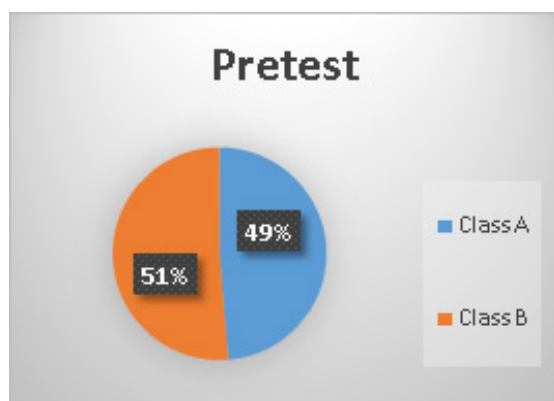


Figure 1. Pretest diagram of sports massage ability results

After the pretest, different treatments were given between the two classes for the same num-

ber of meetings before a retest was carried out. The following are the posttest results from both classes, namely class A and B. In plain view, the experimental class, namely class A, experienced a significant increase. This is different from the control class which uses conventional models

From the posttest results it was analyzed that there appeared to be a significant increase, especially in class B, namely the experimental class. Meanwhile, the control class experienced a slight increase but it was not very significant.

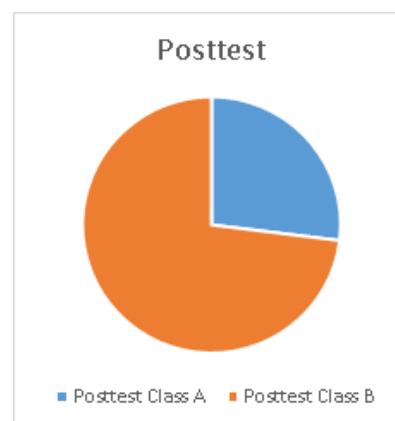


Figure 2. Posttest results for classes A and B

Next, answering the problem formulation of the effective direct instruction teaching model for sports massage learning, the researcher calculated the objectives using the help of SPSS 20.0. The results of the t test were obtained by calculating the pretest and posttest in the experimental class, this was because the experimental class experienced a very significant increase.

In the t test using a 2-tailed significance <0.05 , there is a significant influence between before being given treatment and after being given treatment. (Seso, 2022) In the table above, a 2-tailed significant value of 0.00 is obtained, which means $0.00 < 0.005$, this shows that there is a significant influence between before being treated and after being treated. For $t_{count} = 49.637$ while $t_{table} = 1.980$. Thus, it is known that $t_{count} > t_{table}$, namely $49.637 > 1.980$, which means that there is a significant influence on the use of the direct instruction teaching model on the sports massage abilities of the 2022 physical education study

This research aims to describe the integration of the direct instruction teaching model on the results of sports massage abilities in students of the physical education study program class of 2022. Proving the effectiveness of the direct instruction teaching model on the results of sports massage abilities in students of the physical edu-

cation study program class of 2022. The population in this study was 145 students of the physical education study program class of 2022. Meanwhile, the sample used was class B students, totaling 100 students. The sampling technique used is random sampling. Based on the results of the description of the posttest results, the results when students were given the rest instruction teaching model treatment showed a mean of 76.2 with a number of respondents of 50. Meanwhile for the control class with a sample size of 50 students the mean was 20.10. These results show that the experimental class obtained greater scores than the control class.

These results show that the direct instruction teaching model is effective in improving the sports massage abilities of the 2022 physical education study program students. The 5 stages in the direct instruction teaching model make the process of understanding to implementation carried out step by step so that the information conveyed can be received and applied by student. At the training stage, the teacher provides it in totality so that each student can interact with the information provided if they don't understand it. Before going to the implementation stage, students are also assessed through a posttest so that those who are ready for application in the field to patients are actually tested.

This is relevant to research conducted by Tiyo Prayoga (2022), research entitled the influence of the direct instruction learning model on the basic technical abilities of basketball playing at vocational high school students.(Tiyo Prayoga, 2022). From the results of this research, there was a significant influence between before being given treatment and after being given treatment. The research that the researchers conducted had novelty, namely that the research samples were students and the sample size was relatively larger than previous research.

During lectures or learning, students appear to be very enthusiastic and maximal because the meetings are held twice a week. Students in the experimental class also agreed to meet twice a week because their motivation to do better was very large. This is inversely proportional to what happened in the control class. In control classes, learning motivation is very lacking, plus the conventional teaching model really makes students tend to be in a state of uncertainty because they can obtain information only through theory, while direct practical opportunities are very lacking. In this control class, the continuity or follow-up of sports massage lecture activities was also unclear because students did not feel ready, both

in theory and practice.

In the experimental class students were able to carry out follow-up activities from this lecture by directly looking for patients. A sense of self-confidence emerged. The courage to directly apply one's knowledge also lies in a strong perception. So that students in the experimental class are better prepared to apply their knowledge. This really answers the demands of existing work needs. Thus, the direct instruction model needs to be practiced by teachers to improve the declarative and procedural abilities of their students.

CONCLUSION

The direct instruction teaching model has 5 stages in an effort to improve students' abilities, namely: Stage 1 conveying the objectives, Stage 2 Demonstrating, Stage 3 guiding the training, Stage 4 Checking understanding and providing assessment, Stage 5 Providing opportunities for application.

There is a significant influence on the use of the direct instruction teaching model on the sports massage abilities of the 2022 class of PE and PE study program students.

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