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Need Analysis of Development Electronic Module Teaching Materials in Rhythmic Gymnastics Course

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Abstract

This study aims to analyze the learning process in rhythmic gymnastics courses for the Physical and Recreational Education Study Program of the Nahdlatul Ulama University Lampung as a basis for developing electronic module teaching materials for rhythmic gymnastics courses. This research method refers to the stages of the Borg and Gall development model. The data collection technique was carried out by distributing questionnaires to students and interviewing lecturers of rhythmic gymnastics courses. Data analyzed descriptively. The results showed that on average 90% of students have a high interest in learning rhythmic gymnastics courses, but students have not been well facilitated in their learning. So that 100% of students say that it needs to develop electronic module teaching materials in rhythmic gymnastics courses. Also, the learning of rhythmic gymnastics courses takes place well, but learning has not used an innovative and interesting learning model that can clarify the material presented and based on developing technology to facilitate student's understanding of the material independently. Thus the need to improve teaching materials in the form of electrical modules in rhythmic gymnastics courses.

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INTRODUCTION

Rhythmic gymnastics is a gymnastic or free movement that is accompanied by music or singing following the rhythm that follows. (Caine et al., 2013) explains that «Gymnastics is a sport characterized by early intensive practice. It can represent the most demanding sport in which excellence in performance is reached during childhood and early adolescence. Childhood and adolescence are periods of enormous skeletal growth (at the end of adolescence, the major part of adult bone mass is acquired). Whereas (Husnul, 2011), explains rhythmic gymnastics is «gymnastics done to channel a sense of art or a sense of beauty to foster and enhance the art of motion. The pressure that must be applied to the rhythmic gymnastics is the rhythm, body flexibility, and continuity of movement. Also (Ahmad, 2009) explains that,» rhythmic gymnastics is the movement of steps and if the body is formed in such a way as to produce the beauty of motion order from one movement to another. «The movements can be varied in such a way as to suit the musical accompaniment, song, or count.

The Rhythmic Gymnastics course is one of the Motion Skills courses in the Physical Health and Education Study Program (PJKR), Faculty of Social and Humanities, Nahdlatul Ulama University, Lampung. The learning objectives of this course are students will be able to understand the basic concepts of rhythmic gymnastics, master various rhythmic gymnastic steps, understand and practice rhythmic gymnastics, master rhythmic activities with various rhythms: mars, waltzes, cha-cha, create a series of rhythmic movements with the rhythm of his own choosing, has a respectful and creative attitude.

Learning rhythmic gymnastics students are required to be able to learn independently. This is following the opinion (Suprijanto, 2008) which explains that the learning process takes place in the form of self-direction to solve problems. This means that to facilitate that students can learn independently the task of educators is to provide a pleasant learning atmosphere. Educators must find ways to make learning fun during the learning process. One way to make learning fun is to use teaching material that is fun too, which is teaching material that can make students feel interested and enjoy learning the teaching material. Teaching materials are materials or lecture materials that are arranged systematically, which are used by lecturers and students in the learning process (Panen et al., 2001). Teaching materials can be made in various forms according to the needs and characteristics of the teaching material to be presented (Depdiknas, 2008).

One part of the teaching material is a module. The learning module is a source of learning in addition to the teacher-designed systematically by experts in a particular field of study or the teaching profession according to the rules of design to increase effectiveness, efficiency, and increasing student interest in continuing to learn (Wiyogo, 2013). The main purpose of teaching materials in the form of modules is that the reader can absorb the material or teaching materials independently (Daryanto, 2013). There are several characteristics of the module including 1) Self Instructional; 2) Self Contained; 3) Stand Alone (stand-alone); 4) Adaptive; and 5) User Friendly (Departemen Pendidikan Nasional, 2008). A module can be said to be good and interesting if it has these characteristics.

The learning process that is taking place at this time in the rhythmic gymnastics course in the Physical Education and Recreation Education study program at the Nahdlatul Ulama University Lampung still uses the printed module. This is still considered less effective and efficient. The development of science, technology, and information brings changes and new paradigms in learning materials and learning methods (Darmawan, 2012). Very rapid technological developments produce new things, both technology in general and technological developments in the world of education. Technological developments in the world of education for example developing teaching material products in the form of e-modules. E-modules are documents or articles in an electronic format that have many benefits for learning media. In addition, e-module teaching material is one of the teaching materials whose digital publishing process consists of text, images, or a combination of both.

Some research states that e-modules become an alternative in helping the learning process to understand the material and can be used as a learning resource namely research from (Fauziah et al., 2016), (Abidin & Walida, 2017), and (Purwaningtyas et al., 2017), Opinions others from (Hayati et al., 2015) and (Suarsana & Mahayukti, 2013) say that electronic modules can help improve student learning outcomes and skills. Also, research results from (Suyoso & Nurohman, 2014) which resulted in research in the form of web-based electronic module products with mobile version format can improve student learning achievement indicated by a normalized

gain score of 0.32 and is in the medium category.

Based on the explanation above, it is necessary to do a needs analysis before developing electronic module teaching materials in rhythmic gymnastics courses in the Physical Education and Recreation Education (PJKR) University of Lampung Nahdlatul Ulama University. It is intended that the results of the development in the form of electronic rhythmic gymnastics courses can later be utilized by lecturers and students as needed as teaching material in the teaching and learning process.

METHOD

This research is part of development research. This development stage consists of; 1) Research and information collecting, 2) Planning, 3) Develop a preliminary form of product, 4) Preliminary field testing, 5) Main product revision, 6) Main field testing, 7) Operational product revision, 8) Operational field testing, 9) Final product revision, and 10) Dissemination and implementation (Borg & Gall, 1983). This research study is limited to the research and information collecting stage, which is the initial analysis in determining and explaining needs as a basis, so it is necessary to research the development of electronic module teaching materials for rhythmic gymnastics courses. This research is a qualitative descriptive study with a survey method. Research subjects were students of Physical Health and Recreation Education (PJKR) at the Nahdlatul Ulama University Lampung in the academic year 2019/2020 who had taken Gymnastics I and Gymnastics II courses and had been declared graduated as many as 60 out of 180 students taken at random. And 1 (one) rhythmic gymnastics lecturer. Data obtained using a questionnaire that was then analyzed descriptively. The following **Figure 1&2** is a product display of the development of electronic module teaching materials for rhythmic gymnastics courses:

Figure 1. Cover of Electronic Module Materials for Rhythmic Gymnastics Subject

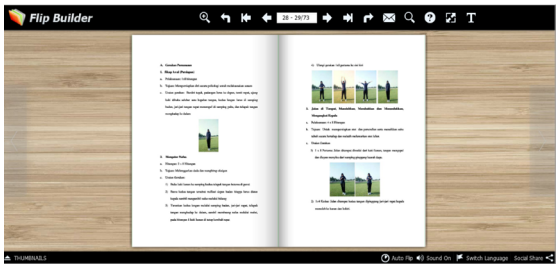

Figure 2. Contents of the Electronic Module Teaching Material for Rhythmic Gymnastics Subject

RESULTS AND DISCUSSION

Based on the analysis of the needs of the observation and distribution of questionnaires to students, it shows that: 1) The process of learning in the classroom begins with the lecturer explaining and demonstrating the material, then students listen, take notes, and do assignments following the instructor's instructions. This learning activity is accompanied by a question and answers lecturers and students and joint discussions between students, 2) Practical activities carried out in the campus environment field. 3) The duration of the material given is one meeting with a total of 3 credits, but the use of learning time is still not optimal. 4) The method used by the lecturer in practice in the field is the command method, resulting in a lack of student understanding of the material presented and student dependence only on the instructor's command so that it is considered less independent in learning. while in delivering theoretical material in class the lecturer still uses the learning model of discussion, note-taking, and conventional lectures. 5) The teaching material used is in the form of existing textbooks. 6) On average 90% of students have a high interest in learning rhythmic gymnastics courses, but students have not been well facilitated in their learning. So that 100% of students say that it needs to develop electronic module teaching materials in rhythmic gymnastics courses.

Based on the results of the needs analysis interview to the lecturers of rhythmic gymnastics courses, information is obtained that learning of rhythmic gymnastics courses takes place well, but learning has not used innovative and interesting learning models that can clarify the material presented, and are based on developing technology so that it can make it easy for students to understand the material independently.

Based on the results of the questionnaire analysis of student and lecturer responses to rhythmic gymnastics courses, as well as seeing

the cognitive and psychomotor learning outcomes of students it is necessary to develop an electronic module teaching materials of rhythmic gymnastics courses. Because the electronic module is an alternative that can be done by lecturers in increasing effectiveness, efficiency, and increasing student interest in continuing to learn (Wiyogo, 2013). This electronic module is used as a reference material for students, which contains rhythmic gymnastics material that must be studied with various worksheets and learning activities, and at the end of the material there will be practice questions sheets to see how far students understand the learning material. This electronic module teaching material will be designed simply so that users (in this case are students and lecturers) can easily use it independently anytime and anywhere. In research from (Artiniasih et al., 2019) explained that the module is an independent learning package that is systematically designed to help students achieve learning goals. The module is referred to as a medium for independent learning because it has been provided instructions for learning without assistance. This means that the developed electronic modules are arranged in a complete package, so that module users can carry out learning activities without the presence of a teacher directly. The most important thing is that the modules are arranged in a language that is easily understood by users.

CONCLUSION

Based on the results of the needs analysis that has been done, it is necessary to arrange or develop teaching materials in the form of electronic modules for rhythmic gymnastics courses. This research is part of research into the development of electronic module teaching materials in rhythmic gymnastics courses aimed at meeting students' needs for teaching materials in the Physical Education and Recreation Education Program (PJKR), especially at the Nahdlatul Ulama University Lampung. With this research can be a reference in the development of modules in rhythmic gymnastics courses.

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