Development of Traditional Sports Module Based on Project Based Learning for Students

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Abstract

The purpose of this research is to produce a traditional sports learning module based on project based learning for students. The module aims to actively involve students in preserving traditional sports by analyzing a problem related to traditional sports and then conducting a structured project analysis to solve the problem. This research is a development research or Research & Development. The development procedure in the 4-D model involves four stages, namely definition, design, development, and dissemination. Based on the results of field needs analysis, which shows that a traditional sports learning module is highly needed for students to directly collaborate in preserving traditional sports. The subjects of this research are 40 recreational sports students. The results of the research show that the traditional sports learning module based on project based learning can improve students' skills in analyzing a problem, conducting a project to answer the problem, and in line with 21st-century learning 4C, which are critical thinking and problem solving, creativity, communication skills, and the ability to work collaboratively.

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INTRODUCTION

In the 21st century, students need to have 4Cs, which are critical thinking and problem solving, creativity, communication skills, and the ability to work collaboratively. Students not only understand concepts, but they can also innovate, solve problems, and disseminate knowledge to the public, including traditional sports.

Traditional sports must continue to be preserved. Based on observations, in today's society, people have started to abandon traditional sports and have shifted towards playing modern games that utilize technology. We all know that there are many disadvantages and weaknesses of these modern games, and traditional sports are seen as outdated. If left unattended, traditional sports will surely disappear and cannot be enjoyed by future generations.

In traditional sports learning, students' skills have not yet been optimally implemented in the community. When they participate in community activities such as fieldwork practices, social services, and other field practices, they lack the skills to solve problems, manage events and competitions, have poor communication skills and still work individually.

To address this issue, a learning module is needed to make the learning atmosphere in class more active and enjoyable. Students are more enthusiastic about learning and more sensitive to the community environment. They are better prepared to face real-life situations and produce works that are not limited to memorizing theories or receiving information only.

This PBL-based traditional sports module aims to train students to see problems that arise in society, to take steps to solve a project, and to create an attractive traditional sports module for preserving traditional Indonesian sports for tourism purposes. As examples, some projects that students will make include a traditional sports festival, exploring information about endangered traditional sports, documenting them, making traditional sports equipment, and promoting traditional sports in schools or areas.

The development of this module is important as an effort to prepare students to participate in the community with various experiences, equip students with the importance of preserving traditional sports and disseminating it to the public. This module will be made as interesting as possible and tailored to the students' character so that students can actively participate.

In this state of the art, several previous studies have been taken as a guide or example for the research to be carried out, which will later serve as a reference and comparison in conducting research based on previous studies. For example, the research related to the creation of traditional sports modules such as the research conducted by Amania (2021) with the title of a module on traditional fair-character games for 9-12 year-olds.

A learning module is a unit of learning material that can be studied by students independently. It contains clear components and instructions, allowing students to follow along systematically without the intervention of a teacher. Learning modules are one of the alternative learning media that can be implemented to students to enhance their abilities independently (Logan, 2020). In addition to providing students with the opportunity to learn at their own pace and in their own way, learning modules also give students the freedom to gather information and formulate problem-solving skills by linking the knowledge they possess with the reality in their daily lives, making learning more meaningful (Erawanto, 2016). Learning modules are compiled based on real needs (Agustina, 2019), and the objective of developing modules is to provide students with structured and independent learning experiences (Guo, 2020). The learning modules are created as an alternative for students to enhance their skills independently with structured assignments. The learning modules being developed are adjusted to the principles and regulations in creating learning modules.

Project-based learning comes from relevant problems in real-world daily life and then finding solutions to these problems together as a project. Project-based learning has been proven to increase attitudes, experiences, skills, and cognitive abilities (Ardhyantama, 2021).

The PBL model has advantages, including: 1) expanding one's thoughts about problems in life that must be accepted; 2) honing and habituating critical thinking skills and practical skills in daily life; 3) alignment with modern principles that must be implemented by honing students' skills through practice, theory, and application. Learning using PBL can be implemented during normal or current pandemic times (Syafril, 2021).

Steps that must be taken in project-based learning include:
- Open the lesson with a challenging question (start with the big question/essential question)
- Plan the project (design a plan for the project)
- Make a schedule of activities (create a schedule)

- Monitor the progress of the project (monitor the students and the progress of the project)
- Assessment of the products produced (assess the outcome)
- Evaluation (evaluate the experience)

Traditional sports, or also called traditional games, are sports activities that are recognized as long-standing traditions in a certain tribe, ethnicity, or cultural group in Indonesia. It is estimated that there are 2500 traditional games spread across the archipelago, and many games are no longer played. According to data, about 40% of Indonesian traditional games have become extinct and around 65% of Indonesian children are no longer familiar with traditional games (Mia, 2021). With data taken in 2021, there is certainly a need for efforts to preserve traditional sports. Sports students who will become agents of change and spread and preserve traditional sports have a responsibility not only to understand theoretical concepts but also attitudes and applications to society, to understand the problems in society and try to find solutions by creating a useful project.

METHODS

This research is a type of Research and Development (R&D) study that refers to the 4-D development model by Thiagrajan (Rahayu & Nurcahyo, 2020). The development procedure in the 4-D model consists of four stages, namely definition, design, development, and dissemination.

The research location was conducted at the Community Sports Laboratory. The location for small and large group testing was also conducted at the Community Sports Laboratory. The research time was conducted from April to November 2022. The subjects of the research were 40 students of recreation sports.

Data collection began in the development stage (develop), by compiling and analyzing the results of the initial product validation (prototype) from 3 media experts and 3 material experts. After that, it was continued by compiling and analyzing the results of the small group and large group tests. The data obtained through the assessment instrument during the trial was analyzed using qualitative descriptive statistics.

RESULTS AND DISCUSSION

Definition

Definition is the initial stage of the research and development. This stage consists of two activities, namely the analysis of components needed to create a traditional sports module based on project-based learning for students. The analysis of these components of traditional sports module creation is done by analyzing things related to the characteristics of students, such as studying the curriculum, research and development studies, field observations, interviews and discussions with experts.

Design

Design is the second stage in the research and development, consisting of two activities, namely the initial design format for creating traditional sports modules based on project-based learning for students (initial design), and research instruments in the form of validation questionnaires, limited small group testing questionnaires, and large-scale field testing. This stage produces the initial product (prototype) of traditional sports module design based on project-based learning and research instruments.

In the context of developing traditional sports modules based on project-based learning for students, this stage is filled with activities such as preparing the conceptual framework of traditional sports modules based on project-based learning, determining the location. The design stage in this research is carried out to make an initial design related to a recreational park for children with special needs that is in line with the content framework of the definition stage that was previously carried out.

The development of this module will follow the steps in the creation of learning modules and its contents related to project-based learning that are adjusted to the Competency Standards that will be achieved in the Traditional Sports Course. The steps in PBL in one CP Course, for example, in student competence in socializing traditional sports to the community to preserve traditional games in Indonesia:

Opening the lesson with a challenging question (start with the big question/essential question)

Presenting various research related to the shift of society and already leaving traditional games, traditional games that are a characteristic must be inherited from generation to generation, children spend more time with gadgets, the means of socialization between humans and humans has decreased, games that are almost extinct and are no longer played, repeating traditional games that were once played.

Planning a project (design a plan for the project)

In this stage, learning focuses on group division, creating a group organizational structure. Then the group will discuss the projects to be car-

ried out and will plan what project will be taken.

Students will plan a project to address the above issues, including directing students to create several projects:

- Making a Traditional Sports Festival in an area / School
- Documenting traditional games that are rarely played
- Making traditional sports equipment and fields
- Mapping traditional games in an area
- And others

Compiling activity schedules

After each group determines what project will be created, the next step is to create an activity schedule that needs to be done to complete the project optimally, a schedule / timeline of activities can be created according to the activities / projects taken based on targets and tasks to be carried out.

Monitor the students and the progress of the project

Students provide reports on plans and activities every week. Reports are made every week containing activities that have been carried out and recorded in group reports and personal reports. The group leader reports the progress report of each group and reports in writing in the form of a weekly report and reported to the teaching staff / supervisor

Assessment of the product produced

Assessment of the product produced can be in the form of a video of the activity results, activity reports, group participation reports, a traditional game book, and others according to the project that has been created and presenting the completed project.

Evaluate the experience

Conduct an evaluation of the project that has been carried out by conducting a SWOT analysis. Each group presents the results of the project that has been made based on the SWOT analysis. Each group has completed the mandatory output and additional output. In this stage, the results of the project carried out by the students will be seen.

Development

Development is an advanced stage after the planning stage. The activities carried out in this stage include validation of the initial development product (prototype) by 3 media experts and 3 subject matter experts to determine the quality of the module that has been created. The results of the validation by the learning and subject mat-

ter experts will then be analyzed. If there are revisions, the results of this analysis will be used as a guide in improving the parts that need to be revised.

Next, the revised development design based on the suggestions and input from the media and subject matter experts is created in a project-based traditional sports module and tested on a small group, namely the students. Then, the analysis of the small group test can provide feedback and suggestions that the creation of a traditional sports module based on project-based learning can improve their competence or needs improvement.

The results of the test in this stage will then be re-analyzed and revised if there are suggestions and input from the experts. Next, the revised development product will be tested on a larger group to determine its effectiveness and analyzed to determine that the design of the traditional sports module based on project-based learning can be implemented. The results of the test in this stage will then be revised based on the suggestions and input provided by the stakeholders and experts. The final result in this stage is the final product ready for dissemination.

Dissemination

The dissemination stage is the final stage of the development research. In this stage, the researcher carries out socialization of the final development product through wider distribution to a larger scale. The dissemination stage is planned to be carried out on recreational sports students.

One of the learning objectives is to help students gain experience, both in terms of knowledge, skills, and values, both in quantity and quality (Retnoningsih, 2017). Project-based learning is one of the learning methods that can be applied to students (Nasution, 2022) to acquire skills in the 21st century 4C skills, which are critical thinking and problem solving, creativity, communication skills, and the ability to work collaboratively. Project-based learning (PBL) makes learning more active, creative, and successful in problem-solving (Endang, 2017) and teaches professional attitudes (Picard, 2022).

From the project-based traditional sports learning, it can be seen that the students' critical thinking and problem-solving skills are being developed (Yuliana, 2021), students conduct in-depth analysis and studies related to the problems of traditional sports in the present time which has been left behind by society (Ali, 2020), then conduct in-depth discussions to address these prob-

lems by conducting a group project. Students are expected to be sensitive to the situational conditions in society, especially the development of traditional sports itself.

The creativity of the students will be tested by how they create a project that can solve the existing problems, taking creative and strategic steps, and these creative brainstorming ideas can be implemented in the project. In-depth thinking and research are needed to be able to carry out a creative activity (Firda, 2022) that can be carried out as an implementation of the problems that arise in society. For this reason, every learning must be able to prepare human resources that are creative. The problems found in learning will require the students' creative thinking (Retnoningsih, 2017)

The students' communication skills will be honed (Firda, 2022) because this project is done together, students must be able to communicate well with other students, stakeholders, participants, and others. Gradually, students learn and practice to be able to face problems and communicate effectively. This will directly provide students with the widest opportunity to communicate arguments, problems, solutions with a rational and appropriate presentation for the needs in solving a project.

The project that is made from the beginning will train students to collaborate with each other to complete the project (Sutarto, 2022). Collaborative ability is a very basic skill when working in the workplace and society. This project will show how each person is responsible for completing tasks and their role. Traditional games are also an effective medium for building teamwork behavior (Aqobah, 2021)

Project-based learning makes the learning atmosphere in the class more active and enjoyable. Students are more enthusiastic about learning (Tris, 2022) and more sensitive to the community environment. Students are better prepared to face real-life situations and produce products/works that go beyond just memorizing theory or receiving information alone (Ardhyantama, 2021).

Lecturers need to use PBL to enhance learning and encourage creative thinking (Mursid, 2022). As a transformative teaching strategy, PBL has proven to be a comfortable way of addressing social problems beyond academic efforts. It is also a way to develop relevant skills for the job readiness of graduates in the digital world (Bowyer, 2022).

CONCLUSION

The research results show that the traditional sports module based on project based learning can improve students' skills in analyzing problems, carrying out a project to solve the problem, and in line with 21st century learning 4C's: critical thinking and problem solving, creativity, communication skills, and ability to work collaboratively. Further research is needed to determine the effectiveness of PBL learning on a wider scale.

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