Developing Website for Taekwondo Learning Media to Junior High School Students

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ABSTRACT: This study aims to produce a learning product in a form of website as Taekwondo learning media for eighth-grade students, which can also be used to help teachers in teaching. It is expected that this product can be used as a learning media. This study uses the Research and Development method. The development of this website media went through the stages developed by Nur Rohmah: Introduction, general design development, multimedia design development, product evaluation, and final results. The initial product was evaluated by material experts and then media experts. After getting evaluated by experts, the trial was conducted on the eighth-grade students of Junior High School 1 Godean through two stages: small-scale tests and large-scale tests. The data analysis techniques used were quantitative and qualitative. The results of the study produced a website-based learning media product for eighth graders of junior high school. Media product quality: "excellent" based on media experts validation and "excellent" based on material experts validation. Assessments from small-scale students were "excellent", and from large-scale students were also "excellent". Thus, it can be concluded that website-based media should be used to help educators in delivering materials.

KEYWORDS: website, development, martial arts, taekwondo

I. INTRODUCTION

One of the knowledge of physical skills taught in Junior High School is Taekwondo. Some forms of skill in Taekwondo include steeds, stakes, punches, kicks, slashes, and punctures. By learning Taekwondo, students will get various positive benefits, which can be in the form of courage, body attitude, confidence, and new experiences so that the students will be more developed.

Activities in Taekwondo learning for some students are challenging. Students who like challenges will be interested in Taekwondo materials, but there are also students who are less interested in learning Taekwondo. According to Mahendra (2017: 87) "there are no children who are alike in every way. They are usually different in physical terms, as well as in terms of personality and other individual differences. What one child or another enjoys can be boring or frightening to another."

Learning using media has the advantage of repetition of motion that can help students in learning motion. The media also provides indirect encouragement to students. Media can make learning effective because with learning media, the lesson can be repeated, for example, in its movement. In physical education, the existence of media is very important to help the learning process of the student movement. Direct examples from teachers are important, but through the media, teachers can provide examples sparingly, and with the media, teachers can play an active role in corrections. Hurlock (2011: 157) states, "to be able to imitate a model correctly, students need guidance. The guidance also helps them to correct mistakes before they are learned so well that they will be difficult to correct again". Media also plays an important role in helping students who are weak in understanding and capturing learning verbally (talking teachers). Examples of movement will be visible so that learners can have an alike understanding among other learners. On the other hand, the media also has a function when teachers are constrained to provide examples of movement.

Martial arts learning, especially Taekwondo, is one of the subjects taught in junior high schools, but not all schools teach Taekwondo. It is because Taekwondo learning is considered uncommon, in contrast to big and small ball games, and teachers are also not all competent in teaching Taekwondo learning materials, so they are reluctant to teach the material. However, it can be replaced by learning media such as watching videos or providing students with an overview of basic Taekwondo techniques. In responding to this issue, this study creates a website about learning media. It can help teachers in teaching material about

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Taekwondo learning. With learning media, students will also be more enthusiastic and not bored in learning it, and it can be accessed anywhere at any time.

During the Covid-19 pandemic, teachers are required to provide different learning. Face-to-face learning is limited and even eliminated to reduce the transmission of Covid-19. Therefore, sports teachers must provide sports learning online. Currently, online learning for Taekwondo is still lacking. However, with learning media, teacher can easily provide material about Taekwondo through the website. Through the learning media, teachers can provide an overview of the basic techniques in Taekwondo even though the teacher can no longer practice but can show the learning media to students through a simple website. Students can access the website easily and anywhere. Learning Taekwondo online during the Covid-19 pandemic makes learning independent. Therefore, students are required to learn independently, but for Taekwondo, learning materials are not all available on the internet.

The role of media is very important for teachers in helping the teaching and learning process. Through the media, learners can learn more easily by capturing the material presented. With the media, the purpose of offline learning can be conveyed so that students are expected to apply the knowledge or material that has been taught in everyday life. Increasingly, more and more media can be reached through internet access, and the right learning media is expected to achieve the learning goals.

II. METHOD

The type of research was research and development. This research used the stages of design and development. According to Brog and Gall (1983), development research procedures consist of two main objectives, namely : (1) developing the product and (2) testing the effectiveness of the product in achieving the goal. The data source or subjects of this study were students in one class of eighth grade (VIII) of Junior High School 1 Godean Sleman. The test subjects were 94 students from classes VIII A, VIII B, and VIII C. The data were collected in the form of quantitative and qualitative data. Quantitative data is data in numbers (primary data), while qualitative data is in the form of inputs or suggestions as additional data. The data obtained through the assessment instrument at the time of the tests was then analyzed using qualitative descriptive statistics. This analysis aimed to describe the characteristics of the data in each variable. Quantitative data obtained from the assessment questionnaire were then analyzed using a scale of 5 using the conversion reference from Sukarjo, which was quoted by Nur Rohmah Muktiani (2008: 78). The research period was carried out starting in November 2021.

III. DISCUSSION

Material experts used as validators in this study have several conditions that must be owned, namely: Lecturers of the Faculty of Sports Science, have competence in Taekwondo, teach or have taught about Taekwondo, and have also done or been active in research

Table 1. The Distribution of Frequency Assessment of Learning Aspects by Material Experts in Stage I

Criteria	Frequency	%
Very Good	9	75
Good	3	25
Fair	0	0
Poor	0	0
Very Poor	0	0
Total	**12**	**100**

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Bar Diagram of Learning Aspcts Assessment by Material Experts in Stage I (*in percentage*)
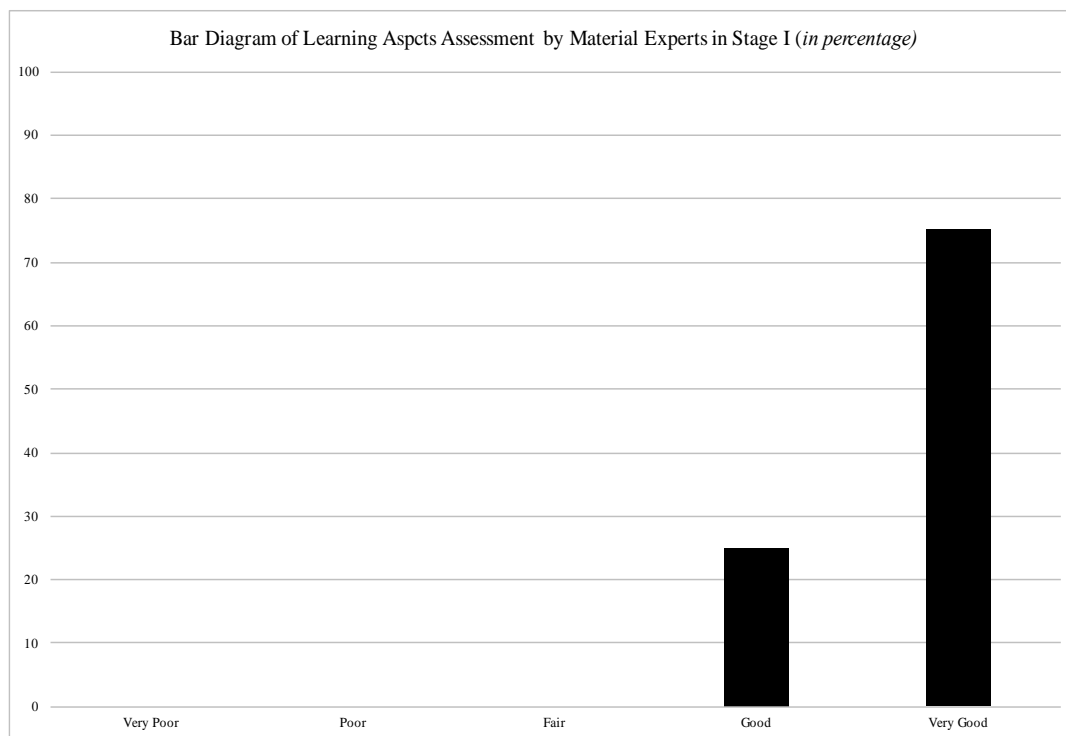
Figure 1. Validation bar diagram of learning aspects by material experts in stage I

From the data above, it can be concluded that in the validation of stage I by material experts for learning media that researchers develop, the results for the learning aspect got the following values: very poor received percentage of 0%, poor obtained percentage of 0%, 0% is also included in the category of fair, 25% is included in the good category, and 75% is included in the very good category. Then the overall average was obtained that the assessment of aspects of stage I learning was included in the "very good" category.

Table 2. Frequency Distribution of Content/Material Aspect Assessment by Material Experts in Stage I

Criteria	Frequency	%
Very Good	8	61,54
Good	5	38,46
Fair	0	0
Poor	0	0
Very Poor	0	0
Total	**13**	**100**

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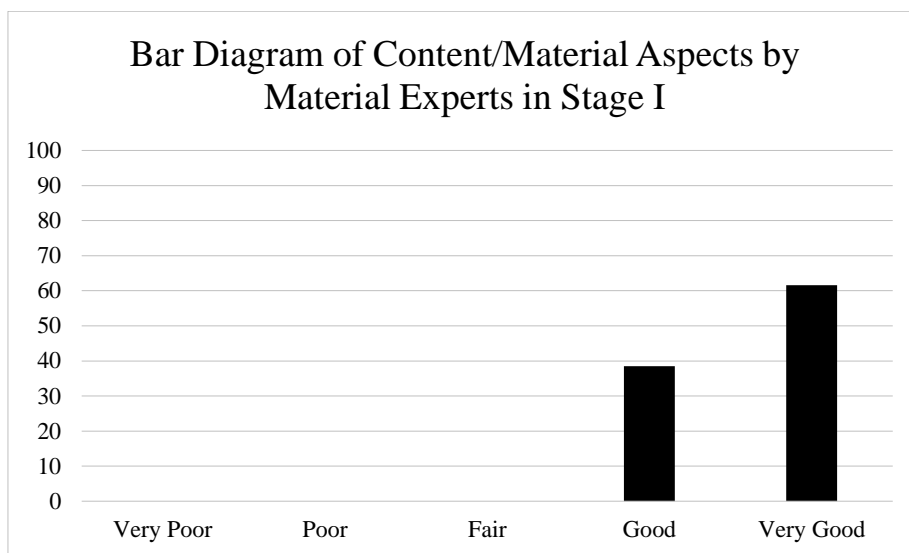## Bar Diagram of Content/Material Aspects by Material Experts in Stage I

Figure 2. Table of Contents/Material Aspect Assessment Bar by Material Experts

From the data above, it can be concluded that in the validation of stage I, material experts for learning media products that researchers are developing, the material aspect obtained a rating of 0% in the "very poor" category, 0% included in the "poor" category, 0% included in the "fair" category, 38.46% included in the "good" category, and 61.54% included in the "very good" category. Then, an overall average of assessment of material aspects by material experts in stage I has been obtained, which is included in the "very good" category with an average score of 4.5.

Table 3. Quality of learning media products validation results in stage 1 by media experts

Assessment Aspects	Average Score	Criteria
Learning Aspects	4.50	Very Good
Material Aspects	4.61	Very Good
Rerata	**4.5**	**Very Good**

Bar Diagram of Quality Leaarning Media Assessment by Material Experts in Stage I
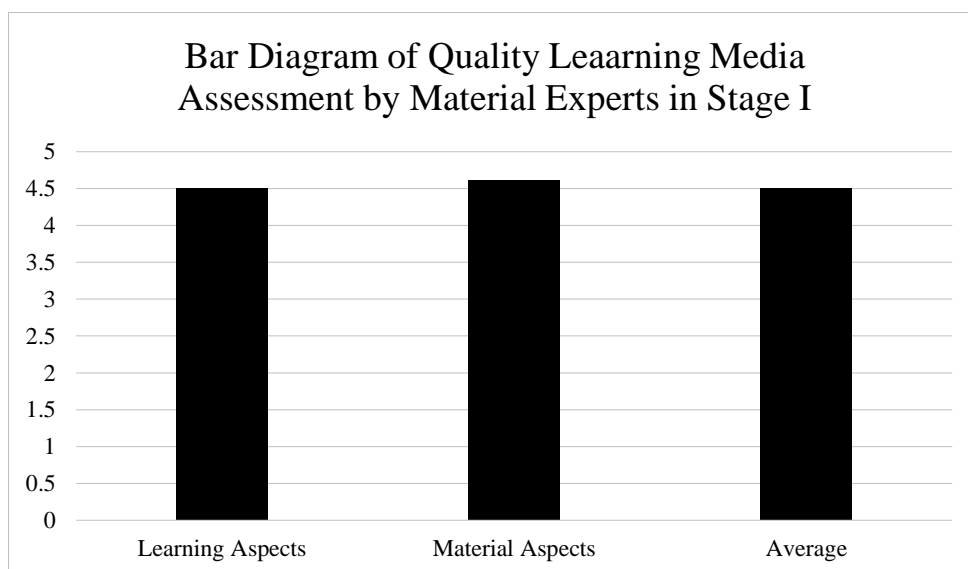

Figure 3. Product Quality Learning Media Validation Results of Material Aspects in Stage I

From the data above, it has been clearly illustrated that the average assessment in the validation of stage I that material experts had carried out regarding the quality of learning media products is included in the "very good" category, with an average score of 4.5 from the two aspects that have been evaluated, namely material aspects and learning aspects.

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Table 4. Quality of Learning Media Products in Stage I by Media Experts

Assessment Aspects	Average Score	Criteria
Display Aspects	4.76	Very Good
Programming Aspects	4.85	Very Good
Average	**4.85**	**Very Good**
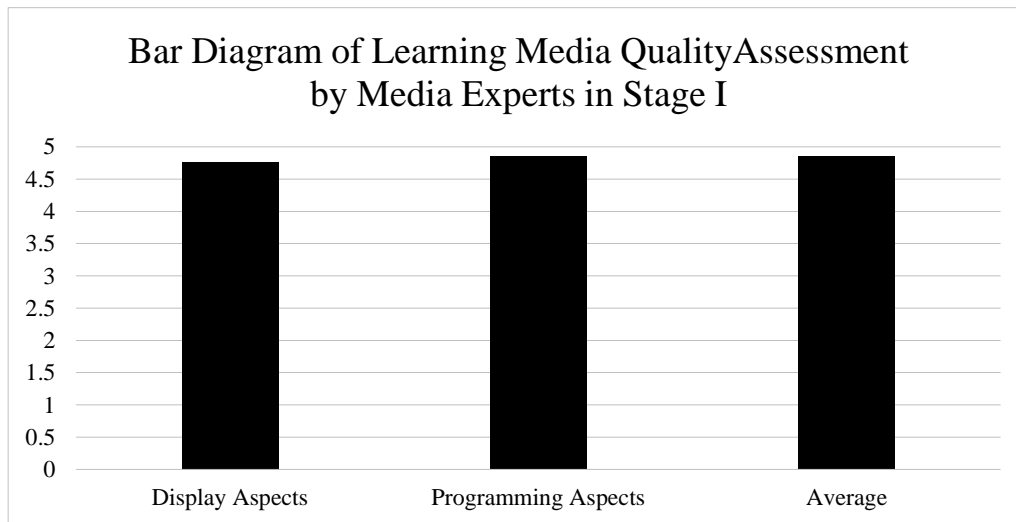
Figure 4. The quality of learning media products by media experts in stage 1

From the data above, it has been clearly illustrated that the average assessment in stage I validation carried out by media experts regarding the quality of learning media products was included in the "very good" category with an average score of 4.85. Then the two aspects are evaluated, namely the aspect of display and the aspect of programming. For the validation of media experts only one questionnaire, because media experts have stated that the media is feasible to be tested on students or test subjects.

Table 5. Frequency Distribution of Assessment of Display Aspects in Small-Scale Tests

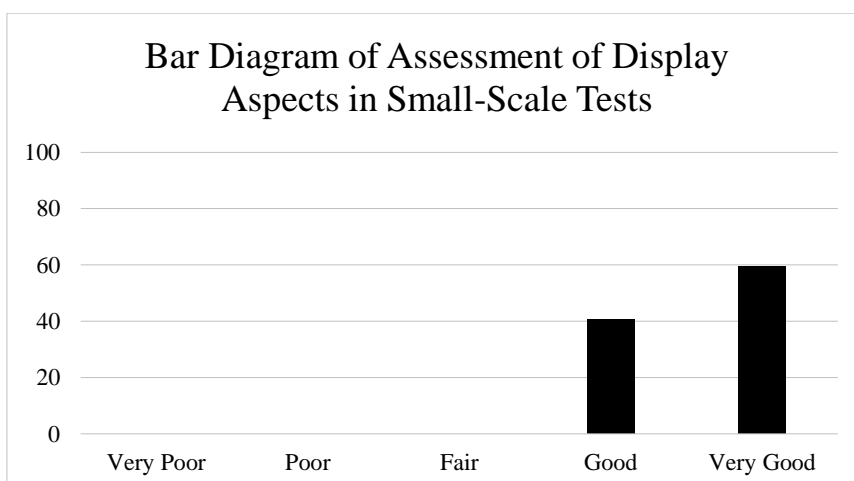| Criteria	Frequency	%
Very Good	19	59.37
Good	13	40.63
Fair	0	0
Poor	0	0
Very Poor	0	0
Total	**32**	**100**

Figure 5. Bar Diagram of Assessment of Display Aspects in Small-Scale Tests by Students

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The table and diagram above have explained in detail that the results of the study of the display of website based learning media (website product) in small-scale tests by respondents got an average score of 4.3, with 59.37% falling into the "very good" category and 40.63% falling into the "good" category.

The average score for the content/material aspect assessment was 4.4, with 87.50% included in the "very good" category and 12.50% included in the "good" category. Here is a summary of the assessment data on the small-scale tests.

Table 6. The quality of learning media products results in small-scale tests

Assessment Aspects	Average Score	Criteria
Display Aspects	4.3	Very Good
Material Aspects	4.4	Very Good
Learning Aspects	4.4	Very Good
Average	**4.36**	**Very Good**

Table 6 with the assessment of the quality of learning media products showed that the small-scale tests results got a "very good" in average score, with the display aspect was 4.3 in very good criteria, the material aspect was 4.4 with very good criteria, and the learning aspect with an average score of 4.4 which is very good criteria too. The average of all the aspect components scored 4.36, with very good criteria.
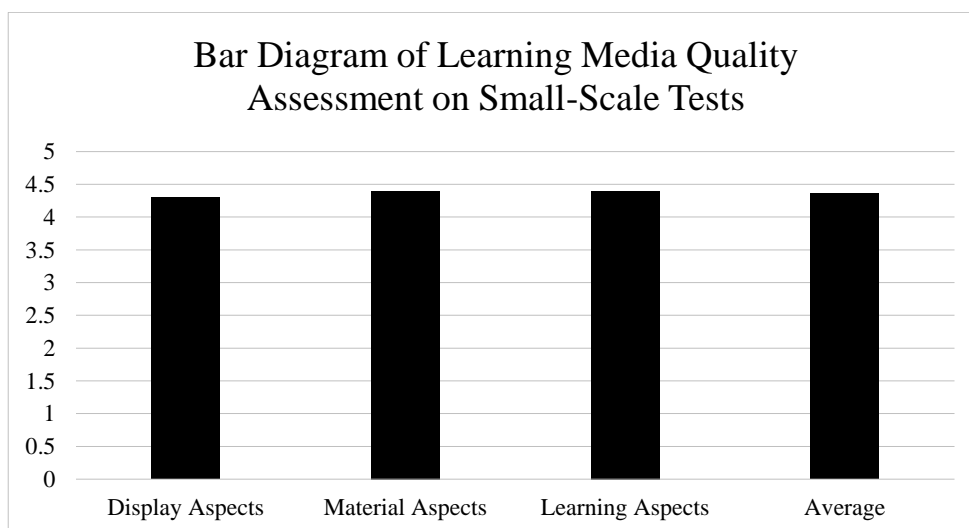
Figure 6. Learning Media Quality Assessment Bar Diagram on Small-Scale Tests

Assessment Aspects	Average Score	Criteria
Display Aspects	4.37	Very Good
Material Aspects	4.4	Very Good
Learning Aspects	4.4	Very Good
Average	**4.4**	**Very Good**

Table 7. The quality of learning media products results on large-scale tests

In the aspect of average display assessment, the average score was 4.37, with very good criteria. The material aspect, with an average score of 4.4, is included in the very good criteria, and the learning aspect has a score of 4.4 with very good criteria too. To sum up, all aspects were in very good criteria with an average of 4.4.
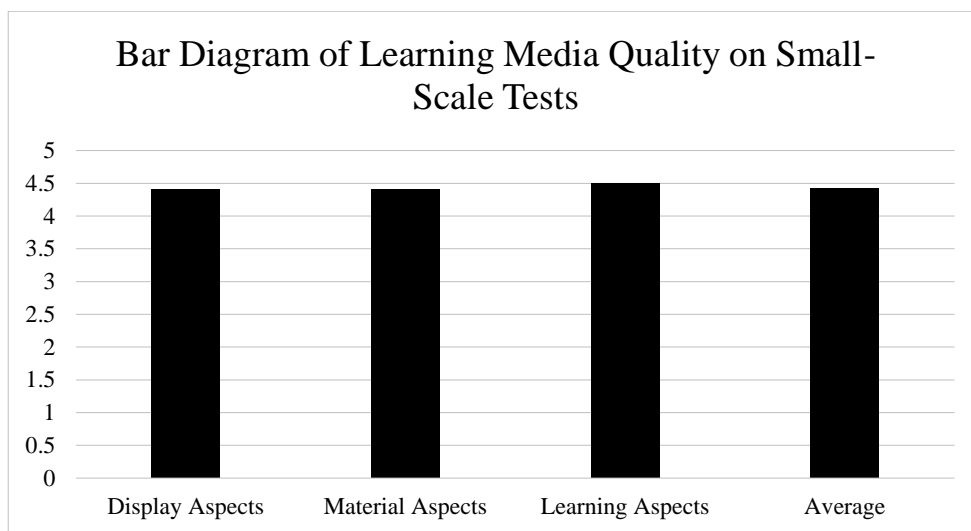
Figure 7. Learning Media Quality Assessment Bar Diagram on Small-Scale Tests

IV. CONCLUSION

Based on research and development of website learning media for students in eighth grade of junior high school, media is useful to help educators/teachers explain the material from Taekwondo martial arts with limitations of giving examples and distance learning due to the Covid-19 Pandemic. More completely, it can be concluded as follows:

1. Creating a website media for Taekwondo learning goes through several stages. The stages of media creation start from the introduction, development of media design, production, and product evaluation. In the preliminary stage, the researcher determines the subjects, identifies the needs, and determines the material to be included in the website media. The next stage is to identify basic competencies, develop materials, develop test items, compile manuscripts, collect materials, and continue making learning media. Creating learning media includes creating websites, Taekwondo learning videos, and creating pdf formats. The production process of early-stage learning media is completed. The final stage is product evaluation using validation by media experts, material experts, and one-on-one trials and large-scale trials by the eighth class students

2. The assessment results by material experts regarding the quality of learning media are included in the "very good" category. Furthermore, the assessment, according to media experts, is included also in "very good" category. Aside from material and media experts, the assessment by learners is broken down as follows. Assessments on small-scale tests fall into the "very good" category, and assessments on large-scale tests fall into the "very good" category too. In the validation of learning material experts, the average score of 4.5 was included in the "very good" category. In the content/material aspects, the average score of 4.61 was included in the "very good" category. In the validation of media experts on the display aspect, the average score of 4.76 was included in the "very good" category, and the programming aspect, the average score of 4.85, was included in the "very good" category. Assessment on small-scale tests obtained an average score of 4.42 in all aspects and was included in the "very good" category. Then in a large-scale tests, the average score of 4.43 overall on aspects of the display, aspects of content/material, and aspects of learning, and included in the category of "very good".

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