

Learning Outcome of Physical Exercise in “Addie” Development Learning Model of “Camping” towards Exploration Skills Used by Fourth Grade Students of Bubutan III/71 Elementary School in Surabaya

Sri Mulyani, Gempur Santoso, Sumardi
Physicals Program, Postgraduate Program
PGRI Adi Buana University of Surabaya Jl
Dukuh Menanggal XII/4 Surabaya

Abstract:- The development of learning strategies can be recognized as a learning devices for educational institutions to provide and broaden learners' insights about knowledge, skills and other basic values. The Efforts to develop learning models is to develop student creativity, in this case we need an effort to improve the quality of education and teaching material in order to improve student learning outcomes. In this research, the product of teaching and learning materials through exploration skills in camping was developed by using the Research and Development (R&D) research methodology, and it use the procedure of developing ADDIE models (Analysis, Design, Development, Implementation, and Evaluation). This research design used analytic with cross sectional approach and the population was 56 students. The Statistical data analysis in this study used the Kruskal Wallis test with a significant level α (0.05). The results showed that : 1) The eligibility of Material Experts, Teachers and Students for lesson pan or RPP on camping material in exploration skills is very feasible. This Evidenced measured by the average score of material experts at 64 (94.12%), teachers at 32 (72.73%), and students at 34 (85%). 2) The Effectiveness of Developing ADDIE Learning Models in Camping Against Observation Results of Browsing Skills and Learning Outcomes is very feasible. This Evidenced measured by the average score of students' exploration skills by 22.57 (94.05%), and student learning outcomes by 3.14 (78.57%). 3) The Correlation between the Development of ADDIE Learning Models in Camping according to Material Experts, Teachers, and Students Against the Observation Results of Browsing Skills is very feasible. This is proven by material experts with a significance value (0.776 > 0.05), by teachers with a significance value (0.809 > 0.05), and by students with a significance value (0.074 > 0.05). Then, the influence of ADDIE Learning Models' Feasibility in Camping according to Material Experts, Teachers and Teachers Against the Observation Results of Browsing Skills is very feasible. This proven by material experts with a significance value (0.369 > 0.05), and by teachers with a significance value (0.014 < 0.05). From the results of exploration skills and learning outcomes of students who are very skilled and get very high marks, which means the

product of teaching materials / lesson plans which are developed is very suitable when it is used by 4th grade students in Bubutan III / 71 Elementary School, Surabaya.

Keywords:- Development of Lesson Plan / RPP, ADDIE Learning Model.

I. INTRODUCTION

Based on the observations that have been carried out in 4th grade of Bubutan III Elementary School. It is known that the writer has some difficulty in controlling students on effective learning. 56 students who have scored of <75 and there were 27 students and they had to take the remedial test which got a grades of > 75 to <80 and there were 13 students. There were 6 students got grades > 80 to <90 and the other got grades > 90 which grades the highest in this subthema. The low student learning outcomes due to: teachers who do not involve students participating in learning activities, teachers have not optimally applied several learning models that require students to be active in learning activities, and low student interest to be involved in problem solving, lack of student understanding of some learning materials, and students are lack of responsible for completing assignments given by the teacher. In addition to its low Learning Outcomes, it is known that the attitude of students' skills is still low.

To obtain a new learning system, a method of research and development of a learning system is needed, (Mulyatiningsih, 2016: 26). In educational institutions have had several very strategic roles in making it happen. The long-term goal of this concept is that future generations which have the ability to recognize and manage potential independently, creatively and productively, (Winaryati, 2009: 7)

Educational institutions refer to the standardization of a learning process. The efforts to develop learning models in developing student creativity are aspects of thinking; creative, innovative, and productive, and they can improve the quality of learning and education while being able to improve the practice competencies of students in the field of education, therefore an effort is needed in order to

improve the quality of education and teaching learning materials in order to obtain an improvement of student learning outcomes.

II. DEVELOPMENT METHODS

Research and development (R&D) research methodology procedures for developing the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) (Dick and Carry (1996).

A. Development Procedure

➤ *Analysis stage*

At this stage, the researcher analyzes the problem, after that the researcher analyzes the feasibility and requirements of the lesson plan will be made. Researchers also design lesson plans that suitable with learning objectives, identify what material and skills will be included in the lesson plans and design the writing structure within the lesson plans.

➤ *Design Stage*

At this stage, the researcher will make what is needed. This steps at this stage are; arrange the needs of the lesson plan and determine the titles of the material in the lesson plan. Material are determined based on basic competencies, indicators, and learning material listed in the curriculum.

➤ *Development Stage*

At this stage, the lesson plan will be developed by researchers according to the design that has been set, after that the lesson plan which has been made will be validated by the experts.

➤ *Implementation Stage*

At this stage, a practice was conducted on the Physical Education teachers and students in 4th grade at Bubutan III / 71 Elementary School in Surabaya. Implemented lesson plans have been developed in the real situations, that is in the classroom.

➤ *Evaluation stage*

At this stage, an evaluation is carried out in the form of evaluating student learning outcomes. The evaluation results are used to provide feedback to the users of the lesson plan. Revisions are made according to the evaluation results or needs which cannot be fulfilled by the users of the lesson plan.

❖ *Trial Product*

➤ *Trial Design*

After going through the expert validation process, the next product will be tested on the students. At this stage the first lesson plan was tested on 10 students. Furthermore, the trials were conducted on 56 students to be asked to learn and solve problems in the lesson plan.

➤ *Trial Subject*

The subjects being tested were 1 expertsmaterial; Coaches / lecturers in sports education courses, 1 Teacher; Guidance / Physical Education teachers and 56 students in 4th grade at Bubutan III / 71 Elementary School in Surabaya.

III. DATA ANALYSIS

The instrument used was a questionnaire which consists of; questionnaire of expert, teacher material, and student. The analysis is intended to obtain the feasibility of development products to be used as teaching material.

The questionnaire data were analyzed by using a percentage technique, it used the following formula:

$$\text{Percentage} = \frac{\sum(\text{answer} \times \text{item} \times 100\%)}{N \times \text{highest score}}$$

information:

\sum = total

N = a number of all questionnaire items

Level of achievement	Qualification	Information
3,26 – 4,00	Very valid	Valid/ no revision
2,51 – 3,25	valid	Valid enough/ no revised
1,76 – 2,50	Less valid	Less valid/ minor revision
1,00 – 1,75	Not valid	Not valid/ major revision

Table 1:- Eligibility Assessment Criteria

Level of achievement	Qualification	Information
≥92%	Very high	Valid/ no revision
≥83% s/d <92%	high	Valid enough/ no revised
≥75% s/d <83%	enough	Less valid/ minor revision
<75%	low	Not valid/ major revision

Table 2:- Learning outcome assessment criteria

Statistical data analysis in this study used the Kruskal Wallis test with a significant level α (0.05).

IV. DEVELOPMENT RESULT AND DISCUSSION

A. The result of Discussion on ADDIE Model Learning Tools Development Process

➤ Analysis

In this first stage, the analysis phase is carried out. At this stage the researcher began with the activity of identifying problems in the learning of the Health Education in camping in 4th grade at SDN Bubutan III / 71 Surabaya.

The results of this activity were obtained by some information, including the Health Education learning applied by the teacher is more dominantly using conventional methods, and the majority of students had difficulty in learning, that is individually, especially in the form of problem solving and also activities in open nature such as camping material for browsing skills.

➤ Design

In this second stage, researchers proceed into design stage. Some activities were undertaken are making and compiling learning tools in the form of lesson plans. The results of this stage were obtained by the initial device, which was the learning device of the Physical Education or *Penjaskes* on the camping sub-topic in exploration skills.

➤ Development

In this third stage, researchers proceed to the development stage. The activity carried out is the development consisting of the validation process and the revision process at regular intervals so that a learning device is obtained which is ready to be trialled in the field. At this stage, it produces a Physical Education learning tool that is validated by validators that are ready to be applied in learning.

➤ Implementation

At this fourth stage is the implementation stage. At this stage, learning tools that have received validation will be applied to 4th grade students at SD Negeri Bubutan III / 71 Surabaya with a total of 56 students.

➤ Evaluation

At this last stage is the evaluation stage. Evaluation activities are on the effectiveness of learning by analyzing data which obtained during the application of learning tools.

B. Finding and Data Analysis

➤ Feasibility Development

ADDIE Learning Model in Camping Against Exploration Skills and Learning Outcomes in Grade 4 Students in Bubutan III / 71 Public Elementary School in Surabaya, according to Material Experts. Based on the Assessment and Validation Results on the feasibility of the

lesson plan (RPP) by the Material Experts, it can be concluded that the average score before revision with the results of the score; Very Suitable Material is 0 (0%) in the category of "Very Eligible", the Material in Accordance is 45 (88.24%) categorized as "Eligible", the Material is Inappropriate by 4 (11.76%) categorized as "Ineligible", and Ingredients Very Inappropriate Corresponds to 0 (0%) categorized as "Not Eligible".

Furthermore, after a revision of the product developed, the results are obtained; The Most Suitable Materials are 64 (94.12%) categorized as "Very Eligible", the Suitable Materials are 3 (5.88%) categorized as "Eligible", the Non-Suitable Materials are 0 (0%) categorized as "Inadequate", and the Material is Very Inappropriate Corresponds to 0 (0%) categorized as "Not Eligible". That the results of the assessment and validation of the feasibility of the Lesson Plan (RPP) by material experts numbering 1 person above can be seen based on the per aspect that has been assessed has reached the specified competencies, and can be seen based on the percentage of total feasibility before revision and after revision can be it was concluded that the highest average score before revision was 45 with a percentage of 88.24% categorized as "Eligible". Furthermore, after a revision of the product developed, it was obtained 64 results with a percentage of 94.12% categorized as "Very Eligible". Then it can be said that the learning tools developed in the Lesson Plan (RPP) in this study are "effective".

➤ The Eligibility of Developing ADDIE Learning Models in Camping Against Exploration Skills and Learning Outcomes in Grade 4 Students at SD Negeri Bubutan III / 71, Surabaya City, according to the Teachers. Based on the results of the Assessment and Validation on the feasibility of the Learning Implementation Plan (RPP) by the teachers, it can be concluded that the average score with grades; Mastery of Very Suitable Speakers is 32 (72.73%) categorized as "Very Eligible", the Mastery of Proper Speakers is 9 (27.27%) categorized as "Eligible", the Mastery of Unsuitable Speakers is 0 (0%) categorized as "Not Eligible", and which Mastery of Very Unsuitable Presenters is 0 (0%) categorized as "Ineligible".

That is the results of the assessment and validation of the feasibility of the Lesson plan (RPP) by the teachers amounting to 1 person above can be seen from the feasibility based on per aspect which has been determined to have reached the specified competencies, and can be seen its feasibility based on the total percentage it can be concluded that the average score The highest value obtained is 32 with a percentage of 72.73% categorized as "Very Eligible" (valid / not revised). Then it can be said that the learning tools developed in the lesson plan (RPP) in this study are "effective".

➤ The Eligibility of Developing ADDIE Learning Models in Camping Against Exploration Skills and Learning Outcomes in Grade 4 Students at SD Negeri Bubutan III / 71, Surabaya City, according to the Students. Based on

the Assessment and Validation Results on the feasibility of the Lesson Plan (RPP) by students amounting to 10 people, it can be concluded that the average score of students with grades; Comprehensive Material Comprehension is 34 (85%) categorized as "Very Eligible", the Comprehensive Material Comprehension is 6 (15%) categorized as "Eligible", the Comprehensive Material Comprehension is 0 (0%) categorized as "Inadequate", and the Understanding of Material Very Inappropriate at 0 (0%) categorized as "Not Eligible".

That is the results of the assessment and validation of the feasibility of the Lesson Plan (RPP) by the students numbering 10 people above can be seen based on the per aspect which has been achieved has reached the specified competencies, and can be seen eligibility based on the total percentage can be concluded that the average score the highest was 34 results with a percentage of 85% categorized as "Very Eligible" (valid / not revised). Then it can be said that the learning tools developed in the Learning Implementation Plan (RPP) in this study are "effective".

➤ Effectiveness of ADDIE Learning Model Development in Camping Against Observation Results of Exploration Skills in Grade 4 Students in SD Negeri Bubutan III / 71, Surabaya. Based on Observation Assessment Data Results of Exploration Skills in camping on the development of ADDIE learning models by students totaling 56 people, it can be concluded that the average score of students with Exploration Skills with grades; Very Able to 22.57 (94.05%) categorized as "Highly Skilled", Able to 1.02 (5.65%) categorized as "Skilled", to Not Able by 0.04 (0.3%) categorized as "Less Skilled", and Very Not Skilled Capable of 0 (0%) categorized as "Not Skilled".

That is the results of the Observation of Exploration Skills assessment in the camping of the students above can be seen based on per aspect which has been determined to have reached the specified competency, and can be seen based on the total percentage of eligibility it can be concluded that the highest average score of 22.57 results with a percentage of 94.05% categorized "Very Skillful" (valid / not revised). So it can be said that the learning tools developed in the Lesson Plan (RPP) towards the development of ADDIE learning models by students in this study are "effective".

➤ Effectiveness of ADDIE Learning Model Development in Camping Against Learning Outcomes of 4th Grade Students in SD Negeri Bubutan III / 71 Surabaya City. Based on the data of Student Learning Assessment Results on the development of ADDIE learning models in camping by students amounted to 56 people. It is known that who gets the value; Very High (ST) ($\geq 92\%$) of 44 students with an average of 3.14 (78.57%), who received a High grade (T) ($\geq 83\%$ to $< 92\%$) of 9 students with an average of 0.64 (21.43%), and those who get a Medium (S) score ($\geq 75\%$ to $< 83\%$) of 3 students with an average of 0.11 (5.36%), Students are

declared capable of completing well individually if obtained with a score of ≥ 75 and at least 75% of the total number of students according to the Minimum Mastery Criteria (KKM).

Then it means that students have been able to achieve the competencies that have been set namely solving problems related to camping exploration skills.

That is the results of student learning above can be seen based on the percentage of total feasibility, it can be concluded that the results of student learning above have met the Minimum Mastery Criteria (KKM) and have reached the specified competencies, namely obtaining the highest average score obtained by the results of the grades; Very High (ST) ($\geq 92\%$) of 44 students with an average of 3.14 (78.57%) categorized as "Very High" (Valid / unrevised). So it can be said that the learning tools developed in the Lesson Plan (RPP) towards the development of ADDIE learning models by students in this study are "effective".

➤ The Correlation between the Development of ADDIE Learning Models in Camping according to Experts of the Material To the Observation Results of Exploration Skills in Grade 4 Students in SD Negeri Bubutan III / 71, Surabaya.

Based on the Kruskal Wallis Test Results show that there is a relationship between the feasibility of developing the RPP learning model of material experts with exploration skills in students, this is evidenced by the significance value of $0.776 > 0.05$. So it can be concluded that "There is a relationship between the feasibility of developing ADDIE learning models of material experts in camping and the exploration skills of students, is" Worthy".

➤ The Correlation between the Development of ADDIE Learning Models in Camping according to the Teachers Against the Observation Results of Exploration Skills in Grade 4 Students in SD Negeri Bubutan III / 71, Surabaya.

Based on the Kruskal Wallis Test Results showed that there is a relationship between the feasibility of developing the learning model of the lesson plan of teachers with the exploration skills of students, this is evidenced by the significance value of $0.809 > 0.05$. So it can be concluded "There is a relationship between the feasibility of developing ADDIE learning models of teachers in camping with the exploration skills of students, is" Decent".

➤ The Correlation between the Development of ADDIE Learning Models in Camping according to Students Against the Observation Results of Exploration Skills in 4th Grade Students in SD Negeri Bubutan III / 71, Surabaya.

Based on the results of the Crucial Test Wallis Test shows that there is a relationship between the feasibility of developing the RPP learning model of students with exploration skills, this is evidenced by the significance value of $0.074 > 0.05$. So it can be concluded that the development of ADDIE learning models for students in camping towards exploration skills is "Worthy".

- The Influence of the Feasibility of ADDIE Learning Models in Camping according to the Experts of the Materials Against Learning Outcomes in Grade 4 Students in SD Negeri Bubutan III / 71, Surabaya. Based on the Kruskal Wallis Test Results showed that there is an influence between the feasibility of developing the lesson plan learning model of the material experts with student learning outcomes in camping, this is evidenced by the significance value of $0.369 > 0.05$. So it can be concluded that "There is an influence on the development of ADDIE learning models of material experts on students in camping on learning outcomes".
- Effect of Feasibility of ADDIE Learning Model Development in Camping according to Teachers Against Learning Outcomes in Grade 4 Students in SD Negeri Bubutan III / 71, Surabaya. Based on the results of the Crucial Test Wallis Test shows that there is no influence between the feasibility of developing the lesson model of the teachers and the learning outcomes of students in camping, this is evidenced by the significance value of $0.014 < 0.05$. So it can be concluded that "There is no influence on the development of the ADDIE learning model of Teachers on students in camping on learning outcomes".

V. CONCLUSION

Based on the results of research conducted by the researcher on the development of ADDIE learning models in camping on the exploration skills and learning outcomes of 4th grade students in SD Negeri Bubutan III / 71, Surabaya, the writer can conclude that:

- The Eligibility of Developing ADDIE Learning Models in Camping Against Exploration Skills in Grade 4 Students in Bubutan III / 71 Elementary School Surabaya according to Material Experts, the results obtained with an average score after being revised by 64 with a percentage of 94.12% categorized as "Very Eligible" "
- The Eligibility of Developing ADDIE Learning Models in Camping Against Exploration Skills in Grade 4 Students at Bubutan III / 71 Elementary School Surabaya according to the teachers, the results obtained with an average score of 32 with a percentage of 72.73% categorized as "Very Eligible".
- The Eligibility of Developing ADDIE Learning Models in Camping Against Exploration Skills in Grade 4 Students in Bubutan III / 71 Elementary School Surabaya City according to the Students, the results

obtained with an average score of 34 with a percentage of 85% categorized as "Very Eligible".

- Effectiveness of ADDIE Learning Model Development in Camping Against Observation Results of Exploration Skills in Grade 4 Students in Bubutan III / 71 Elementary School Surabaya, obtained results with an average score of 22.57 with a percentage of 94.05% categorized as "Highly Skilled" and said "effective".
- The Effectiveness of ADDIE Learning Model Development in Camping Against Learning Outcomes in Class 4 Students in SD Negeri Bubutan III / 71 Surabaya City, obtained results with an average score of 3.14 with a percentage of 78.57% categorized as "Very High" and said to be "effective".
- The Correlation between the Development of ADDIE Learning Models in Camping according to the Experts of the Material Against the Observation Results of Exploration Skills in Grade 4 Students in SD Negeri Bubutan III / 71 Surabaya, obtained from the results of the Crucial Wallis Test with a significance value of $0.776 > 0.05$. So it can be concluded "There is a relationship between the feasibility of developing ADDIE learning models of material experts in camping on the exploration skills of students".
- The Correlation between the Development of ADDIE Learning Models in Camping by Teachers Against the Observation Results of Exploration Skills in Grade 4 Students in Bubutan III / 71 Elementary School, Surabaya, obtained from the Crucial Wallis Test with a significance value of $0.809 > 0.05$. So it can be concluded "There is a relationship between the feasibility of developing ADDIE learning models of teachers in camping with the exploration skills of students".
- The Correlation between the Development of ADDIE Learning Models in Camping by Students Against the Observation Results of Exploration Skills in Grade 4 Students in Bubutan III / 71 elementary school, Surabaya, obtained from the results of the Crucial Wallis Test with a significance value of $0.074 > 0.05$. So it can be concluded "There is a relationship between the feasibility of developing ADDIE learning models of students in camping and the students' exploration skills".
- The Effect of the Feasibility of Developing ADDIE Learning Models in Camping according to Experts of the Materials Against Learning Outcomes in Grade 4 Students at Bubutan III / 71 Elementary School Surabaya City, obtained from the results of the Crucial Wallis Test with a significance value of $0.369 > 0.05$. So it can be concluded that "There is an influence on the development of ADDIE learning models of material experts on students in camping on learning outcomes".
- The Effect of Feasibility of Developing ADDIE Learning Models in Camping according to Teachers Against Learning Outcomes in Grade 4 Students in Bubutan III / 71 Elementary School Surabaya City, obtained from the results of the Crucial Wallis Test with a significance value of $0.014 < 0.05$. So it can be concluded that "There is no influence on the

development of the ADDIE learning model of Teachers on students in camping on learning outcomes".

[10]. Rusman, 2005. *Model-Model Pembelajaran Mengembangkan Profesionalisme Guru*. Jakarta: PT Raja Grafindo Persada.

VI. SUGGESTION

Based on the results of research conducted by researchers above have two suggestions, so that this learning tool can be developed even better, those are;

- The learning tools that will be made by the researcher should further be adjusted to the circumstances of the situation and the conditions of the students so that learning objectives can be achieved optimally.
- To strengthen students' understanding of a material concept, in this case camping material in exploration skills, it should be added with exercises to understand the concept in accordance with the state of the situation and conditions of the students, so they can get used to solving problems in camping material with other material.

REFERENCES

- [1]. Amilia Sholikh H., 2015. *Tahap Pengembangan Dalam Model Pembelajaran ADDIE*. Universitas Negeri Malang, Fakultas Ilmu Pendidikan.
- [2]. Anita Trisiana dan Wartoyo, 2016. *Desain Pengembangan Model Pembelajaran Pendidikan Kewarganegaraan Melalui ADDIE Model untuk Meningkatkan Karakter Mahasiswa di Universitas Slamet Riyadi Surakarta*. E-Journal Program Studi PPK FKIP UNISRI Surakarta Indonesia. Vol. 11, No.1. Tersedia pada <http://jurnal.fkip.uns.ac.id/index.php/progresif/article/view/9728>.
- [3]. Borg, W. R. & Gall, M. D. (2003). *Educational research: an introduction (7th ed.)*. New York: Longman, Inc.
- [4]. Danim Sudarwan. (2002). *Inovasi Pendidikan Dalam Upaya Peningkatan Profesionalisme Tenaga Kependidikan*. Bandung : Pustaka Setia.
- [5]. Denni Kurniadi, Suro Prapanca, 2010. *Penjas Orkes Pendidikan Jasmani, Olahraga, dan Kesehatan untuk Sekolah Dasar/ Madrasah Ibtidaiyah Kelas IV*. Kemendiknas, Jakarta. CV. Thursina.
- [6]. Dewi K.T., Suastra W, dkk., 2013. *Pengaruh Model Pembelajaran Analyze, Design, Develop, Implement, Evaluate (ADDIE) Terhadap Keterampilan Berpikir Kritis dan Pemahaman Konsep Fisika*. E-Journal Program Pascasarjana Universitas Pendidikan Ganesha – Program Studi IPA, Singaraja Indonesia. Vol 3 Tahun 2013. Tersedia pada <https://media.neliti.com/media/publications/121927-ID-pengaruh-model-pembelajaran-analyze-desi.pdf>.
- [7]. Farida Mulyaningsih, Erwin Setyo Kriswanto, dkk, 2010. *Pendidikan Jasmani, Olahraga, dan Kesehatan untuk Kelas IV SD/MI*. Kemendiknas, Jakarta. PT Intan Pariwara.
- [8]. Joyce, Bruce & Weil, Marsha. 1996. *Model of Teaching*. Boston: Allyn and Bacon Publisher.
- [9]. Purwanto, 2014. *Evaluasi Hasil Belajar*. Yogyakarta: Pustaka Pelajar.