



Analysis of the Needs for the Development of PJOK Learning Media Based on the APOWERREC Application in the Merdeka Curriculum

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Abstract

This study aims to analyze the needs of teachers and students for PJOK learning media based on the Apowerrec application in the independent curriculum. The research data was taken from a population of PJOK teachers in elementary schools and students from SDN 149 Seluma, SDN 13 Seluma and SDN 65 Seluma in Seluma district. The data analysis technique uses a quantitative descriptive analysis technique. The data collection technique used in this study was using a needs questionnaire which was distributed directly to PJOK students and teachers. The implications of research on teachers and students to change teaching patterns in accordance with the independent curriculum. In this study the questionnaire respondents consisted of 85 students with details of 28 students from SDN 149 Seluma, 30 students from SDN 13 Seluma, 32 students from SDN 65 Seluma and 3 PJOK teachers in 3 schools in Seluma district. The data generated by using a questionnaire and analyzed then made a conclusion based on the interpretation of the results of the analysis. The data collected was in the form of the results of distributing the teacher's needs questionnaire by 87% with the category strongly agree. In the distribution of student needs questionnaires by 85% with the category of strongly agree. Based on the results of the data analysis, it was concluded that the development of instructional media is needed by both PJOK teachers and students. Based on the results of the needs analysis, the development of PJOK learning media based on the Apowerrec application in the independent curriculum will be carried out.

Keywords: *Apowerrec, Development, Freedom Curriculum, Instructional Media*

A. Introduction

This year is an adaptation to the post-pandemic covid, where the online learning process has changed to offline. When Covid-19 hit Indonesia, teachers used various media applications to facilitate the online learning process so that students could easily understand it.

The development of information and communication technology in the 21st century is increasing, especially in the field of the internet, which can help teachers use various media applications both in the field of learning processes and classroom administration. And now all of Indonesia is starting to apply the independent curriculum in their respective schools starting from SD, SMP, SD/SMK.

Sadewa (2022) says that the curriculum as the most important thing in education also needs to be developed following the developments that are happening in the world [1]. Through education, it is hoped that the Indonesian people can keep abreast of developments in the field of science, information and communication technology in accordance with developments in the 21st century where technology is increasingly sophisticated. If technology is getting more sophisticated, the teacher must be able to operate various application-based digital learning media to guide their students, because today's students are close and easily adaptable to technology. If the teacher cannot make the learning process fun, it will make students not enthusiastic about learning and boring.

Education is a process carried out to develop a potential possessed by students in accordance with the objectives of the independent curriculum. This is done in order to answer the challenges in the future. Education can be used as a means of creating students who are faithful, independent, creative, critical but have a high sense of mutual cooperation, who have character, are of good quality. There are several aspects that support the learning process in the independent curriculum, one of which is learning resources. For

learning resources now using the Merdeka Mengajar digital platform application where in this application there are lots of learning resources, all teachers share good practices that are carried out in the learning process.

The Merdeka Teaching Platform (PMM) has various display features including inspiration videos, self-training, proof of work, community, student assessment and teaching tools, here you can share them for reference.

Prabowo et al., (2021) stated that technological knowledge, especially the use of PMM and the creation of learning media that is used as content from PMM, is something that needs to be done so that teachers have the skills needed in teaching and learning activities.

Meanwhile, according to Ngadiluwih (2022) PMM can be a friend for teachers in developing themselves to inspire and teach better. Therefore, the use of MMP is expected to increase teacher competence to carry out learning activities that are more innovative and interesting [2].

The Merdeka Teaching platform is useful for teachers to motivate, inspire and provide input and even appreciate the work of fellow teachers throughout Indonesia. This platform also accelerates the implementation of the independent curriculum. Teachers are also inspired to acquire a new paradigm of teaching so as to have a seriousness in producing graduates who are qualified and globally competitive in [3]. The process of gaining knowledge is now very easy for teachers if they want to learn to make various kinds of fun learning media, the best sources of experience for Indonesian teachers are summarized in PMM.

The Pancasila Student Profile is rooted in the Vision and Mission of the Ministry of Education and Culture (Ministry of Education, Culture, Research and Technology) as stated in the Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024, that "Pancasila students are the embodiment of Indonesian students as lifelong students who have global competence and behave in accordance with Pancasila values, with six characteristics of the Pancasila student profile [4].

PJOK learning based on the Merdeka curriculum requires students to have 6 dimensions of the Pancasila Student Profile. According to Nur'Inayah (2021) the 6 dimensions of the Pancasila Student Profile are faith and piety to God Almighty and have noble character, global diversity, work together, be independent, reason critically, and be creative [5].

Learning is a conscious effort to change attitudes and behavior. In an effort to achieve changes in behavior needed motivation. Motivation is one of the factors that encourage students to want to learn. Learning motivation can be classified into two, namely intrinsic motivation (states that originate from within the student himself which can encourage him to take learning actions) and extrinsic motivation (states that come from outside the individual student that encourage him to carry out learning activities) [6].

With the teacher using learning media so that students are more motivated to learn than the CBSA system (record books until they are finished) or a lecture teaching system which makes students bored of course. The visual appeal of the eye to see and the ear to listen certainly makes students more enthusiastic about learning.

The Ministry of Education and Culture created an independent curriculum aimed at enabling students to be able to answer Indonesia's future challenges, students with character and broad global insights. Teachers are given more freedom to be creative and innovate in choosing/making learning media so that students are more critical and creative in implementing learning. In the era of revolution 4.0 or the 21st century there are lots of new technological developments that can be used as learning media. Various kinds of learning media to make the learning process more fun and stimulate student enthusiasm. Learning media that can be used as facilities and infrastructure in the learning process can be in the form of audio or audio visual. Wibowo (2019) said that audiovisual media adds an interesting impression to learning [7].

Sriwidayah (2017) said in [8] Audio-visual media can make abstract concepts more concrete, can display accelerated or slowed motion so that it is easier to observe, can display details of an object or process, and make learning presentations more interesting, so that the learning process becomes fun.

Meanwhile, in my opinion, audio-visual media can make students enthusiastic because they can see firsthand what media is being displayed, if the media used has videos, pictures, and sound, the media will make students more enthusiastic.

In accordance with the independent curriculum, learning processes that use adequate teaching materials are able to keep up with technological developments and the demands of the times as well as the characteristics of students and the school environment and infrastructure. Through learning that uses information technology students will be more interested in learning and doing according to the teacher's directions.

While the needs of students and teachers in the learning process in the form of media can be identified by conducting a needs analysis. Needs analysis can be done by distributing questionnaires and interviews. Based on the results of the interviews it was concluded that one of the applications that can be used as a learning medium is Apowerrec.

The good thing about ApowerREC is that it can record almost anything that happens on the screen your computer.

In addition to a computer monitor, ApowerREC is also capable enough to record playback audio from a variety of sources, including speakers, microphone, or both. Overall, it is the best screen recording software for PC.

Apowerrec is multipurpose screen recording software integrated with the ability to annotate recordings, create recording tasks, upload captured videos, take screenshots and much more.

The Apowerrec application can be used as a choice of learning media for presentations or new application programs. The Apowerrec application is more interesting because the process of making a video can see directly the teacher's explanation not just in the form of sound but seeing the teacher deliver it there is a video of the teacher's face, so that when students are studying at home students feel the teacher is nearby making students motivated while studying and the teacher when giving explanations as well provide motivational words to students. This learning media can also be given when the learning process has not started so that when students face to face with the teacher they can understand more and ask what students feel they have not understood in the material.

Apowerrec can be used for learning media needs both offline and online. Apowerrec can record all screens both in power point, review YouTube again, and can make tutorials etc., into an interesting video.

According to Al Mamun (2014) in [9] The number of teachers who switch to the use of media, images, audio clips, videos, power points, and posters in the learning process after conducting research shows that the use of audio-visual media can help teachers and students teach effectively.

According to Prastowo (2011:16) in [10] One of the efforts to achieve learning objectives properly requires teaching materials that support the learning process. Teaching materials are all forms of materials prepared and used by teachers to help carry out teaching and learning activities in class.

PJOK is a part of science that really needs various kinds of tutorials or explanations of a real movement so that students not only listen to stories but can see live video material and review the movements.

According to Saleh & Ramdhani (2020) in [11] Physical Education, Sports and Health, especially in the scope of physical activities. The PJOK learning model is the involvement of students directly during the process of learning activities in all physical activities, play, and sports which are arranged in a structured, directed, and in accordance with the goals to be obtained. Meanwhile, according to Winarno (2006) in [12] PJOK is an integral part of the educational process that uses physical activity or physical activity in the process as a medium to achieve learning objectives. PJOK subjects can be elaborated with thematic learning through a game related to learning themes. During elementary school is a time for children to play and learn.

PJOK is the dominant science that studies movement (kinesthetics) and various scientific processes which include observation activities, making hypotheses, experiments or conducting trials, as well as evaluating data based on a scientific attitude, students are required to only master facts, concepts, principles and laws, through the process discovery by students as a project.

Learning media can be used as a tool used by a teacher to convey or deliver messages in learning.

Learning resources that can improve quality in a learning process are learning media that make students enthusiastic and passionate about the learning process.

Through the use of learning media based on the Apowerrec application, the process of transferring knowledge from a teacher to a student becomes more flexible and can be done anywhere. The way for researchers to find out the needs of learning media is by distributing questionnaires. According to Arikunto

(2013) in the journal[13]The questionnaire is a list of questions that must be filled out by respondents. Based on the results of the study above, this research was conducted to analyze the needs of teachers and students for PJOK learning media based on the Apowerrec application in the independent curriculum.

B. Research Methods

Data analysis techniques in research using quantitative descriptive analysis techniques. The data collection technique used in this research was using a needs questionnaire which was distributed directly to students and physical teachers. This research was conducted in Seluma Regency in April. The population of this study were PJOK teachers and students from SDN 149 Seluma, SDN 13 Seluma and SDN 65 Seluma.

In this study using direct observation techniques and distributing questionnaires filled out by teachers and students to determine the level of need for PJOK teachers and elementary school students for PJOK learning media based on the Apowerrec application. Data analysis techniques in this study used quantitative data analysis techniques and concluded quantitatively. Quantitative analysis techniques, in this case a questionnaire on the needs of PJOK teachers and elementary school students, were based on the answers to the research questionnaire which were filled in by 3 PJOK teachers and 85 elementary school students. Each question item used in the questionnaire was tested for validity and reliability to find out whether the instrument was suitable for use to obtain the data needed by the researcher.

The stages of carrying out this research began with determining the research subjects, namely class V SD in the even semester of the 2022/2023 academic year, which consisted of 85 students and 3 PJOK teachers. Then researchers compiling instruments in the form of observation sheets and questionnaires for the needs of teachers and students. Test the validity and reliability of the instrument to find out whether the research instrument is good or not (Yusup, 2018). Researchers distributed questionnaires to respondents. The final step taken by the researcher is to analyze the data. Each questionnaire item is assessed using a Likert scale rating of points 1 to 4 (Sugiyono, 2017) as shown in Table 1.

Table 1. Rating Likert scale

Alternative Answers	Score weight
Very Agree	4
Agree	3
Don't agree	2
Strongly agree	1

The next step is to analyze the percentage. The needs of teachers and students for learning media based on the Apowerrec application are used in the percentage of assessments as shown in table 2.

Table 2. Value Criteria

Percentage	Interpretation
0%-25%	Strongly disagree
26%-50%	Don't agree
52%-75%	Agree
76%-100%	Strongly agree

C. Result and Discussion

Table 3. Aspects observed student needs

Observed aspect	Score Percentage	Category
Student response	83%	Agree Agree
Learning experience	85 %	Strongly agree
Media Needs	87 %	Strongly agree
Average	85 %	Strongly agree

Then the following are also the results in Seluma with the distribution of a teacher needs questionnaire with a maximum ideal score of 4 consisting of 3 PJOK teachers at SDN 149 Seluma, SDN 13 Seluma and SDN 65 Seluma in the following aspects.

Table 4. Aspects observed teacher needs

Observed Aspects	Score Percentage	Category
Experience in learning	85%	Strongly agree
Average Media Needs	89 %	Strongly agree
Experience in learning	87 %	Strongly agree

The purpose of this study was to analyze the needs of PJOK teachers and students at SDN 149 Seluma, SDN 13 Seluma and SDN 65 Seluma, for PJOK learning media based on the Apowerrec application. In this study, the respondents consisted of 85 students and 3 PJOK teachers. With details of 85 students from SDN 149 Seluma, 30 students from SDN 13 Seluma 32 students from SDN 65 Seluma and 3 PJOK teachers in 3 schools in Seluma district. Questionnaire analysis of student needs consisting of 3 aspects of assessment, while the needs questionnaire teacher consisting of 2 aspects of assessment. Each question item consists of 4 answer choices. Research conducted at 3 schools in Seluma obtained an average needs analysis result of 85% of 85 students belonging to the strongly agree category according to table 3. This shows that students want learning resources that can make students study independently so that can repeat the subject matter that has been explained by the teacher. In the teacher needs questionnaire with an average result of 87% of the 3 PJOK teachers including the very agree category, this shows that the teacher also wants PJOK learning media based on the Apowerrec application.

Based on the processing of the student needs questionnaire which consisted of 3 questions on aspects of student responses with a result of 83% including the agree category. In the aspect of learning experience which consists of 7 questions on the student needs questionnaire with a result of 85%, while media needs are 87% in the very agree category, an average of 85% in the very agree category.

Meanwhile, in the teacher needs questionnaire, 85% were in the strongly agree category. In the aspect of learning media needs filled by students, 89% results are included in the strongly agree category according to the categories contained in bold 2. In the teacher needs questionnaire, 87% are included in the strongly agree category according to the criteria contained in table 2. Apowerrec can used as a learning medium that is able to attract the interest and enthusiasm of students in learning.

The results of the questionnaire analysis for the development of learning media showed that students and teachers wanted learning media that could make students learn independently. The learning resources currently used by the teacher make students less interested in learning because they only use pictures and text. Students and teachers suggest the development of media that can be used by students. Based on research data, it is necessary to develop learning media

The Apowerrec application was chosen because it can be used as a student independent learning facility and can be used as a medium that can help teachers explain material. Media

Apowerrec application-based learning is a teaching material that is designed according to the curriculum and is packaged in an attractive way so that it allows students to study independently within a certain time unit.

According to the results of research conducted by Ristwawati (2017) in[14]the use of learning media has a significant influence on increasing student motivation, because learning media offers something innovative and diverse in the presentation of material.

In addition, the results of research conducted by Pratomo Aji Susilo (2014), learning media can improve student learning outcomes. the benefits of media in the learning process are facilitating the interaction between teachers and students so that learning will be more effective and efficient. But more specifically, there are some more detailed benefits of media. Kemp and Dayton (1985), for example, identify some of the benefits of media in learning, namely:

1. Submission of subject matter can be uniformed.
2. The learning process becomes clearer and more interesting.
3. The learning process becomes more interactive.
4. Efficiency in time and effort.
5. Improving the quality of student learning outcomes.
6. Media allows the learning process to be carried out anywhere and anytime.
7. Media can foster students' positive attitudes towards learning materials and processes.
8. Changing the role of the teacher in a more positive and productive direction

Apart from the several benefits of media as stated by Kemp and Dayton, of course we can still find many other practical benefits. The practical benefits of learning media in the teaching and learning process are as follows:

1. Learning media can clarify the presentation of messages and information so that it can expedite and improve learning processes and outcomes.
2. Learning media can increase and direct children's attention so that it can lead to learning motivation, more direct interaction between students and their environment, and the possibility for students to study independently according to their abilities and interests.
3. Learning media can overcome the limitations of the senses, space and time.
4. Learning media can provide students with similar experiences about events in their environment, and allow direct interaction with teachers, the community, and their environment, for example through field trips. Visits to museums or zoos
5. Learning media is an alternative that is widely used to increase students' interest in learning. Learning media is expected to increase Self Motivated Learning and Self Regulated Learning.

Most learning media are packaged in the form of printed media, which can be in the form of books or printouts, which are less practical and less attractive to use as media in the learning process. This can be proven that there is a need for innovation in the development of learning media that is in accordance with technological developments, especially application-based learning media.

In line with what was said by Ruth Lautfer, (1999) in the journal[15] that learning media is one of the teaching aids for teachers to convey teaching material, increase student creativity and increase student attention in the learning process.

According to the author, learning media is useful for conveying information messages to recipients so that they can provide stimulus to recipients, both thoughts, feelings, attention, making recipients motivated to learn, so that the learning process can run well.

Many teachers still do not use technology-based learning media, only use books, thus making students increasingly bored. According to T.Tafonao (2018) the reasons teachers don't use media are:

1. The teacher considers that using media requires preparation.
2. Media is sophisticated and expensive goods.
3. Unusual use of media (technological stuttering).
4. The media is only for entertainment while learning must be serious.
5. The media is not available in schools, schools do not have equipment and materials to make learning media.
6. Teachers do not understand the importance of using learning media.
7. Teachers do not have the knowledge and skills about how to make their own learning media
8. Teachers do not have the skills to use learning media.
9. Teachers do not have the opportunity (time) to make learning media.
10. Teachers are used to relying on the lecture method.

According to Cardawan et al. (2018) in the journal[12] sports activities can be supported and successful with the existence of technology in the field of sports. Researchers are competing to develop new innovations due to the rapid development of technology in the field of sports. One of the technologies that can be utilized in the field of education is learning video media. The use of media in the learning process can make students motivated to carry out learning so as to improve learning outcomes. In the field of education, learning videos are a form of audio-visual media which aims to achieve maximum learning outcomes. Video is a motion picture accompanied by sound that forms a single unit that is strung together into a flow with messages in it.

D. Conclusion

The results of the analysis of research data on PJOK learning media based on the Apowerrec application obtained the results of a needs questionnaire of 85% meaning that students needed learning media based on the Apowerrec application. The results of distributing the teacher's needs questionnaire by obtaining a result of 87% were in the very agree category. Based on the results of data analysis, it can be concluded that teachers and students want the development of learning media based on the Apowerrec application.

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