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Improving Badminton Learning Using Animated Video - Based Learning Model

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Abstract

The study aims to improve badminton learning using an animated video-based learning model on student physical education Faculty of Teacher Training and Science Education University of Sriwijaya. The action class research (PTK) uses a sample of third-semester physical education students. The research results in the first cycle obtained 67%, including the low category, while the research results in the second cycle were 83% included in the high category. It is demonstrated that the increase in the animated video-based learning model. The research findings of the animated video-based learning model improve learning badminton.
Keywords*: learning badminton model, animated video, action class*

Introduction

Education is strengthening national identity in the industrialization process so that it can encourage changes in society to enter the globalization era (Wahyudi et al., 2019; Zajda, 2021). The principle of organizing education as a process of cultivating and empowering students lasts a lifetime. The educational process is needed so that educators can provide an example, build the will and develop the students' potential and creativity (Ritter et al., 2020). Part of the overall education program, namely physical education. Physical education learning exists in elementary schools, junior high schools, and senior high schools (Aryanti et al., 2018). Physical education with learning materials provided during learning put more emphasis on developing concepts with various teaching methods (Mikael, 2019). Education physical with the materials studied is given when learning more emphasize the concept development with various teaching methods (Hartati et al., 2018).

Physical education is given to educate students through physical activity. Lecture material for Physical Education students, Faculty of Teacher Training and Education, Sriwijaya University in the third semester, namely the deepening of badminton sports, weights 2 credits. According to Widiastuti et al. (2019), badminton is a small ball game that is done with a racket and shuttlecock that is hit through the opponent's net. This game is played by one person (single) and in pairs (doubles). Therefore, the provision of learning materials should be given appropriately to get optimal results.

The technology required for the learning activity. Learning sources is used not only can be accessed via the media print will however also be accessed via the internet. It is aimed to help participants learners understanding the material so that the learning outcome can be achieved. The technology development provides the latest breakthroughs in education. When the development process, students often use mobile communication devices and the internet which is becoming a new trend

(Marini et al., 2020; Subandi et al., 2018). Technological developments provide the latest breakthroughs in learning in the world of education. When the process of the development of learning, students use the device communications mobile and internet are becoming a trend just in education. Technology, digital media and popular culture are important aspects of the world of young people's lives. Digital media and culture popular is the most important aspect in children life (Edwards, 2016). Based on the research results by Henderson et al. (2017), data was obtained, the use of digital technology can be central to the way students participate in learning and not 'change' the nature of teaching and learning. It can develop a better understanding of the reality of student meetings using digital technology. The use of digital technology can be central to how students participate in learning and not ' change ' the nature of teaching and learning. It can develop an understanding that much better about the reality of meeting the students use technology digital.

A large trial gained 83.43% were category "Eligible". The implication in this research that can be used as a medium of learning in the subjects works basic volleyball skills (Syafaruddin et al., 2018). Multimedia in animated videos can be used as learning material for useful badminton techniques. It will be useful when the trainer does not have the technique or ability to properly sample movements so that animated videos can be utilized (Putra & Sugiyanto, 2016). The results obtained by video lectures can contribute to online learning and can also be used as references. Based on the study results obtained a video was given by educators to provide contributions to learning online and also can be used as a reference (Chen & Wu, 2015). The use of animated videos in learning has a positive impact on students and educators. Animated videos are designed and designed attractively so that they can achieve learning goals.

Research Methods

This classroom action research was conducted using 2 cycles. Data analysis focuses on domain skills. The research subjects were physical education students at the Teaching and Education Faculty, Semester III. The research steps were observing students while learning to serve badminton games. The data obtained after observations are used for reference when starting in cycle 1. Cycle 1 begins with an initial service test of a badminton competition, further given in the form of displaying an animated video-based learning model before practice in the field. An animated video was shown with a duration of 10 minutes which contained understanding of the long badminton long forehand service technique, then the students practised it. Cycle 1 was continued because the learning outcomes had not reached the minimum completeness criteria, it was carried out in cycle 2. Cycle 2 was given an animated video with a longer duration of 20 minutes. To see the learning outcomes above, a posttest was carried out.

Results and Discussion

Cycle 1 Research Results

Table 1. Norma Ratings Services Long Badminton (Poole, 2011)

Interval	Information
31-40	Very high
21-30	High
20 to the bottom	Low

Table 2. Service Learning Outcomes

Interval	Frequency	Percentage	Information
31-40	5	11	Very High
21-30	10	22	High
20 to the bottom	30	67	Low

Berdarkan results of the study were conducted in cycle 1 was obtained the results of learning services is 67% with the number of students 30 people, including a category lower. It illustrates that students study physical half 3 Faculty of Teacher Training and Science Education Unsri have not been able to do the servicing long forehand badminton. By because it is, to be carried out an increase in cycle 2.

Cycle 2 Research Results

Table 3. Norma Ratings Services Long Badminton (Poole, 2011)

Interval	Information
31-40	Very high
21-30	High
20 to the bottom	Low

Table 4. Service Learning Outcomes

Interval	Frequency	Percentage	Information
31-40	12	27	Very High
21-30	25	56	High
20 to the bottom	8	18	Low

Study results conducted in cycles 2 obtained 83% included a high category with the students' number 37 people. It is showed that the improvement of badminton learning using an animated video-based learning model on the students the third semester of education of physical Faculty of Teacher Training and Science Education University of Sriwijaya.

Discussion

Based on the results of learning badminton using an animated video-based learning model for the third-semester students of physical education at the Faculty of Teacher Training and Education Science, Sriwijaya University, the percentage of cycle 1 results is 67% which is in the low category, while the research results in cycle 2 were 83% included in the high category results. It shows that there is an increase in learning by using an animated video-based learning model.

The use of an animated video-based learning model is very good for improving learning activities. Animated video is designed to attract containing a material resource is displayed on the student. It is based on the relevant research results, namely, The results obtained by students' imagination and visualization can be improved through multimedia in the form of animated videos and can be used significantly (Ismail et al., 2017). The use of video animation will increase patient understanding, reduce anxiety, and shorten the interview time (Kakinuma et al., 2011).

Conclusion

Based on the study results obtained by the use of animated video-based learning model can improve the learning badminton outcomes on student education physical third-semester Faculty of Teacher Training and Science Education University Sriwijaya. The research results in cycle 1 were obtained 67% including a category lower, while the research results in cycle 2 were obtained 83% included in the categories high. The research implications that video animation can be used as one of the media that can improve badminton learning outcomes.

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