Development of Teaching Style Animation Video Tutorials for Middle School PJOK Teachers in Humbang Hasundutan Regency in 2021

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Abstract. This study aims to produce an animated video tutorial development of teaching style for PJOK junior high school teachers in Humbang Hasundutan district. This research was conducted on teachers of the PJOK junior high school Humbang Hasundutan district from December 2021 to March 2022. The type of research used is development research with *Research & Development* (*R&D*) research design from Borg and Gall. The sampling technique used *purposive sampling* with a Phase I trial of 10 PJOK teachers and a Phase II trial of 20 PJOK teachers. Furthermore, from the Phase I trial, it showed a figure of 81,4% with the **Very Eligible**, then from the Phase II trial, it showed a figure of 94% in the **Very Eligible**. The development of animated video tutorials for teaching styles for PJOK junior high school teachers in Humbang Hasundutan district was declared feasible to be developed as teaching materials.

Keywords: Video Tutorial, Animation, Teaching Style

1 Introduction

Humans are created by various cultures in this world. Humans are perfect because they are physical and mental bodies that can regulate their effectiveness in this world. The normal human system will develop when people experience a process of development and mental health through a process that is directed at achieving various positive experiences, through one education. In the nuances of education, the person is the subject of education as a subject of education, then education will help people develop self-esteem and human abilities into a product of developing a person into a fully functioning person. An understanding of education about human potential and nature is very important for the ability of education to achieve its goals in human reasoning. Leaders must learn how to achieve those goals by establishing and implementing educational concepts. The main problem with education is how to develop all the abilities that people have from birth to development, so that people can play with each other and individually through personal experience. On the other hand, physical education has an important role in the implementation of national education and in which physical education is education that uses physical activities designed to improve the physical fitness of students, from

motor, social and knowledge skills. According to Wawan S. Suherman (2004:22-23), physical education is education that uses physical activities designed systematically to improve physical fitness, motor skills, emotional intelligence and a healthy lifestyle. Physical education is not only aimed at training aspects of physical and psychomotor fitness, but the main target of physical education is also affective and cognitive aspects.

Physical education is carried out from elementary school, junior high school to high school. Physical education learning material is a continuation of the previous physical education learning material, so there needs to be an innovation in learning. In other cases, there are many physical and psychological changes experienced by adolescence. The delivery of learning at different levels really needs to be considered in implementation. This is because each age has a different potential development at each level in students starting to be seen so that teachers must be able to develop and maintain it. The implementation of education cannot be separated from the role of the teacher as a source of learning. So educators must have academic qualifications and competencies as learning resources. One of the competencies that every educator must have is pedagogic competence. Teaching style is one example in the application of pedagogical competence. The delivery of learning can be accepted by students if the teacher uses the right learning style in the learning process. As we know, there are several teaching styles, according to Agus SS (2001) Mosston's teaching styles commonly used by health sports physical education teachers, including: command teaching style, exercise teaching style, reciprocal teaching style, inclusive teaching style, guided discovery teaching styles, convergent teaching styles, divergent teaching styles, individual teaching styles, and these teaching styles are learner-motivated and independent teaching styles. The use of teaching styles aims to give students a role in learning that is useful for developing potential in students and can launch a learning process if school facilities and infrastructure are limited. There is no right or best teaching style. All teaching styles can be said to be good if the teacher can use these styles according to the existing circumstances.

As we know, the rapid development of technology today makes people always want to do creativity in order to spur new innovations which can be applied and can be used effectively and efficiently. The development of this technology has become a necessity that cannot be separated from human life so that it stimulates the human mindset to be creative in technological developments, especially the development of teaching style animation video tutorials. This is what underlies that the next generation has creative and innovative ideas for developing science and technology, so that the generation that will be able to continue the development of Science and Technology (IPTEK) will continue from generation to generation. the next generation. However, in the current reality where information technology is developing so fast and the existing facilities and infrastructure in schools has increased, it has not been effectively implemented.

Furthermore, to strengthen the assumption, the researcher made observations in the form of observations and interviews conducted by researchers in several junior high schools in Humbang Hasundutan Regency. Furthermore, after conducting observations and interviews, the researchers distributed a needs analysis to 10 junior high school teachers in Humbang Hasundutan Regency and obtained the following data: 10 teachers (100%) said there were some obstacles in the learning process, 10 teachers (100%) did not understand all teaching styles in the learning process, 3 teachers (30%) said "yes", 7 teachers (70%) said "no" about mastering technology in supporting the learning process, 2 teachers (20%) said "yes", 8 teachers (80%).

The needs analysis above makes it clear that many teachers are still not optimal in implementing teaching styles in the PJOK learning process and also states the need or need for animated teaching style tutorial videos to support the application of teaching styles in the learning process. Based on the background of the problem described above, teachers need a media that is expected to help and provide insight into the development of knowledge about teaching styles in the PJOK learning process, so that later it can be applied to students. Because of the importance of using the right teaching style in a learning process, the development of Mosston's animated teaching style video tutorials can support and assist teachers in learning PJOK SMP in Humbang Hasundutan Regency. Based on these conditions, the researcher intends to conduct research with the title "Development of Mosston Teaching Style Animation Video Tutorials for PJOK Teachers at SMP Humbang Hasundutan Regency in 2021"

2 Research methodology

The development used in a study must be based on the problems raised. Furthermore, the variables raised in the background of the problem will require a development and method to solve it, even though the research problem is the same but sometimes a researcher can choose one or more types of research development that can be used to solve the problem. In addition, a development also depends on the objectives and limitations of the research in the form of time and research costs. The method used in this research is development research. According to Winarno (2011: 76), development research is research that seeks to develop certain products by perfecting old products or creating new products. The development of certain products is tailored to the needs in the implementation of learning, especially in learning physical education, sports and health. Meanwhile, according to Sugiono (2011:297) research and development methods are research methods used to produce certain products, and to test the effectiveness of these products, whether or not the product is the result of a development will be known when the product is experimented on research subjects. There is also research and development according to Sukmadinata (2011:164) is "a process or steps to develop a new product or improve an existing product that can be accounted for." Budi Wanto (2006:9) also explains in his book that development research is "a research design that is oriented towards developing or producing products." All research and development is always oriented towards developing a particular product. The steps for the development method are as follows:
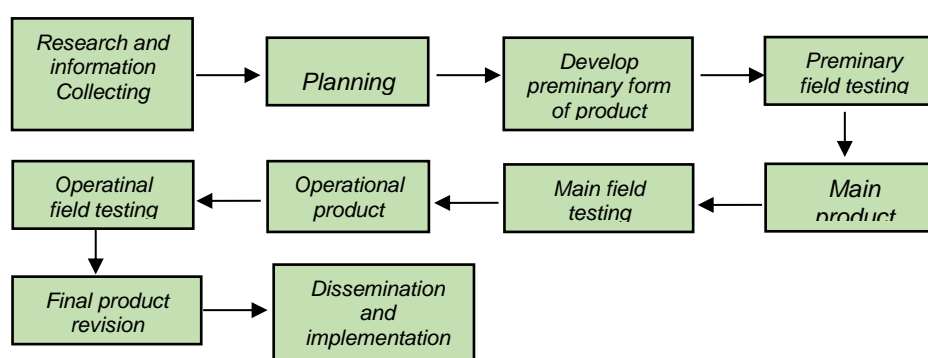

Figure 1. Schematic of Research and Development

Steps The next step is to make an initial product in the form of a series of video tutorial developments for teaching style animation to teachers which can later be used as a guide or reference in learning especially by teachers. PJOK SMP in Humbang Hasundutan Regency. The initial product was poured in the form of an animation-based teaching style video tutorial. The development of this product is expected to be a product that can be developed systematically and logically, so that this product has appropriate effectiveness and efficiency for use.

3 Description of research results

The rapid development of technology today makes people always want to do creativity in order to spur new innovations which can be applied and can be used effectively and efficiently. The development of this technology has become a necessity that cannot be separated from human life so that it stimulates the human mindset to be creative in technological developments, especially the development of Mosston teaching style animation video tutorials. This is what underlies that the next generation has creative and innovative ideas for developing science and technology, so that the generation that will be able to continue the development of Science and Technology (IPTEK) will continue from generation to generation. the next generation. However, in the current reality where information technology is developing so fast and the existing facilities and infrastructure in schools has increased, it has not been effectively implemented.

The teacher is the spearhead of learning when at school the knowledge transfer process provided will make students enthusiastic in carrying out the learning process. Teachers need a media that is expected to help and provide insight into the development of knowledge about teaching styles in the PJOK learning process, so that later it can be applied to students. Because of the importance of using the right teaching style in a learning process, the development of Mosston's animated teaching style video tutorials can support and assist teachers in learning PJOK SMP in Humbang Hasundutan Regency.

3.1. Information Gathering

Researchers made observations in the form of observations and interviews conducted by researchers in several junior high schools in Humbang Hasundutan Regency. Furthermore, after conducting observations and interviews, the researchers distributed a needs analysis to 10 junior high school teachers in Humbang Hasundutan Regency and obtained the following data: 10 teachers (100%) said there were some obstacles in the learning process, 10 teachers (100%) did not understand all teaching styles in the learning process, 3 teachers (30%) said "yes", 7 teachers (70%) said "no" about mastering technology in supporting the learning process, 2 teachers (20%) said "yes", 8 teachers (80%). The needs analysis above makes it clear that many teachers are still not optimal in applying teaching styles in the PJOK learning process and also states the need or need for animated teaching style tutorial videos to support the application of teaching styles in the learning process.

3.2. Designing Mosston Teaching Style Animation Video Tutorials for Middle School PJOK Teachers

Determine what form of development will be an object of research against the background of the problem and design a development product that has been determined, according to the needs of the research object. The results of the information from the problems that exist in the field can be concluded that the researcher designed the product design according to the potential and the problem. The initial product of this research is a teaching style reading book, then the design product that will be developed is in the form of an animated video tutorial about the teaching style adopted from Mosston in the form of an application and in the application there are sections and subsections of teaching styles, there are descriptions, anatomy described invest through animated video tutorials of each type of teaching style. Researchers with the help of IT experts designed the animated video in such a way as to describe the factual learning process of PJOK by applying the chosen teaching style in each sub-section, so as to be able to explain the roles and involvement of students and teachers as well as the differences between teaching styles at each stage. Starting from the problem to be studied, the specific purpose of this research is to produce a video animation development product for the application of Mosston's teaching style to PJOK teachers which makes it easy for teachers to learn about teaching styles which can later be applied to students seeing this product as well. can be in the form of application services in a *smartphone* that becomes a source of instant service knowledge about teaching styles. It is also possible to become a source of additional knowledge for teachers of other subjects, especially in Humbang Hasundutan Regency.

Furthermore, in making media developed by researchers, product consultations are carried out with experts, especially in physical education learning experts along with media / IT experts so that they can produce perfect products. The product for developing a teaching style based on animated video tutorials for PJOK teachers is an animation-based teaching style video tutorial which is included in a video that contains various types of teaching styles for PJOK teachers in Humbang Hasundutan Regency. Teaching based on animated video tutorials to PJOK teachers starts from an initial concept that is developed systematically and according to needs, so that the development of animated video tutorials is expected to have effectiveness and efficiency and become suitable for use by PJOK teachers, especially in Humbang Hasundutan Regency. The instrument design that will be developed is as shown in the following image:

Figure 2. Teaching Style Video Tutorial Application

3.3. Product

Trial Phase I Phase I trials were conducted on 10 junior high school teachers in Humbang Hasundutan district. This aims to provide input and assessment of the results of trials conducted on samples to see the level of usefulness of the Mosston teaching style tutorial video animation for PJOK junior high school teachers and their effectiveness. Mosston's teaching style animation video tutorial for junior high school PJOK teachers, so that it meets the theoretically and empirically feasible criteria. The data obtained is then used as a basis in an effort to make revisions at a later stage. The results obtained in the field after conducting the Phase I trial were the work of the Mosston teaching style tutorial video animation for the SMP PJOK teachers that was used to work quite well and could be used as a reference for SMP PJOK teachers in applying the Mosston teaching style in PJOK learning so that it was more interesting.

From the results of trials conducted by researchers on 10 junior high school teachers in Humbang Hasundutan district, it can be seen that they have been classified in the form of a questionnaire questionnaire, by grouping them into 3 aspects, namely, video animation tutorials, media aspects for teachers in applying teaching styles, results of using video animation tutorials. so that there are a total of 14 questions, the results of the teacher's answers are grouped into 5 categories, namely SS (Strongly Agree), S (Agree), SD (Medium), TS (Disagree), STS (Strongly Disagree) with an assessment of 5,4,3 ,2,1. The results of the first phase of the teacher's trial are outlined through the presentation formula for the maximum number of answers/scores x 100% with the following results. From 10 samples of small group trials with a total score of 570 divided by a maximum score of 700 x 100% resulting in a presentation of 81.4% with **Very Eligible criteria.** At the time of the Phase I trial, the researchers found findings in the field on the Mosston teaching style animation tutorial video for Middle School PJOK teachers which the researchers put into **Table 1.**

Table 1. Research

No.	Findings
1	The sample looked confused at first when the researcher explained about the product developed by the researcher
2	The sample is still unable to run the Mosston teaching style animation video application
3	The sample has not been able to download the Mosston teaching style animation video application
4	The sample suggests that the teaching style be made with an example
5	The sample suggests adding an example Mosston teaching style

3.4. Results of the Phase II

The Phase II trial was conducted on 20 junior high school teachers in Humbang Hasundutan Regency. This aims to provide input and assessment of the results of the trials conducted on the sample to see the level of usefulness of the Mosston teaching style tutorial video animation for Middle School PJOK teachers and their effectiveness. Mosston's teaching style animation video tutorial for middle school primary school teachers, so that it meets the criteria for being theoretically and empirically feasible, so that it meets the criteria for being feasible theoretically and empirically. The data obtained is then used as a basis for efforts to improve the final product of the Mosston teaching style animation tutorial video for Middle School PJOK teachers. The results that can be obtained in the field after conducting the Phase II trial are animated videos of Mosston teaching style tutorials for Middle School Primary School teachers whether it is

feasible to use and meet the criteria referred to in the Mosston teaching style tutorial animation videos for Middle School Primary School teachers. From the results of the trials carried out, it can be seen and classified in the form of a questionnaire questionnaire, by grouping into 3 aspects, namely, animated video tutorials, media aspects for teachers in implementing teaching styles, the results of using animated tutorial videos so that a total of 14 questions are answered, the results of the teacher's answers grouped into 5 categories, namely SS (Strongly Agree), S (Agree), SD (Medium), TS (Disagree), STS (Strongly Disagree) with an assessment of 5,4,3,2,1. The results of the first phase of the teacher's trial are outlined through the presentation formula for the maximum number of answers/scores x 100% with the following results. Of the 20 samples of the Phase II trial with a total score of 1,316 divided by a maximum score of 1,400 x 100% resulting in a presentation of 94.0% with **Very Eligible criteria.**

4 Discussion results

Physical education is an educational process that utilizes physical activity to produce holistic changes in individual qualities, both physically, mentally and emotionally. Physical education places great emphasis on aspects of comprehensive education in terms of health, physical fitness, critical thinking skills, emotional stability, social skills, reasoning and moral action. Dini Rosdiani (2015:1) explains that "Physical education is an educational process through providing learning experiences to students in the form of physical activities, playing and exercising that are systematically planned to stimulate growth and physical development, skills, motor, thinking skills, emotional, social, and morals, the provision of learning experiences is directed at fostering, as well as forming a healthy and active lifestyle throughout life.

Darminto (2017:2) also explains that physical education, sports and health are education systems that prioritize physical, physical, game and sports activities that are used as media to achieve comprehensive development of individuals. A similar explanation was also put forward by Andriyanto (2016: 4) that sports and health physical education implies learning that puts forward physical activity as a medium in achieving a learning goal. From this explanation, it can be concluded that physical education is an integral part of an overall education that contributes to the growth and development of each student. In physical education learning, pencak silat material is an important material that must be applied to students. The teaching style applied by Musca Moston is a teaching style that is often used in teaching physical education in schools, especially junior high schools (SMP). The teaching style must be taught in various ways according to the needs of students, the teacher must also be able to develop a teaching style in teaching it to students, this makes the teacher have to think about concrete ways in teaching the learning. One way that is fairly new in teaching this teaching style is by using animated videos in these learning applications, because teachers must be able to prepare animated videos by using technology in learning so that learning does not seem monotonous, especially in this digital era, it is appropriate. The teacher is able to design a teaching style that attracts students in doing learning so that the objectives of the learning run well.

The use of teaching styles aims to give students a role in learning that is useful for developing potential in students and can launch a learning process if school facilities and infrastructure are limited. There is no right or best teaching style. All teaching styles can be said to be good if the teacher can use these styles according to the existing circumstances. The need for a new touch in teaching teaching styles by teachers to students requires teachers to be more creative, this is supported by the results of the needs analysis for Middle School PJOK teachers in Humbang

Hasundutan Regency that PJOK teachers feel they are not optimal in implementing teaching styles in PJOK learning. Therefore, the research that the researchers did by developing an animated video tutorial on the Muska Mosston teaching style that the researchers made more interesting by using media as teaching materials got high enthusiasm from the PJOK teachers in Humbang Hasundutan district, so that it would motivate teachers in making learning media. and teaching styles that suit student needs. This is supported by data from the results of the first stage of the trial and the second stage of the trial where at the time of the first stage of the trial it was conducted on 15 junior high school teachers in Humbang Hasundutan district. The level of usefulness of the Mosston teaching style tutorial video animation for Middle School Primary School teachers and the effectiveness of the Mosston teaching style tutorial animation video for Middle School Primary School teachers, so that it meets the theoretically and empirically feasible criteria. The data obtained is then used as a basis in an effort to make revisions at a later stage. The results obtained in the field after conducting the Phase I trial were the work of the Mosston teaching style tutorial video animation for the SMP PJOK teachers that was used to work quite well and could be used as a reference for SMP PJOK teachers in applying the Mosston teaching style in PJOK learning so that it was more interesting.

From the results of trials conducted by researchers on 10 junior high school teachers in Humbang Hasundutan district, it can be seen that they have been classified in the form of a questionnaire questionnaire, by grouping them into 3 aspects, namely, video animation tutorials, media aspects for teachers in applying teaching styles, and the results of using video animation tutorials, so that there are a total of 14 questions, the teacher's answers are grouped into 5 categories, namely SS (Strongly Agree), S (Agree), SD (Medium), TS (Disagree), STS (Strongly Disagree) with an assessment of 5,4,3 ,2,1. As for the results of the first phase of the trial, it is stated through the formula for the presentation of the maximum number of answers/scores x 100% with the following results. Of the 10 small group trial samples with a total score of 570 divided by a maximum score of 700 x 100%, it resulted in a presentation of 81.4% with **Very Eligible criteria.** While the second phase of the trial was conducted on 20 junior high school teachers in the Humbang Hasundutan district, this aimed to provide input and an assessment of the results of the trials carried out on the sample to see the level of usefulness of the Mosston teaching style tutorial video animation for Middle School PJOK teachers and the effectiveness of the animated tutorial video. Mosston's teaching style to PJOK junior high school teachers, so that it meets the criteria for being feasible theoretically and empirically, so that it meets the criteria for being feasible theoretically and empirically. The data obtained is then used as a basis for efforts to improve the final product of the Mosston teaching style animation tutorial video for Middle School PJOK teachers. The results that can be obtained in the field after conducting the Phase II trial are animated videos of Mosston teaching style tutorials for Middle School Primary School teachers whether it is feasible to use and meet the criteria referred to in the Mosston teaching style tutorial animation videos for Middle School Primary School teachers. From the results of the trials carried out, it can be seen and classified in the form of a questionnaire, by grouping into 3 aspects, namely, video animation tutorials, media aspects for teachers in applying teaching styles, and the results of using video animation tutorial so that a total of 14 questions are answered, the teachers' answers are grouped into 5 categories, namely SS (Strongly Agree), S (Agree), SD (Medium), TS (Disagree), STS (Strongly Disagree) with an assessment of 5,4,3,2,1. As for the results of the second phase of the trial, it is stated through the formula for the presentation of the maximum number of answers/scores x 100% with the following results. Of the 20 samples of Phase II trials with a total score of 1.316 divided by a maximum score of 1.400 x 100% resulting in a presentation of 94% with **Very Eligible criteria.**

5 Conclusion

Based on the results of the development research carried out, based on the data obtained from the results of small group trials and large field trials as well as discussion of research results, it can be concluded that the feasibility of an animated video tutorial on the application of Mosston's teaching style to PJOK teachers is declared "appropriate" and can be "used". " for PJOK teachers in using the Muska Mosston teaching style.

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