



## CONTENT VALIDITY INDEX DEVELOPMENT OF LEARNING MODEL FOR BASIC SKILLS OF BASKETBALL PASSING

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### Abstract

Physical education teachers are required to be creative in carrying out learning, especially if there are problems with sports facilities and infrastructure in schools. The learning model must be adaptive, especially to the limited facilities and infrastructure of physical education. In addition, the implementation of physical education learning, most of which still uses the drill method, cannot be used in physical education learning, especially if the facilities and infrastructure owned are limited, because it will create boredom in students because of the time waiting for their turn to do motion tasks. This article aims to determine the value of the content validity index (CVI) from development research to create a learning model for the basic skills of basketball passing for students which is expected to be a solution to the problems. The learning model that will be developed later is a learning model using traditional play and sports approaches. CVI was developed by education experts and has been widely used in sharing research to determine the validity of content. Three experts consisting of education, basketball, and learning experts were asked to evaluate the development of a learning model for basic basketball passing skills. The results of expert validation on the development of a learning model of basketball passing basic skills obtained i-CVI was 0.867 and the average proportion of items considered relevant in the three experts was 0.8; 0.8; and 0.93. The conclusion of this study is the production of products that are declared valid and can be continued at the trial stage using learning materials for traditional games of Orekan, bentengan games and cat and mouse games. The implementation of this research is expected to be used by teachers in learning so that it is expected to improve basketball learning outcomes, especially the passing skills.

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## INTRODUCTION

One of the subjects that must be taught at the elementary, secondary, and higher education unit levels, even in universities, is physical education. Physical education is part of an overall educational program that contributes through physical activity to the total growth and development of all children (Pangrazi, Beighle, Shawley, Corte, & Nichols, 2020). One of the main goals of physical education is for students to gain knowledge related to fitness, physical activity, and health, so that they are more likely to make physical activity a part of their daily life. Physical education provided in every educational institution from elementary school to tertiary level cannot be separated from the efforts of educational institutions to improve and maintain the physical fitness of students (Yulianti, Irsyanty, & Irham, 2018). Physical education is expected not only to foster enthusiasm and awareness to exercise in order to build a healthier lifestyle, but also to become the foundation of strong character and a healthy soul for the younger generation of Indonesia (W. Widiastuti, Susilawati, Pradityana, & Solahuddin, 2019). The learning context is physical activity, with children experiencing a variety of activities, including sports and dancing. The real impact on skills improvement of mental and motor activities is defined as psychomotor development (Costa, Abelairas-Gomez, Arufe-Giráldez, Pazos-Couto, & Barcala-Furelos, 2015) as well as physical and cognitive processes involved in acquiring motor

competence (Rudd, O'Callaghan, & Williams, 2019).

The explanation related to the definition of physical education above shows that it is appropriate for prospective physical education teachers to master the theories and concepts of movement learning. However, in the past decade, universities producing physical education teacher candidates have undergone significant changes. Graduates of physical education teacher candidates must reflect the changing development of sports disciplines and the demand for sports talent (Jiahong, Xiang, Dazhi, Liu, & Gao, 2017). In this case, the principles of learning physical education at the tertiary level should be focused on the formation, development and improvement of the quality of the abilities of the cognitive, affective, and psychomotor elements. In accordance with the meaning of physical education, namely education through physical activity, one of the main goals to be achieved in physical education is the mastery of motor skills. Therefore, the activities provided in physical education learning should be able to encourage and provide opportunities for students to be active and creative, and be able to develop their potential and motor skills. Mastery of movement and basic skills from one sport is the main element in learning as a prospective physical education teacher. This is because in later teaching assignments, physical education teachers also provide examples of movements that students will learn properly and correctly. In the context of

education, students identify the teacher as an example who plays an important role in their learning process (P. Cheung, 2020). To achieve this goal, the practices related to mastering the basic movement skills of a sport are applied in lectures. One of the subjects delivered was basketball basic skills, the purpose of which was to equip prospective physical education teachers with the basic skills of movement in basketball. To be able to play basketball, it is necessary to master good basic basketball techniques which include dribbling, passing, and shooting (Rahmadani, 2017). Basketball is also taught at elementary to high school levels which are included in the big ball game category (Febrianta & Sukoco, 2013; Puspawati, 2019; Yuliandra & Fahrizqi, 2019).

Physical education learning aims to stimulate children who follow the learning process directly on an assignment of motor skills and skills in certain sports (Kusmiati & Sumarno, 2018; Lesmana, 2018). However, it is not easy to provide basic basketball movement skills if there are no adequate supporting infrastructure. To support the teaching and learning activities of physical education in schools, facilities and infrastructure are needed as components used by physical education teachers to practice all the material taught (Purnama, 2017). This makes basketball learning less attractive at all levels of education in general (Girma & Solomon, 2018). The next problem that often occurs is the implementation of physical education learning where most teachers

still use the drill method in delivering material. The drill method cannot be used in physical education learning if the facilities and infrastructure owned are limited, because students will be bored because of the long wait for their turn to perform movement tasks.

Related to these problems, prospective physical education teachers must also be required to be creative in carrying out learning if they are constrained by sports facilities and infrastructure in schools. Methods that can provide solutions to keep learning properly and correctly will be needed with limited sports facilities and infrastructure in schools. Therefore, a physical education learning strategy is needed to overcome the limitations of these infrastructure facilities (Widiastuti Widiastuti, 2019). The learning model must be adaptive to these problems. The learning model developed in this study is a learning model based on play and traditional sports. The application of traditional games is expected to get more attention by students, because the movements carried out are usually done everyday and are not too difficult to do. But the purpose of this study is to describe the process of expert validation before the learning model is tested in educational units.

## **METHODS**

The main focus of this article is the analysis of the results of the validation of related experts from the developed learning model, namely the basic skill

learning model of basketball passing. Expert validation is the third of 10 research and development steps (Toledo-Pereyra, 2012). Content validity index (CVI) is used to analyze content validity values based on predetermined content. This technique was previously developed by Martuza in 1977 which was then followed up by Lynn in 1986 who in his research resulted in two types of CVI, the first involving the content validity of individual items (i-CVI) and the next involving content validity of the overall scale (s-CVI). ) (Larsson et al., 2015). In this study, the CVI used is i-CVI using three experts selected to validate the product development that will be carried out. The three experts have different skill qualifications, which consist of education, learning, and basketball experts. Each expert assesses the content of the learning model that will be developed separately by filling out an assessment format to assess the content of the learning model. (Lynn, 1986) recommends that there are at least three experts and the recommended measurement scale is a four-point ordinal scale to avoid neutral and ambivalent midpoints. So in this study, the expert validation rating scale uses a scale of 4 (1 to 4) with the categories of irrelevant, somewhat relevant, quite relevant, and very relevant. Furthermore, for each item, the i-CVI was calculated as the number of experts who gave a good rating, namely 3 or 4 (thus, the ordinal scale dichotomy becomes relevant = 1 and irrelevant = 0), divided by the total number of experts.

(Zamanzadeh et al., 2015) recommend that the i-CVI is not lower than 0.78.

**RESULTS**

This article only discusses the expert validation process in the process of developing a learning model for basic basketball passing skills. The results of expert validation on the development of the model were obtained that the i-CVI was 0.867 and the average proportion of items considered relevant by the three experts was 0.8; 0.8; and 0.93, which can then be seen in table 1 below:

**Table 1.** Table title

No	Rating Indicator	AR V	NA	IIR	Amount of Approval	i-CVI
1	Compatibility with Semester Lesson Plans	1	1	1	3	3/3 = 1,00
2	Clarity of Learning Instructions	1	1	1	3	3/3 = 1,00
3	The Accuracy of Choosing Learning Techniques for Students	0	1	1	2	2/3 = 0,67
4	Appropriateness of Tools and Facilities Used	0	1	0	1	1/3 = 0,33
5	Suitability of Learning Techniques for Students	1	0	1	2	2/3 = 0,67
6	The Conformity of the Form of Learning Techniques with the Characteristics of Learners	1	1	1	3	3/3 = 1,00
7	Encouraging the Development of Physical Physical Aspects of Students	1	1	1	3	3/3 = 1,00
8	Encouraging the Development of Students' Cognitive Aspects	0	0	1	1	1/3 = 0,33
9	Encouraging the Development of the Psychomotor Aspects of Students	1	1	1	3	3/3 = 1,00
10	Encouraging the Development of Students' Affective Aspects	1	1	1	3	3/3 = 1,00

No	Rating Indicator	AR V	NA	IIR	Amount of Approval	i-CVI
11	Can be used by both skilled and less skilled students	1	1	1	3	3/3 = 1,00
12	Can be played by both male and female students	1	1	1	3	3/3 = 1,00
13	Encouraging Learners to Be More Actively Move	1	1	1	3	3/3 = 1,00
14	Increasing Students' Interest and Motivation to Participate in Basketball Learning	1	1	1	3	3/3 = 1,00
15	Safe to Apply in Basketball Learning	1	1	1	3	3/3 = 1,00
<b>Total score</b>		<b>12</b>	<b>12</b>	<b>14</b>		
<b>Relevant Proportion</b>		<b>0,8</b>	<b>0,8</b>	<b>0,93</b>	<b>Average i-CVI</b>	<b>0,867</b>

Based on the needs analysis previously mentioned in the introduction and supported by the opinion of (Rahmadani, Asmawi, Hanif, & Dlis, 2019) which states that the learning methods applied by most physical education teachers are still conventional and tend to make students easily bored in the learning process, so that the learning process that occurs is less able to motivate, interesting, fun, and for students, as well as the implementation of physical education learning tends to use an achievement sports approach while students usually prefer to play (Azis, Kurniawan, & Gustiawati, 2020). The research begins by conducting a needs analysis by identifying problems in accordance with the problems in the skills or knowledge fields of students (L. Cheung, 2016), besides the analysis phase begins with teaching problems that produce a careful view of the student

population and student characteristics (Hess & Greer, 2016).

## DISCUSSION

The learning model that will be developed starts from designing the goals to be achieved in the learning process, and formulating the goals to be achieved. Because the design/design phase helps to focus and refine the researcher's efforts and create designs that can then build interesting learning content and good learning experiences (Hess & Greer, 2016). The purpose of developing this learning model leads to the development of learning about courage, independence, and motoric development of students in the field, including planning the preparation of basketball passing learning techniques, planning effective language use, planning procedures for implementing effective learning techniques, and planning learning process or daily activity plan so that it becomes an instructional goal. The material is the understanding of the history of the basketball game, the facilities and infrastructure used, heating and cooling, understanding of passing, basic passing techniques, forms of traditional games, and learning techniques developed. During the analysis phase it includes the schedule for completion of the lesson, the arrangement of individual lessons during the lesson, the form of teaching strategies and all necessary resources according to the given schedule (Drljača, Latinović, Stanković, & Cvetković, 2017). The learning model that will be developed later is a learning model using traditional

play and sports approaches. Through traditional games, the delivery of physical education materials by teachers is expected to get a positive response from students and will later provide satisfactory learning outcomes. (Juniardi, 2018) argues that playing is a means to practice skills that involve all the senses and raise one's multiple intelligences and is a vehicle for learning about how to learn so that it is expected to be able to develop various potentials of students, both physical, cognitive, emotional, creativity, and intellectual potential. and ultimately achievement.

This research is part of development research that aims to show the validation process of the product to be developed using CVI analysis, such as research conducted (Larsson et al., 2015; Leung, Trevena, & Waters, 2018; Singh et al., 2021) which displays the validation process for the developed product. The validation process is important to ensure that the product developed is in accordance with the needs analysis. The development of a learning model for basic basketball passing skills is carried out to facilitate teachers and students in the learning process, because by developing a learning model the teacher's creativity is honed and students get a new learning experience. Because by developing learning products to help teachers overcome the problems encountered in learning physical education. The purpose of developing this learning model is in line with (Destriana, Destriani, & Yusfi, 2020; Harry, Wiradihardja, & Nuraini, 2019; Pujianto,

Sutisyana, & Arwin, 2020) who developed a learning model used to assist teachers in overcoming the problems encountered in teaching and learning. Physical education learning and the development of learning models can be in the form of alternative games in physical education learning (Baharudin & Arfanda, 2020). As a prospective physical education teacher, the learning model developed in this study can be used as a role play in carrying out the learning process in schools, so that the creativity of prospective physical education teachers can be honed well, because the teacher's task as a facilitator is very important for students, such as how to mix learning methods, utilizing available learning facilities and media (Esi, Purwaningsih, & Okianna, 2016; Hartanti, Nurhasan, & Syam Tuasikal, 2020; Rahmawati & Suryadi, 2019)

## CONCLUSION

Based on this assessment, the conclusion of this study is that a product is declared valid and can be continued at the trial stage by using learning materials for traditional games of orekan or chase, traditional games of fortification and traditional games of cat and mouse. The results of this validation are important to ensure that the process of developing a learning model is carried out by following relevant research and scientific principles. The implementation of this research is expected to be used by prospective physical education teachers during teaching practice, so that it is expected to improve student learning

outcomes, especially basketball material, especially basic passing skills. Further research that can be done is to test the learning model on prospective physical education teachers and at the primary and secondary education unit level to test the effectiveness of the learning model that has been developed. Evaluation of students (sample) research can be done using formative class evaluation (FCE).

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