Kinestetik : Jurnal Ilmiah Pendidikan Jasmani 8 (3) (2024)
**Kinestetik : Jurnal Ilmiah Pendidikan Jasmani**
https://ejournal.unib.ac.id/index.php/kinestetik/index
**DOI : 10.33369/jk.v8i3.37144**

# Picture Guessing Game -Based Learning Module as a means Improving Elementary School Physical Education Learning Outcomes

**Yudesta Erfayliana[1], Cahniyo Wijaya Kuswanto*[2], Putri Zakia[3], Oktaria Kusumawati[4]**

[1, 2, 3]Affiliation : Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Raden Intan Lampung, Lampung, Indonesia
[4]MTS N 1 Lampung Barat.

**Article Info**

Article History :

Received : Sep 2024

Revised : Sep 2024

Accepted : Sep 2024

**Keywords:**
Learning Module,
Picture Guessing Game,
PJOK Learning Outcomes.

**Abstract**

This research is based on problems found by researchers, namely the unavailability of teaching materials that are in accordance with the curriculum used and the existing teaching materials do not fully meet the needs of students. This research aims to develop a physical education, sports and health (PJOK) learning module based on a picture guessing game. This research and development uses a model from Robert Maribe Branch. The data collection instrument used a questionnaire given to three experts, namely media experts who scored 76% in the "decent" category, material experts who got a score of 91% in the "very decent" category, and language experts who got a score of 93% in the "very decent" category. and also given to educators who obtained a score of 96% in the "very appropriate" category, as well as small-scale students who obtained a score of 96% and large-scale questionnaire responses 95.6% in the "very appropriate" category. The post test results of small scale students obtained an average score of 90 and the post test results of large scale students obtained an average score of 89. Thus the product developed is feasible and effective in improving student learning outcomes.



*Corresponding email : cahniyo.wijaya@radenintan.ac.id

ISSN 2685-6514 (Online)
ISSN 2477-331X (Print)

## INTRODUCTION

Education is a stage that must be passed by young people as the next generation so that they are able to navigate and fulfill their life goals towards a better life (Prasetyo et al., 2019). Education is different from teaching, education has a deeper meaning. If teaching has the meaning as a process of transferring knowledge alone, while education has the meaning as a process of transforming values and shaping the personality of students to be better based on the process they have gone through (Munthe, 2022). Education in terms is interpreted as a process of improvement, strengthening and perfecting all the potential and abilities that students have (Pollock & Tolone, 2020). In addition, education can also be interpreted as an effort owned by humans which aims to build their character in harmony with the values and culture in the local community (Shawni, 2020).

Physical education, sports and health (PJOK) is an important part of educational activities, where PJOK learning is not learning that is merely made as a complement to education or to keep students busy (Hidayat & Sujarwo, 2022; Septaliza et al., 2024). Physical education is a process of interaction between students and their surrounding environment that they get from effective and efficient physical development that leads to the formation of a whole person (Prasetyo et al., 2019). Physical education is a forum to encourage motor skills, physical abilities, knowledge and reasoning, appreciation of values included in the affective domain (attitude, mental, social emotional and spiritual), and habituation to a healthy lifestyle in order to stimulate balanced growth and development in students (Siedentop & Van Der Mars, 2022).

Education is a learning process that is highly dependent on the teaching of an educator, the educator acts as a facilitator and also a motivator in the process of developing students' abilities by seeing the abilities possessed by each student which vary (Öqvist & Malmström, 2018). In addition, the quality of learning is also influenced by the use and selection of learning methods and media (Koderi et al., 2021; Shawni, 2020). In designing a learning system, it first begins with an analysis of the conditions and initial abilities possessed by students and other factors, with the aim that the design of the learning system that is prepared can be effective, efficient, productive and appropriate (Yang & Li, 2018). The ability to compile teaching materials should be possessed by educators very well, but in

reality there are still many educators who cannot understand it so that what happens during teaching and learning activities is still conventional (Rapanta et al., 2020). The impact that arises is the lack of active students in participating in learning so that educators are still the only source of learning and students tend to listen more (Ifrianti, 2019). There are many teaching materials that educators can develop, as in this study the author will develop a teaching material in the form of a learning module (Wulandari et al., 2021). A learning module is a tool or teaching material either in printed or digital form that is developed systematically, consisting of learning materials, learning methods, learning objectives based on the curriculum, instructions for using the module and providing opportunities for students to evaluate their own knowledge based on the exercises contained in the module (Haristah et al., 2019). Learning modules are basically able to support learning effectively because learning modules can not only be done in class when learning takes place with educators (El-Sabagh, 2021). By using learning modules, students are able to learn independently so that modules can be a solution to overcome the limitations of learning time in class. Learning modules can also facilitate educators in delivering materials (Kuswanto & Pratiwi, 2020). So that with learning modules it can facilitate educators and students in the learning process and students are able to further improve their abilities.

According to the Ministry of National Education (Depdiknas), the objectives of compiling teaching materials include: providing teaching materials that are in accordance with curriculum guidelines by paying attention to and considering the needs of students, helping students obtain alternative teaching materials other than textbooks, facilitating educators in the learning process (Wahyuningsari et al., 2022). It can be concluded that modules are indeed very much needed by educators and students. The importance of modules for educators is as a teaching guidebook that is incomplete with the material taught without modules or other teaching materials (Fatwa, 2021). And also for students, without modules students will have difficulty in learning, because the nature of the module as a companion book for students' learning at school or at home. Especially for elementary school students who still need a lot of sources of knowledge to accompany their learning (Sobariah & Santana, 2019).

In addition to the ability to compile teaching materials, educators must also be able to compile and design interesting and educational learning media. There are many media that educators can use, both in the form of nature, surrounding objects, images to the use of games. Therefore, in this study, the author will develop teaching materials in which there are media in the form of images that will be used as a game, namely *the picture guessing game*. *Picture guessing game* or picture guessing game as one of the educational tools and methods that educates, the purpose of guessing the picture itself is to motivate and attract the attention of students so that students are more enthusiastic in participating in learning activities. The picture guessing game is one way that can be applied to increase students' interest in learning, because by guessing the picture, students will automatically be motivated in learning activities because they themselves feel challenged or get more encouragement to learn and know the pictures presented by the educator. When students are in a happy condition, it can make them more relaxed so that they are easier to accept and absorb the learning that is delivered (Mochamad Surya et al., 2021). The advantages of using *picture guessing games* include: *picture guessing games* are more realistic in showing problems compared to using verbal media alone, using *picture guessing games* can overcome limited space and time, using *picture guessing games* problems can be observed more clearly, students can easily understand them and can be used anywhere (Linda Lestari et al., 2021).

With the use of this module, it is hoped that students can be challenged so that they are more enthusiastic in learning and will improve learning outcomes even better. Learning outcomes are the results obtained from the student's learning process which are expressed in numbers or values, where learning outcomes can also be shown from changes in attitudes in students (Fauziah & Rahman, 2021). Learning outcomes are influenced by two factors, namely internal factors that come from within the students themselves which are divided into two, namely physiological and psychological (IQ, talent, interests, motivation and so on). The second factor is external factors consisting of the environment and instrumental factors (curriculum, facilities and infrastructure and educators) (Fauhah & Rosy, 2020).

One of the major problems in education in Indonesia today is the low quality of education based on the low average learning achievement of students

(Hidayati, 2014). Another problem found is that the approach to learning is still centered on educators (*teacher centered*). Educators place students more as objects in learning rather than as subjects. Our education in Indonesia does not provide enough opportunities for students in various subjects to develop their abilities comprehensively, creatively, objectively, logically and does not pay enough attention to individual learning completion (Baroya & Hepmi, 2019).

From the results of observations in two schools conducted at SDN 51 Gedong Tataan and SDN 1 Way Lima and from data from interviews with PJOK subject educators that the author obtained, it was found that classroom learning was still centered on the educator (*student centered*). Problems also come from educators who still have difficulty in designing learning due to several things, one of which is caused by teaching materials that cannot meet the needs of students and also the existing teaching materials are not in accordance with the current curriculum. As for the learning outcomes obtained, there are still many students who have low learning outcomes or are still below the KKTP standard (Criteria for Achieving Learning Objectives)

Based on the existing problems, the author wants to research and develop a teaching material that can be used by students anywhere, both in the teaching and learning process in class and outside the classroom, and can even be done at home with the aim of learning being centered on students (*student centered*) and also developing teaching materials that are in accordance with the curriculum applied so that they can meet the needs of students and make it easier for educators to design learning in the classroom and can overcome the limited teaching and learning time in the classroom (Aprima & Sari, 2022; Wahyuningsari et al., 2022). The product that will be developed is in the form of "Development of a *Picture Guessing Game* -Based Learning Module to Improve Physical Education Learning Outcomes in Grade IV Elementary Schools/Islamic Elementary Schools". The author hopes that with the existence of this learning module, it will be able to encourage students' interest in learning, make it easier to understand the material being studied, find new concepts and concepts that they are studying, train and improve learning outcomes, train students to ask questions and be actively involved in learning so that learning can be centered on students *(student centered learning*)

and can improve student learning outcomes. As well as making it easier for educators to design learning and become one of the things in overcoming the limited teaching and learning time in the classroom.

## METHODS

Research and development *uses* a model from Robbert Marribe Branch which consists of five stages, namely *analysis, design, development, implementation* and *evaluation* (Robert Maribe Branch, 2009). The subjects of this research and development trial were carried out in two ways, namely expert trials and field trials. Expert trials were carried out with 3 experts, namely media experts, material experts and language experts. Field trials in this study were divided into two, namely small scale conducted at SDN 51 Gedong Tataan with 10 grade IV students, and large scale conducted at SDN 1 Way Lima with 30 grade IV students.

The instruments or data collection used in the study were interviews conducted with educators who teach PJOK subjects, observations, questionnaires in the form of statements related to the feasibility of the PJOK *picture guessing game learning module* , post-tests in the form of written tests in the form of *picture guessing games* to measure product effectiveness and documentation.

The data analysis technique uses descriptive analysis in the form of percentages. While criticism and suggestions for module improvement are analyzed using qualitative analysis. Quantitative data processing uses the formula:

$$P = \frac{\sum P}{N}$$

Here's a brief explanation of the symbols:

P: The arithmetic mean being sought.

∑P: The sum total of all the individual values of P.

N: The total amount of data (the number of values used).

The results of the data analysis are classified as in table 1.

**Table 1.** Scale of Teaching Materials Suitability

| Percentage Score | Interpretation |
|---|---|
| 81% - 100% | Very Worth It |
| 61% - 80% | Worthy |
| 41% - 60% | Enough |
| 21% - 40% | Not enough |
| 0% - 20% | Very less |

The analysis of learning outcome data is analyzed based on the scores

obtained which are then analyzed to calculate the average score or KKTP Criteria for Achieving Learning Objectives using the formula:

$$P = \frac{\sum P}{\sum n}$$

The following is an explanation of each symbol in the formula:

P: The weighted average being sought.

∑P: The total sum of the product of individual values (P) and their weights. This means each P value is multiplied by its sum or frequency.

∑n: The sum total of all the weights or frequencies associated with each P value.

After the learning objective achievement criteria value has been obtained, the next step is to analyze the percentage of completion. The percentage of completion can be done using the formula:

$$P = \frac{\sum n \geq KKTP}{\sum n} X\ 100$$

Here's a brief explanation of the symbols:

P: Percentage of students who reached or exceeded KKTP

∑n ≥ KKTP: The number of students who scored equal to or higher than the criteria for Completion of learning objectives (KKTP).

∑n: The total number of students who took the test.

× 100: Converting the results into percentages

## RESULT

This study aims to develop a *picture guessing game- based learning module* to improve PJOK learning outcomes in grade IV of elementary school/Islamic elementary school.

This research and development procedure uses a model from Robbert Maribe Branch which consists of five stages , *namely analysis, design, development, implementation* and *evaluation* .

The trial in this study was conducted with three experts, namely media experts, material experts and language experts, the results of which will be in the form of assessments, input and suggestions based on the products that have been made. The validator teams in this study consisted of two media expert validators, namely Mr. Anton Trihasnanto, M.Pd and Mrs. Yuliyanti, M.Pd, material experts were Mr. Ahmad Wanda, M.Sn and Mr. Ahmad Mohair, S.Pd and language experts were Mrs. Erna Wati, M.Pd and Mrs. Fitri Anggraini, M.Pd.

1. Media Expert

The results of the media expert assessment conducted by expert I and

expert II obtained results, namely in the appearance aspect obtaining an average percentage of 77.5 % and in the presentation aspect obtaining an average percentage of 70%. The average percentage of both aspects is 76%, which means that media experts consider that the product developed is "worthy" of use and testing without revision. The results of the media expert validation assessment will be explained in table 2 below.

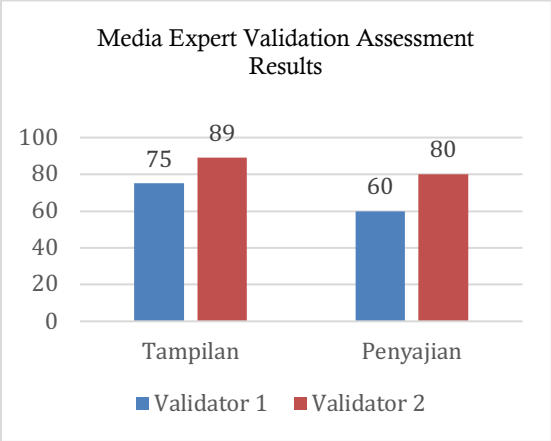
**Table 2.** Results of Media Expert Validation Assessment

| **Eligibility** | **Media Expert** | | | **Information** |
|---|---|---|---|---|
| | Expert 1 | Expert 2 | Percentage | |
| **Appearance** | 75% | 89% | 77.5% | Worthy |
| **Presentation** | 60% | 80% | 70% | Worthy |
| **Overall Percentage** | 76% | | | |
| **Overall Criteria** | Worthy | | | |

**Figure 1.** Media Expert Validation Data Graph

2. Material

The results of the assessment of material experts conducted by experts I and II obtained results, namely in the aspect of content feasibility obtained an average percentage of 90%, the aspect of presentation obtained an average




percentage of 93.3 % and in the aspect of implementation obtained an average percentage of 900%. The average percentage of the three aspects is 91%, which means that material experts assess that the product developed is "very feasible" to use and test without revision. The results of the material expert validation assessment will be explained in table 3 below.

**Table 3**. Results of the Material Expert Validation Assessment

| **Eligibility** | **Subject Matter Expert** | | | following is **a brief summary of the results of the study.** |
|---|---|---|---|---|
| | Expert 1 | Expert 2 | Percentage | |
| **Content Eligibility** | 80% | 100% | 90% | Very Worth It |
| **Presentation** | 93.3% | 93.3% | 93.3% | Very Worth It |

| | | | | |
|---|---|---|---|---|
| **Implementation** | 100 % | 80 % | 90% | Very Worth It |
| **Overall Percentage** | 91% | | | |
| **Overall Criteria** | Very Worth It | | | |

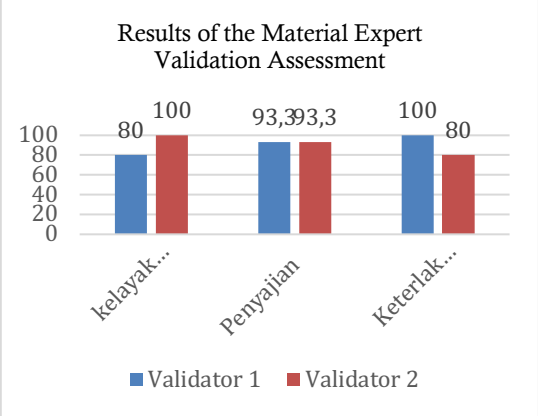



**Figure 2**. Material Expert Validation Data Graph

3. Linguist

The results of the assessment of language experts conducted by experts I and II obtained results, namely in the straightforward aspect obtained an average percentage of 86.7%, the communicative aspect obtained an average percentage of 100%, the dialogic and interactive aspects obtained an average percentage of 95%, the aspect of suitability with student development obtained an average percentage of 100%, suitability with linguistic rules obtained an average percentage of 90% and in the aspect of the use of terms or symbols obtained an average percentage of 90% . The average percentage of all aspects is 93%, which means that language experts assess that the developed product is "very feasible" to be used and tested without revision. The results of the language expert validation assessment will be explained in table 4 below.

**Table 4.** Results of the Language Expert Validation Assessment

| **Indicator** | **Linguist** | | | **Information** |
|---|---|---|---|---|
| | Expert 1 | Expert 2 | Percentage | |
| **Straightforward** | 80 % | 93.3 % | 86.7% | Very Worth It |
| **Communicative** | 100 % | 100 % | 100 % | Very Worth It |
| **Dialogic and Interactive** | 100 % | 90 % | 95 % | Very Worth It |
| **Compliance with Student Development** | 100 % | 100 % | 100 % | Very Worth It |
| **Conformity with** | 80 % | 100 % | 90 % | Very Worth It |

| | | | | |
|---|---|---|---|---|
| **Language Rules** | | | | |
| **Use of Terms or Symbols** | 80 % | 100 % | 90 % | Very Worth It |
| **Overall Percentage** | 93% | | | |
| **Overall Criteria** | Very Worth It | | | |

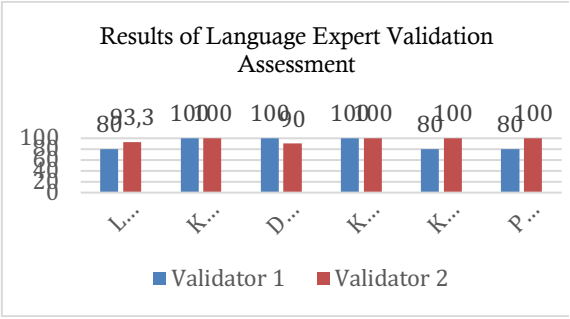



**Figure 2.** Material Expert Validation Data Graph

Researchers conducted product trials on a small and large scale (field tests) and obtained assessments from educators and students regarding the products that had been developed.

1. Small Scale Trial

In a small-scale trial conducted with 10 students of grade IV SDN 51 Gedong Tataan. The results of the student assessment obtained an average percentage of 96% which means that the overall student response results stated that the product developed was "very feasible" which can be seen in table 5.

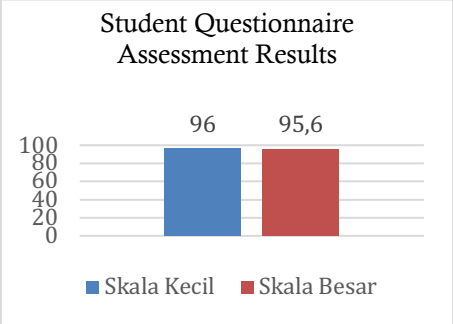
2. Large Scale Trial

In a large-scale trial conducted with 30 students of grade IV SDN 1 Way Lima. The results of the student assessment obtained an average percentage of 95.6% which means that the overall student response results stated that the developed product was "very feasible" to use which can be seen in table 5.

**Table 5.** Results of student questionnaire responses

| **No.** | **Trials** | **Analysis** | **Evaluation** |
|---|---|---|---|
| **1.** | Small Scale | Amount | 1,440 |
| | | Percentage | 96% |
| | | Criteria | Very worthy |
| **2.** | Large Scale | Amount | 478 |
| | | Percentage | 95.6% |
| | | Criteria | Very worthy |

**Figure 4.** Graph of Student Questionnaire Results Data




3. Educator Trial

The results of the educator assessment conducted by small-scale educators and large-scale educators obtained results, namely in the appearance aspect obtaining an average percentage of 97.5%, the presentation aspect obtaining an average percentage of 90%, the material or content aspect obtaining an average percentage of 95%, the language aspect obtaining an average percentage of 100% and the function aspect obtaining an average percentage of 93.3%. The average percentage of all these aspects is 96%, which means that both educators consider the product developed to be "very feasible" to use. The results of the educator questionnaire assessment responses will be explained in table 6 below.

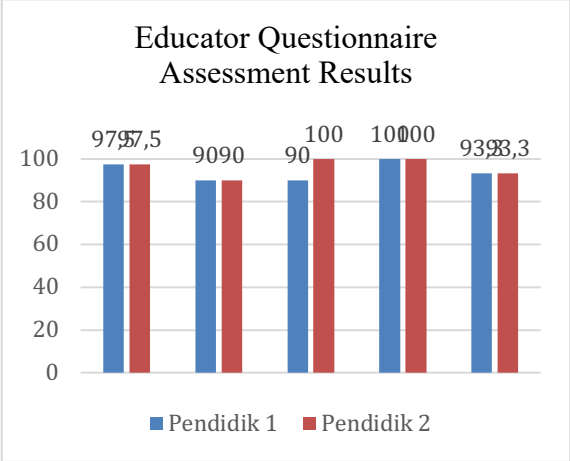



Table 6. Results of Educator Questionnaire Responses

| **Indicator** | **Educator** | | | **Information** |
|---|---|---|---|---|
| | Educator 1 | Educator 2 | Percentage | |
| **Appearance** | 97.5% | 97.5 % | 97.5 % | Very Worth It |
| **Presentation** | 90 % | 90 % | 90% | Very Worth It |
| **Material / Content** | 90 % | 100 % | 95% | Very Worth It |
| **Language** | 100% | 100 % | 100% | Very Worth It |
| **Function** | 93.3% | 93.3 % | 93.3 % | Very Worth It |

| | |
|---|---|
| **Overall Percentage** | 96% |
| **Overall Total Criteria** | Very Worth It |

Figure 5. Graph of Educator Questionnaire Results Data

The evaluation stage is the final stage carried out in the ADDIE development model. The evaluation is based on the results of each stage in the ADDIE development model. The evaluation stage used in this study is formative evaluation which aims to collect data on the feasibility of the product when used during the learning process. The final results of the evaluation stage show that the product developed in the form of a *picture guessing game- based PJOK learning module* for grade IV SD/MI developed by the researcher has very feasible criteria and is used in learning as teaching materials.

After the developed product is declared feasible for use, the researcher then conducts a product effectiveness test to measure student learning outcomes. Students are used as respondents who are given tests related to physical fitness material, the type of test used is a *picture guessing game -based question* .

1. Results of Small-Scale Learning Outcome Effectiveness Trial

Small group trials were conducted at SDN 51 Gedong Tataan with 10 fourth grade students. The results of this trial stated that the product was very effective in improving learning outcomes, which were based on the Learning Objective Completion Criteria (KKTP) in the pretest of 71 and there were 4 students who had scores above KKTP and there were 6 students who had scores below KKTP . In the post-test assessment, the Learning Objective Completion Criteria (KKTP) obtained a score of 90 with 7 students who had scores above KKTP and 3 students who had scores below KKTP. The learning outcomes of small-scale students will be further explained in table 7 below.

Table 7. Small Scale Student Learning Outcomes

| **No.** | **Test** | **Analysis** | **Percentage** |
|---|---|---|---|
| **1.** | Pretest | KKTP | 71 |
| | | Completed | 4 |
| | | Not Completed | 6 |
| | | Amount | 10 |
| **2.** | | KKTP | 90 |

| | | | |
|---|---|---|---|
| | Post test | Completed | 7 |
| | | Not Completed | 3 |
| | | Amount | 10 |

2. Results of a Large-Scale Learning Outcome Effectiveness Trial

A large group trial was conducted at SDN 1 Way Lima with 30 fourth grade students. The results of this trial stated that the product was very effective in improving learning outcomes, which were based on the Learning Objective Completion Criteria (KKTP) in the pretest of 69 and there were 14 students who had scores above KKTP and there were 16 students who had scores below KKTP. In the post-test assessment, the Learning Objective Completion Criteria (KKTP) obtained a score of 89 with 19 students who had scores above KKTP and 11 students who had scores below KKTP. The learning outcomes of large-scale students will be further explained in table 8 below.

Table 8. Large Scale Student Learning Outcomes

| No. | Test | Analysis | Percentage |
|---|---|---|---|
| **1.** | Pretest | KKTP | 69 |
| | | Completed | 14 |
| | | Not Completed | 16 |
| | | Amount | 30 |
| **2.** | Post test | KKTP | 89 |
| | | Completed | 19 |
| | | Not Completed | 11 |
| | | Amount | 30 |

*picture guessing game*- based PJOK learning module has gone through the validation and revision stages. Based on the analysis of trial data conducted in the field on a small scale, an average percentage of 96% was stated as "very feasible" and a large scale obtained an average percentage of 95.6% stated as "very feasible". From the test results, it can be seen that the *picture guessing game- based PJOK learning module* is practical, is one of the solutions in dealing with the problem of limited space and time, is interesting and can stimulate students' curiosity and is effective in improving learning outcomes. Where based on the trial of the effectiveness of student learning outcomes has increased, on a small scale there are 7 students who have scores above the KKTP score and 3 students are below with a KKTP score of 90, on a large scale there are 19 students who have scores above the KKTP score

and 11 students are below with a KKTP score of 89. The use of this *picture guessing game -based PJOK learning module* is not only expected to be used as a practical, interesting and unlimited companion teaching material, other hopes are that it can help educators' efforts to improve *life skills* in students. So that in the future students will be ready to face the challenges and problems of life.

## DISCUSSION

This study aims to develop a learning module based on a picture guessing game to improve PJOK (Physical Education, Sports, and Health) learning outcomes for fourth-grade elementary school students. The research follows the Research and Development (R&D) method using the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation. The development of the product involved media, material, and language experts to assess its feasibility, and trials were conducted with students and teachers.

The results show that the module is feasible for use. The assessment by two media experts revealed that the visual aspect received an average score of 77.5%, while the presentation aspect received 70%, resulting in an overall score of 76%. Based on this evaluation, the module was deemed "feasible" for use without any revisions. This indicates that the visual and presentation aspects of the product meet the required standards to support an interactive PJOK learning process.

The material experts' assessment also yielded very positive results. The average score for the content feasibility aspect was 90%, the presentation aspect 93.3%, and the implementation aspect 90%, with an overall average of 91%, indicating that the module is "very feasible" for use. This demonstrates that the material presented in the module is relevant, easy to implement, and has great potential to improve student learning outcomes.

From a language perspective, the module also received a very positive evaluation, with an overall average score of 93%. The clarity aspect scored 86.7%, the communicative aspect 100%, the dialogic and interactive aspects 95%, the suitability for student development 100%, adherence to language rules 90%, and the use of terms or symbols 90%. This means the language used in the module is appropriate, easy to understand by students, and aligned with their cognitive development.

The product was trialed on both small and large scales. The small-scale trial with 10 fourth-grade students from SDN 51 Gedong Tataan showed an average score of 96%, indicating that the product is "very feasible" for use in learning. In the large-scale trial with 30 students from SDN 1 Way Lima**, the product received a score of 95.6%, which also indicates that the module was well received by students and effectively engaged their interest in PJOK learning.

Teachers' assessments also indicated very positive results. The visual aspect was rated at 97.5%, presentation at 90%, material or content at 95%, language at 100%, and functionality at 93.3%, with an overall average of 96%. This shows that teachers found the module "very feasible" for use as a teaching aid in PJOK classes.

The effectiveness test for learning outcomes showed significant improvement. In the small-scale trial at SDN 51 Gedong Tataan, the pretest revealed an average score of 71, with 4 students meeting the Learning Objective Completion Criteria (KKTP). After the post-test, the average score increased to 90, with 7 students meeting the KKTP. In the large-scale trial at SDN 1 Way Lima, the pretest showed an average score of 69, with 14 students meeting the KKTP. After the post-test, the score increased to 89, with 19 students meeting the KKTP. These results indicate that the module is effective in improving student learning outcomes.

***Research Contributions***

This study contributes to the field of education, particularly in PJOK learning at the elementary level, by offering a creative solution in the form of a picture guessing game-based module. The module not only provides a more interactive and enjoyable learning experience but also helps address the limitations of space and time in PJOK activities. It serves as a practical tool for teachers to enhance student motivation while also developing critical thinking and problem-solving skills through play.

***Research Limitations***

Despite the positive results, there are several limitations that should be considered. First, the study was conducted in only two schools, which may not fully represent broader educational contexts. Second, the module primarily focuses on cognitive skills and basic motor recognition, while more complex physical skills were not explored in depth. Additionally, the product was tested over a relatively short period, making it difficult to assess its long-term impact on student learning outcomes.

***Suggestions***

For future studies, it is recommended that larger trials be conducted, involving more schools and students from diverse backgrounds, to obtain more representative data regarding the module's effectiveness in various learning contexts. Moreover, the module can be further developed by incorporating interactive technology, such as digital applications or multimedia, to enhance student engagement. Extending the trial period in future research could also help observe the long-term effects of using this module, particularly in relation to students' physical skill development.

## CONCLUSION

This research is a Research *and Development (R&D) research and development* using the Robert Maribe Branch model consisting of five stages, namely *analysis, design, development, implementation* and *evaluation.* This research and development aims to develop a specific product, the development in this study is to develop a *picture guessing game- based learning module* for Physical Education, Sports and Health (PJOK) subjects for grade IV SD/MI. This product research and development uses the *Research and Development* (R&D) method using the Robert Maribe Branch model consisting of five stages, namely *analysis, design, development, implementation* and *evaluation.*

The level of product feasibility was carried out by testing with experts, namely media experts by obtaining an average percentage of 76% with the category "feasible", material experts obtained an average percentage of 91% with the category "very feasible" and language experts obtained a percentage of 93% with the category "very feasible". The results of small-scale student responses obtained an average percentage of 96% with the category "very feasible", the results of large-scale student responses obtained an average percentage of 95.6% "very feasible" and the average percentage of both educators was 96% with the category "very feasible. The resulting product is declared effective in improving student learning outcomes. Where based on post-test data, students have increased. On a small scale, student learning outcomes increased by 10% with an increase in the learning completion criteria value of 19, and on a large scale, student learning outcomes increased by 16% with an increase in the learning completion criteria value of 20.

It is expected that the PJOK learning module based on *picture*

*guessing game* is expected to be able to increase students' learning motivation and increase knowledge and insight regarding the importance of knowing and understanding various sports in an effort to maintain and improve health and physical fitness. As for educators, it is hoped that other materials can be developed according to the needs of students. And the author accepts constructive criticism and suggestions for further improvement. And for further researchers, it is hoped that they can develop this module or other teaching materials more creatively and innovatively by adding more interesting media and so on.

## REFERENCES

Aprima, D., & Sari, S. (2022). Analisis Penerapan Pembelajaran Berdiferensiasi Dalam Implementasi Kurikulum Merdeka Pada Pelajaran Matematika SD. *Cendikia : Media Jurnal Ilmiah Pendidikan*, *13*(1), 95–101.

Baroya, & Hepmi, E. (2019). Strategi Pembelajaran Abad 21. *Jurnal Ilmiah Ilmu-Ilmu Keislaman*, *1*.

El-Sabagh, H. A. (2021). Adaptive e-learning environment based on learning styles and its impact on development students' engagement. *International Journal of Educational Technology in Higher Education*, *18*(1), 53. https://doi.org/10.1186/s41239-021-00289-4

Fatwa, A. (2021). Pemanfaatan Teknologi Pendidikan Di Era New Normal. *Jurnal Mahasiswa Teknologi Pendidikan*, *1*(2), 0–216.

Fauhah, H., & Rosy, B. (2020). Analisis Model Pembelajaran Make A Match Terhadap Hasil Belajar Siswa. *Jurnal Pendidikan Administrasi Perkantoran (JPAP)*, *9*(2), 321–334. https://doi.org/10.26740/jpap.v9n2.p321-334

Fauziah, F., & Rahman, T. (2021). Meningkatkan Perkembangan Bahasa Anak Usia Dini Melalui Metode Bercerita. *Jurnal Kajian Anak (J-Sanak)*, *2*(02), 108–114. https://doi.org/10.24127/j-sanak.v2i02.870

Haristah, H., Azka, A., Setyawati, R. D., & Albab, I. U. (2019). Imajiner: Jurnal Matematika dan Pendidikan Matematika Pengembangan Modul Pembelajaran. *Jurnal Matematikan Dan Pendidikan Matematika*, *1*(5), 224–236.

Hidayat, M., & Sujarwo, S. (2022). *Improving Learning Outcomes in Physical Education, Sports and Health (PJOK) Rhythmic Gymnastics Materials through the Application of the Discovery Based Learning Model for Class XI Science 1 SMA Negeri 1 Ceper Academic Year 2021/2022*. https://doi.org/10.2991/ahsr.k.220106.056

Hidayati, H. (2014). Manajemen Pendidikan, Standar Pendidik, Tenaga Kependidikan, dan Mutu Pendidikan. *Al-Ta Lim Journal*, *21*(1), 42–53. https://doi.org/10.15548/jt.v21i1.71

Ifrianti, S. (2019). *Konsep Dan Pengembangan Kurikulum*. Pustaka Pranala.

Koderi, K., Kuswanto, C. W., & Nuryati, S. (2021). Meningkatkan Kognitif Anak Usia Dini melalui Pengembangan Media Cube Learning. *Jurnal Obsesi : Jurnal*

*Pendidikan Anak Usia Dini*, *6*(3), 1834–1845. https://doi.org/10.31004/obsesi.v6i3.1824

Kuswanto, C. W., & Pratiwi, D. D. (2020). Pengembangan Bahan Ajar Pendidikan Jasmani untuk Anak Usia Dini Berbasis Tematik. *AL-ATHFAL : JURNAL PENDIDIKAN ANAK*, *6*(1), 55–68. https://doi.org/10.14421/al-athfal.2020.61-05

Linda Lestari, Dian Nuzualia Armariena, & Rury Rizhardi. (2021). Pengaruh Media Tebak Gambar Terhadap Keterampilan Berbahasa Pada Siswa Kelas SD Negeri 05 Mendo Barat. *Inventa*, *5*(2), 269–279. https://doi.org/10.36456/inventa.5.2.a3726

Mochamad Surya, C., Zulvian Iskandar, Y., & Marlina, L. (2021). Meningkatkan Kemampuan Mengenal Bentuk Geometri Dasar Pada Anak Kelompok a Melalui Metode Tebak Gambar. *Jurnal Tahsinia*, *2*(1), 78–89. https://doi.org/10.57171/jt.v2i1.294

Munthe, E. (2022). Research-Based Teacher Education. In *Encyclopedia of Teacher Education* (pp. 1571–1576). Springer Nature Singapore. https://doi.org/10.1007/978-981-16-8679-5_53

Öqvist, A., & Malmström, M. (2018). What motivates students? A study on the effects of teacher leadership and students' self-efficacy. *International Journal of Leadership in Education*, *21*(2), 155–175. https://doi.org/10.1080/13603124.2017.1355480

Pollock, J. E., & Tolone, L. J. (2020). *Improving Student Learning One Teacher at a Time*. ASCD. https://books.google.co.id/books?id=fWgNEAAAQBAJ

Prasetyo, E., Setyawan, A., & Citrawati, T. (2019). Evaluasi Pelaksanaan Pembelajaran Pendidikan Jasmani Olahraga dan Kesehatan di Kelas III SDN Buluh 2. *Prosiding Nasional Pendidikan: LPPM IKIP PGRI Bojonegoro*, *1*(1), 76–82.

Rapanta, C., Botturi, L., Goodyear, P., Guàrdia, L., & Koole, M. (2020). Online University Teaching During and After the Covid-19 Crisis: Refocusing Teacher Presence and Learning Activity. *Postdigital Science and Education*, *2*(3), 923–945. https://doi.org/10.1007/s42438-020-00155-y

Robert Maribe Branch. (2009). *Intructional Design: The ADDIE Approach*. Springer New York Dordrecht Heidelberg.

Septaliza, D., Muslimin, M., & Dwi Susilo Nugroho. (2024). The Implementation of Project based Learning in Physical Education at Elementary Schools. *Kinestetik : Jurnal Ilmiah Pendidikan Jasmani*, *8*(2), 301–309. https://doi.org/10.33369/jk.v8i2.33998

Shawni, A. N. (2020). *Ilmu Pendidikan Islam*. UIN Raden Intan Lampung.

Siedentop, D., & Van Der Mars, H. (2022). *Introduction to Physical Education, Fitness, and Sport*. Human Kinetics. https://books.google.co.id/books?id=RTFaEAAAQBAJ

Sobariah, S., & Santana, F. D. T. (2019). Meningkatkan Kecerdasan Kinestetik Anak Usia Dini Melalui Media Tari Mapag Layung. *CERIA (Cerdas Energik Responsif Inovatif Adaptif)*, *2*(6), 370. https://doi.org/10.22460/ceria.v2i6.p370-375

Wahyuningsari, D., Mujiwati, Y., Hilmiyah, L., Kusumawardani, F., & Sari, I. P. (2022). Pembelajaran Berdiferensiasi Dalam Rangka

Mewujudkan Merdeka Belajar. *Jurnal Jendela Pendidikan*, *2*(04), 529–535. https://doi.org/10.57008/jjp.v2i04.301

Wulandari, F., Yogica, R., & Darussyamsu, R. (2021). Analisis Manfaat Penggunaan E-Modul Interaktif Sebagai Media Pembelajaran Jarak Jauh Di Masa Pandemi Covid-19. *Khazanah Pendidikan*, *15*(2), 139. https://doi.org/10.30595/jkp.v15i2.10809

Yang, F., & Li, F. W. B. (2018). Study on student performance estimation, student progress analysis, and student potential prediction based on data mining. *Computers & Education*, *123*, 97–108. https://doi.org/10.1016/j.compedu.2018.04.006