

Development of Teaching Practice Manual Book Based on Muska Mosston Model in Physical Education Skills Course

Nono Hadinoto ⁽¹⁾
Sports Coaching Education
State University of Medan
Medan, Indonesia
nonohardinoto20@gmail.com

Rahma Dewi ⁽²⁾
Sports Coaching Education
State University of Medan
Medan, Indonesia

Imran Akhmad ⁽³⁾
Sports Coaching Education
State University of Medan
Medan, Indonesia

Budi Kurniawan Melayu ⁽⁴⁾
Sports Coaching Education
State University of Medan
Medan, Indonesia

Abstract—This study aims to produce the product design development handbook valid, practical and effective so that the handbook was developed to improve the ability to teach physical education to students. The desired target in this research is students have physical education teaching skill with a variety of teaching styles Moston Muska. The model used is the ADDIE development, namely analysis (analysis), design (design), development (development), implementation (implementation) and evaluation (evaluation). The research data was collected through qualitative and quantitative descriptive of data. Qualitative data in the form of a written interview feedback, suggestions, and feedback from the validator experts, practitioners, observers and students. Kind of quantitative data obtained from the assessment score given by the validator, practitioners, observers, and students through the validation and field trials. The data obtained are described in detail to determine the level of validity, practicality, and effectiveness of the draft handbook physical education teaching Mosston Muska-based approach to be developed.

Keywords: *physical education, teaching*

I. PRELIMINARY

Subjects studied physical education strategy is one of the compulsory subjects in the study program Sports Coaching Education. This subject is a subject being studied to achieve competency in the graduate study program Sports Coaching Education. In addition to being a superior coach, professional, and skilled graduates PKO Prodi also has a supporting competence to become a professional teacher.

The purpose of the study subjects physical education Learning Strategy is that students are able to understand and have the skills to design learning strategies in physical education sera have the ability to teach physical education. Furthermore, in this course discusses the physical education teaching and learning strategy which also includes motion learning theories, concepts studied physical education,

physical education instructional strategies, teaching styles and principles of teaching.

Furthermore, the problems in the course of learning strategies is the lack of physical education physical education teaching manuals for students. During this time the lecturers only provide a handbook on the teaching style adopted from the book written by Muska Mosston. Dish in the book is still in general that discusses the definition of the style of teaching in general, thus impacting the lack of understanding of the student. And it turned from wawncara results also showed 100% of lecturers do not have physical education teaching lab manuals.

To solve the problem we need a way of learning appropriate and varied so as to optimize the ability of students to teach physical education. One effective teaching materials required are practical handbook based teaching style Muska Mosston Through the development of this practical handbook is expected to improve the ability of students in teaching physical education.

II. LITERATURE REVIEW

A. *Style of Teaching (Teaching Style) Musska Mosston*

The style of teaching is the ability to use a variety of ways to get around the system so that the teaching and learning process objectives can be achieved effectively and efficiently. The term style of teaching (teaching style) in physical education as synonymous with the teaching method in the other subjects. The style of teaching is the special guidelines for the structure of learning or the learning episode. Spectrum of Teaching Styles "Mosston is one of the popular models promoted in west countries to maximize student learning. The style of teaching is published by Mosston in 1966 that was expanded from 8 teaching styles to 11 styles of teaching [1].

The series AK according Mosston teaching style (1966), namely:

- Style A: Command. The goal is to learn how to do the work correctly and in a short time, following all the decisions made by the teacher.
- Style B. Exercise. This style gives the students to practice individually and independently, as well as providing teachers time to provide feedback (feedback) to students individually and personal.
- Style C. Reciprocal. In this style, the students work with her and give her feedback to it, based on criteria determined by the teacher.
- Style E. Shelfcheck. The purpose of this style is to understand how to do the work and inspect or evaluate their own work. Learners measure its own performance-based criteria for a given motion.
- Style F. Guided Discovery. The purpose of this style is to find a concept by answering a series of questions posed by the teacher.
- Style G. Convergent Invention. In this style, the students find solutions to the problems and learn to clarify issues and produce conclusions by using procedures that are logical, reasoned and critical thinking.
- Style H. self discovery/production (divergent). The purpose of this style is to engage students to manufacture or produce a double response to one question.
- Style I. Draft Program. The purpose of this style is to design, develop, and displays a series of tasks that are organized into a private program in consultation with the teacher.
- Style J. Inisiasi Students. The purpose of this style is that students are able to initiate or initiating the learning experience, designed it, display it, danmengevaluasinya, together with teachers based on criteria agreed in advance.
- K. Style Train Yourself. This style gives students maximum opportunity to make decisions about their learning experiences without the direct intervention of teachers. The style is very rarely used in schools. The style is very suitable to be developed as a hobby or entertainment activities.

B. Teaching Practice Handbook

The book is part of the learning resources that support the quality of the learning process. The book also as a means of communication between the writer and the reader. The guidebook is often referred to as "hand book", guidebooks, handbooks and guidelines handbook provides instructions for how to carry out a process or activity [2].

Teaching practice is the practice of carrying out teaching activities by students inside and outside the classroom starts with the preparation of lesson preparation, implementation of learning, until the evaluation of learning.

The guide book is one of types of instructional materials is a kind of non-text books. The guide book is very important in today's societies. This is in accordance with the provisions of the National Education Minister Regulation No. 2 of 2008 Article 6 (2) which states that "in addition to textbooks, educators can use the guidebook educators, enrichment books, and reference books in the learning process". Under the

provisions above, there are four types of books that are used in the field of education, namely (1) Textbooks; (2) Books Enrichment; (3) Reference Books; and (4) Handbook of Educators. Dapa then concluded guidebook is designed according to the needs and competencies that will be controlled by the student in the learning activities based on science and be creative and innovative.

C. Research and Development

Research and development (Research and Development) is a process and steps are to develop new products or enhance existing products [3]. Rresearch and development is a method of systematically research conducted with the aim to discover, formulate, refine, develop, produce, test the effectiveness of the product [4]. The model used is the ADDIE model of this can be seen in the following figure:

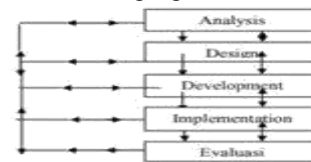


Fig. 1. ADDIE Development model [5]

So we can conclude the model ADDIE done systematically starting with analysis and ending with evaluation of the efficacy for administration of continuous feedback.

D. Roadmap Research

Roadmap research can be seen in the image below:



Fig. 2. Research Roadmap

III. OBJECTIVES AND BENEFITS RESEARCH

A. Research purposes

The specific objective of this research is to do the design handbook teaching practice based teaching style Muska Mosston to optimize the ability to teach the physical education course learning strategies by stage a). Needs analysis, b) The design concept of the new product, c) development of the guidebook, d), Implementation of the product, d) evaluation of the product.

B. Benefits of Research

- Identifying characteristics of students in accordance with the design and development of teaching materials,

especially in the subject of growth and development of the study of motion.

- Analyzing the teaching materials in the form of an outline and syllabus.
- Analyzing the learning objectives to be achieved by students

IV. RESEARCH METHODS

A. Research subject

This study will be conducted at the Faculty of Sport Sciences, State University of Medan Jl. Willem Alexander Psr V Medan Estate. To conduct a needs analysis conducted observation to some lecturer of physical education courses as well as student learning strategies [6].

B. Research Methods

Development method used in this study is a model ADDIE development. This development model consists of four phases, namely Analysis (analysis), design (design), development (develop), and implementation (Implementation). The purpose of this research and development is to produce a draft handbook product development valid, practical and effective so that the material handbook was developed to improve the ability of students to teach physical education.

C. Research Procedure

The procedures in this study can be presented as follows:

- *analysis*: Analyze the problem of faculty and students in physical education courses learning strategies, identify appropriate teaching style to the material in the syllabus in elementary, junior high and high school, analyzing the RPP to the level of elementary, junior high and high school, analyzing the learning objectives to be achieved by students.
- *Design*: Designing draft handbook that includes learning outcomes, study materials, teaching materials on Mosston Muska-based teaching practices.
- *develop*: Validation of the draft by experts followed by a revision by experts, the trial design of the product.
- *Evaluation* Assessing the results of the implementation of products handbook.

D. Techniques Data Collection, Analysis and Development

The research data was collected through qualitative and quantitative descriptive of data. Qualitative data in the form of a written interview feedback, suggestions, and feedback from the validator experts, practitioners, observers and students. Kind of quantitative data obtained from the assessment score given by the validator, practitioners, observers, and students through the validation and field trials. The data obtained are described in detail to determine the level of validity, practicality, and effectiveness of design guidebook will be developed

V. RESULTS AND DISCUSSION

A. Research Result

The results of the research achievements of this development is the development of practice based teaching handbook Muska Mosston teaching style in order to develop ability teaching in physical education course learning strategy. As for the book-based teaching practice guidelines Muska Mosston teaching style can be noted through the groove according ADDIE development research as follows.

1) Analysis

In this first phase the necessary information related to the physical education course learning strategies using Muska Mooston teaching style. Step information gathering can be done by reading, observation, interviews with faculty, coaches and physical education experts learning strategies.

2) Design

Product development emphasis on teaching materials product guide. In the next example, the development of products in the form of teaching materials physical education course learning strategies and teaching materials. At this stage composed of a resource which is a miniature of the conditions required in physical education course learning strategies.

3) Product Development.

After the draft development strategy for teaching materials studied physical education course is completed, then the trials conducted premises models focus FGD focus group to revise the draft materials that have almost been completed. Activities aimed at testing models for data, information, and feedback on the feasibility of teaching materials in terms of material suitability, suitability and appropriateness of the presentation of the presentation. The small group trial conducted to 12 students.

a) Scope of activities:

- Readability test subjects teaching materials physical education learning strategies, covering aspects Muska Mosston correlation teaching styles, learning plans, functional and meaningful and interesting presentation
- Trial teaching materials, including compliance with the allocation of time, the steps in the learning process, and compliance with the conditions of students and characteristics of learners.

b) Step activity at this stage is:

- Presentation materials. The presentation of teaching materials is a brief explanation of the teaching materials and explanations procedure to scrutinize and advise against teaching materials have been prepared.
- The draft indicators that gets input focus diskusai group are:

TABLE 1. DRAFT INDICATORS FOCUS GROUP DISCUSSION

No.	Indicator	sub Indicators
1	Materials suitability	- Material suitability teaching style - Breadth material teaching style - Compliance with the requirements that have been defined competencies
2	suitability Presentation	- Consistency systematics dish in Chapters and Sub-chapters - The balance between chapters and sub-chapters - keruntutan concept - Eliciting feedback for self-evaluation
3	suitability presentation	- Introduction - Referral / source-to-date reference for text, image - References

- Discussion
After the presentation a discussion group composed of five experts who berkulifikasi doctoral education and a master's and a lecturer at the college, namely;

TABLE 2. FOCUS GROUP DISCUSSION

NO	NAME	POSITION
1	Dr. Amir Supriya, M.Pd.	Lecturer at the Faculty of Sport Science UNIMED
2	Sitorus Besy Pane. M.Pd.	Lecturer at the Faculty of Sport Science UNIMED
3	Dr. Nurkadri, M.Pd.	Lecturer at the Faculty of Sport Science UNIMED

- Based on the indicator criteria are evaluated in focus group discussions, the inputs in these activities.

c) Implementation

The revised product seminar by inviting 10 people consisting of teachers Health Physical Education and Recreation, sports lecturers and 42 students as a major test sample. Test and evaluate legibility, accuracy and pewajahan contents. This test phase is the process for determining the effectiveness of learning strategies course materials by optimizing the physical education teaching style Muska Mooston which has been developed through a variety of reactions from various parties on physical education teaching materials such learning strategies.

d) Evaluation

The results of the seminar involving 10 people consisting of 6 Master Health Physical Education and Recreation and Lecturer at the Faculty of Sport Sciences then draft instructional materials were analyzed for enhanced, according to the input given by experts in the seminar The revisions are expected product instructional materials end can already be referenced and used learning strategy for physical education courses.

B. Discussion

Based on observations and experience that researchers are still many difficulties in the implementation process of student

learning strategies physical education lectures. The reason is the lack of teaching materials based teaching style Muska Mosston and impressed just use some style only in its application. So this problem should be addressed urgently in order to competency as prospective researchers can be met. Responding to this very necessary efforts to manufacture teaching style based teaching materials Muska Mosston. Because these materials are very important to help the student learning process, because it is associated with the direct application of the problems associated with physical education learning strategies are the main weapon of the teacher Health Physical Education and Recreation itself. Learning strategy teaching materials physical education course conducted by the preliminary study is the design of teaching materials physical education course learning strategies. Necessary for the design of teaching materials based physical education course learning strategies teaching style Muska Lecturer Group Field Study Mosston through research at the Faculty of Sport Sciences Unimed expected to improve the ability of students through teaching style variations which have been designed in accordance with the characteristics of learners.

The results of the validation and feedback on the importance of the development of textbooks physical education course learning strategies to approach playing figures showed 80% said it takes 15% is required and only 5% said not needed. This can be seen in the diagram of expert validation results on the growth and development of teaching materials to learn the motion below.

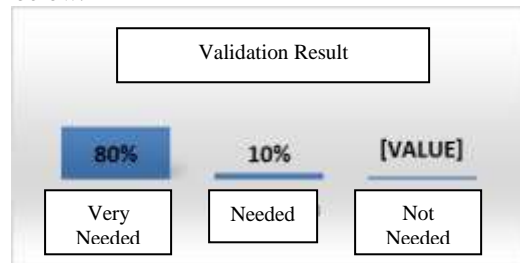


Fig. 3. Validation Results Development Expert Based Teaching Practice Handbook Teaching Style Muska Mosston

Based on the results of this survey can be believed that the development of teaching materials with the physical education course learning strategies play approach is in accordance with the characteristics of the child.

The following are the results of the survey analysis The design of teaching materials strategy learn physical education course teaching style based Muska Mosston which comprises 2 University in the form of sharing by experts with 40 respondents from students.

TABLE 3. STUDENTS DESIRE STOK BINAGUNA IN DRAFT INSTRUCTIONAL MATERIALS SUBJECT-BASED LEARNING STRATEGIES TEACHING STYLE PHYSICAL EDUCATION MOSSTON MUSKA

No.	Yes		No	
	amount	percent%	amount	percent%
1	30	75	10	25
2	35	87.5	5	12.5
3	32	80	8	20
4	25	62.5	15	27.5

5	24	60	16	40
6	22	55	18	45
7	28	70	12	30
8	27	67.5	13	22.5
9	26	65	14	35
10	24	60	16	40
Average	62%		38%	

The results obtained by analysis of the average value constraint the design of teaching materials based physical education course learning strategies teaching style can be seen Muska Mosston based on the results of data acquisition a "Yes" with a percentage of 62% and a "No" with a percentage of 38%. In the form of a bar chart the data is described as follows:

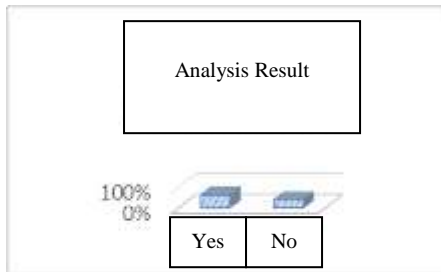


Fig. 4. Diagram of Interest Student STOK Binaguna In Instructional Materials Course Design and Learning Strategies Based Teaching Style Physical Education Mosston Muska

Of the average value of the desire of students STOK Binaguna The design of teaching materials based physical education course learning strategies teaching style Muska Mosston, based on the acquisition of data, this shows The design of teaching materials based physical education course learning strategies teaching style Muska Mosston was really liked the students because of the physical education teaching learning strategies are closely related to teacher professionalism PJOK and implemented to learners.

TABLE IV. STUDENTS DESIRE UPMI IN INSTRUCTIONAL MATERIALS COURSE DESIGN AND LEARNING STRATEGIES BASED TEACHING STYLE MUSKA PHYSICAL EDUCATION MOSSTON

No.	Yes		No	
	amount	percent%	amount	percent%
1	35	87.5	5	22.5
2	28	70	12	30
3	27	67.5	13	22.5
4	25	62.5	15	27.5
5	30	75	10	25
6	33	82.5	7	17.5
7	34	85	6	15
8	28	70	12	30
9	27	67.5	13	22.5
10	25	62.5	15	27.5
Average	73%		27%	

The results obtained by analysis of the average value constraint the design of learning strategies teaching materials physical education course teaching style based on student Muska Mosston UPMI based data acquisition answers "yes" with a percentage of 73.00% and a "No" with a percentage of 27.00%. In the form of a bar chart the data is described as

follows:

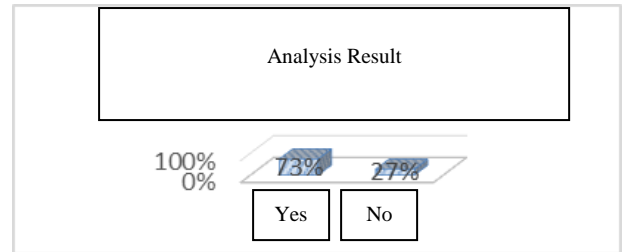


Fig. 5. Diagram of Interest Student UPMI In the field Draft Instructional Materials Subject-Based Learning Strategies Teaching Style Physical Education Muska Mosston

Based on research data calculation on Binaguna STOK show that the answer is "yes" and 62.00% "No" 28.00% means that the student wishes in The design of teaching materials based physical education course learning strategies teaching style Muska Mosston is high.

Based on the calculation of the UPMI research data shows that the answer is "yes" and 73.00% "No" 27, 00% means that the student wishes enormous wish to learn learning strategies based style of teaching physical education in The design of teaching materials based physical education course learning strategies teaching style Muska Mosston,

REFERENCES

- [1] C. Li and W. K. Kam, "Mosston's reciprocal style of teaching: A pilot study in Hong Kong," *New Horizons Educ.*, vol. 59, no. 2, pp. 27-37, 2011.
- [2] N. Heryulindini and R. Situmorang, "Pengembangan Buku Panduan Mentor di Komunitas Duta Cilik Anti Rokok," *J. Pembelajaran Inov.*, vol. 1, no. 39, pp. 13-18, 2018.
- [3] M. D. Gall, J. P. Gall, and W. R. Borg, *Educational Research: An Introduction, 8th Edition*. 2006.
- [4] N. S. Sukmadinata, *Metode Penelitian Pendidikan*, 4th ed. Bandung: PT.Remaja Rosdakarya, 2008.
- [5] M. Molenda, "In search of the elusive ADDIE model," *Perform. Improv.*, vol. 42, pp. 34-36, May 2003, doi: 10.1002/pfi.4930420508.
- [6] K. Williamson, "Observation," in *Research Methods: Information, Systems, and Contexts: Second Edition*, 2018.