

# Life-Based Learning Approach on Massage Course in College Students

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**Abstract**— This research aimed at developing a learning method product using the blended learning model integrated with e-learning at State University of Malang (UM). The research method used was Research and Development method (R&D), with the following research steps (1) Needs analysis, (2) Early product development and expert assessment in the form of massage video learning, massage E-book, and UM e-learning integrated form of learning method. The results showed that it could be applied to small group with respect to 86.4% and 90% for the large group. The product made was a blended learning model integrated with UM e-learning in the form of learning videos.

**Keywords**— *Blended learning, Life Based, Massage*

## I. INTRODUCTION

Nowadays, many issues have emerged in Indonesia educational field. As a means to deal with these various problems, education practitioners in particular, need a strategy to solve them systematically and appropriately. These problems covered: first, the difficulty of our people to access a better quality education, both due to economic and socio-cultural factors; second, the quality of the learning process and the national education graduates have not met the required standards, this can be seen from the students' learning achievements and the skills obtained do not have any relevance in the work field; third, the lack of educational facilities and infrastructures which can inhibit any educational innovations carried out so far. Moreover, it will give impact to the implementation of learning development results optimally due to the limited learning media which actually can help students to learn independently. Based on these conditions, improving the quality of education can be done through improving the performance and the quality of educators, students, and curriculum upgrades which can meet the development of science and technology [1].

Education is strongly influenced by current technological development and it is proven in the history of educational development. As information technology becomes the part of the medium used to convey messages of knowledge to publics, our past technologies were just simply like simple printing and printed textbooks, till nowadays we reach telecommunications media era such as recording on cassettes, videos, television, CDs and learning through the internet (e-learning).

Conventional learning involves three main components,

namely: educators, students, and teaching materials. All the materials and the comprehensive knowledge must be accommodated in teaching materials. The responsibility of the lecturer is to input the content or the material to students' learning materials. Teaching material is an element that has been prepared carefully, precisely, and systematically by experts in a particular field of study or the teaching profession to help achieving the learning objectives. Teaching materials must also be arranged specifically according to the characteristics of the science discipline. This can be seen from the desired orientation. The major purpose of this specialization is to enable students to develop their learning abilities optimally because: 1) Preparation is done in a structured and systematic manner, 2) the learning objectives achieved is explained clearly, 3) students' learning motivation will increase, 4) students' learning difficulties will be anticipated, 5) summary and feedback will be provided.

Referring the brief descriptions above, teaching materials are form of learning resources, which have been designed by lecturers or experts systematically for the sake of increasing the effectiveness of learning. Furthermore, the efficiency is also expected to increase interest in learning and in learning continuity. Today, modern information technology has penetrated in the whole education system of many countries around the world. This idea was reflected in the works of many researchers whose scientific interests were within the scope of information and communication technology in education; the importance of the integration of computer technology in the learning process [2], the use of information and communication technology to develop communicative foreign language competence for adult learners [3], using blogs in creating special opportunities for language learning [4].

The scope of National Sports includes activities such as; 1) Sports as education, 2) sports as recreation and 3) sports for achievement. UUSKN stated that progress in the field of sports, can be seen by looking at how much the participation of all the society carried out the three components of sports activities. The success of the community in the field of sports can be measured by looking at the sports index namely SDI (Sport Development Index), which consists of four dimensions, namely: (1) participation, (2) open space, (3) physical fitness (4) human resources (Ditjora, 2004). Among the four dimensions, one of them is human resources that must be prepared well to welcome the future.

Alongside with mastering the theory, students are also equipped with the mastery of skills in preparation for social engagement and for working readiness. Then, they should also practice all of the sports which are encompassed in the curriculum. One practice course that must be mastered is sport massage. Sport massage has an important contribution in improving and maintaining one's performance. Massage is a reflexology method that aims to affect the nervous system, muscles and lymph locally or generally. Massage is done by using hands particularly on the muscles of the body that can help improving the blood circulation and the body fluids if done by rubbing, massaging, and gentle beating on the skin and muscles properly.

Body massage is a pleasant form of applying pressure since it encourages the body and mind to produce endorphins which act as painkillers for the body. The benefits of massage are; 1) relieving stress, 2) means of relaxation, 3) improving blood circulation, 2) reducing blood pressure and relieving pain [5].

The correct massage technique requires mastery of various kinds of manipulations, in which the types of manipulations performed on each part of the body are very diverse even though the names of these types of manipulations are relatively the same. The very often issue arised is the difficulty of students in practicing various types of manipulation used in massage course at the Faculty of Sport Science at State University of Malang for it still uses conventional method in which learning is done by demonstrating the movement of massage techniques in learning activity only once. Thus, it made the students could not obtain the examples given very well because the technique movement is difficult to learn in an instant way, so there must be an e-learning method so that the students can acquire teaching material which need to be relearnt at any time. To reduce the desperation, the lecturers often gave structured assignments that must be done outside the class hours. However, the task would not likely be effective if there were no guidelines in accomplishing the task. Given the importance of a guide needed, the researcher intended to develop a guide that has been adjusted to students' needs, namely; e-books and videos that could be accessed through E-learning at State University of Malang. From the background described above, the researcher conducted a research on "The Development of Blended Learning on the Life-Based Massage Course Through E-Learning at State University of Malang.

## II. METHOD

The research design carried out was a descriptive research design through a survey method followed by development. It aimed at developing products' (a) Sport Massage learning textbook in the form of Sport Massage Learning E-Books for sport science faculty students, and (b) Video Sport Massage for sport science faculty Students. The design of the developmental research used was adopted from the research and development design [6].

## III. RESULT & DISCUSSION

### Needs Analysis

The results of the needs analysis in this study indicated that the massage lecture still used conventional methods. The initial course was conducted by giving lectures done by the lecturer then conducted the lectures for 16 meetings. The individual assignments also could not be controlled maximally by the lecturer and the exam was carried out in the middle and at the end of the semester.

### Product Development

The result of the product development was massage course learning by integrating e-learning, so that massage learning modules in the form of e-books can be accessed anytime by students in the future. In addition, besides using e-learning, the course was also delivered with lecturing methods and giving assignments which fit the learning needs.

### Product Trial

The product trial was carried out in two stages. For the first stage, the product was evaluated by massage learning experts and media experts. The average score was 85.7% obtained from the two massage experts, while 89.2% obtained from the media learning experts. The next trial was a small group trial conducted for 20 people resulted in 86.4%, which means that it was accepted and could be continued to a large group trial which resulted in 90% out of the 90 students who was taking the massage course.

At the present moment, the development of technology and information has become very rapid, this also urges the studies of conventional learning methods. Mostly, the implementation of conventional learning is not able to meet the 4 standards of credit hour, namely (1) The amount of education implementation's effort. (2) The amount of students' effort to complete a program. (3) The amount of recognition of student learning success (4) The amount of student study load. Thus, the development of blended learning methods is expected to be able to control the credit hour system well.

One of the top trends in the delivery of recent knowledge is blended learning [7]. Blended learning is a term which means learning by using a combination of face-to-face technique with computer-based learning technique both online and offline that is done using e-learning [8]. Based on a very diverse definition of blended learning, 3 perspectives of blended learning can be taken as follows (1) Methods of learning (2) Modalities of learning (3) Combination of face-to-face learning and Utilization of technology.

Reflected on the data obtained about the implementation of the e-learning system, the small group trial agreed to 86.4% and the large group trial yielded the value of 90%. It happened because many students expressed easiness in using e-learning, for instance, learning media could be easily accessed. By the availability of videos, the students could learn the materials many times. They were very responsive to electronic learning media thereby it could increase their analytical skills [9]. In blended learning, there found a shift to passive learning to active learning. The focus of learning changed to be presentations from the students, so this would make the students learn to speak since before they speak they must master the material obtained from the results of reading and analyzing [10].

Blended learning as a combination of contact teaching using several constructivist principles and electronic teaching formats is a suitable and necessary strategy even for foreign language learning[11]. Combined methods in teaching provides the students the same opportunity as instructors to broadly explore the materials with great flexibility. Blended learning approach is surely one of the effective strategies to meet challenges in the current technological era [12]. Blended learning also provides flexibility in learning for students and instructors. Combined learning with virtual and conventional media makes it possible for teachers and students to become

learners, but it will be more effective when there is an institutional support through the provision of professional learning and opportunities to redesign combined learning courses to be more precise [13]. Winarno also claimed that blended learning can be applied in practical learning [14]. so that the lecture process with a combination of science and technology or e-learning can be more interesting and be able to improve students' learning skills and interests.

Massage is a form of providing stimulation of the body by using hands on certain parts with particular manuals or mechanical procedures that are carried out systematically and methodologically with the aim of producing prophylactic and physiological effects for the body [15]. Massage learning is basically given to students in order to provide knowledge about how to describe the correct measurement, what is the use of measurement for athletes, how to handle injuries, and how to equip students with skills. With good physical condition, students will be able to do various types and forms of training easily,

A field trial phase was conducted to test the product development, aimed at determining the application of the product being developed and getting feedback from research subjects. The research subjects that were chosen were PKO students of the Sport Science Faculty who took massage courses. Field trials were conducted in 2 small group and large group trials. The next trial was in a small group with 20 subjects with a result of 86.4% which meant that the product development was acceptable and could be continued to the large group. The large trial group used the subjects of all students who took the massage course which were 90 people with the result of 90%.

#### IV. CONCLUSION

The massage course was using blended learning which was integrated with the learning management system which was very suitable to be applied. Blended learning could facilitate students learning activities done in anywhere and at any time. Students could utilize all learning resources to improve their skills level and their understanding massage course materials outside the lecture schedule whose materials could be accessed through e-learning. It is expected that the blended learning method can fulfill the elements in the credit hour program that has been set and be the assignments control that must be accomplished by students.

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