

Development of Sports Sociology Learning Devices

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Abstract: *The purpose of this study is to develop learning tools in the sociology of sports subjects. This research was carried out at the Faculty of Sport Science (FIK) State University of Medan. Subjects in the study were students of the Department of Physical Education, Health and Recreation (PJKR) totaling 40 people taken proportionally at random. The development carried out in this study was in the form of a syllabus, lecture contract, Lecture Program Unit, 6 assignments in accordance with the Indonesian National Qualifications Framework (KKNI), namely routine student assignments, critical analysis of textbooks, journal reviews, idea engineering, simple research, and project assignments and sports sociology evaluation tool. The results of the study show that all learning tools developed are appropriate and declared valid by the expert reviewer.*

Keywords: Development, Sports Sociology.

1. Introduction

The key to success is careful planning. Planning must be well thought out and designed and thoughtfully and not forget the main objectives of the plan. Likewise in teaching, a lecturer must make good planning for the success of the learning that will be given to students. PERMENRISTEKDIKTI Number.44 of 2015 states that the learning process planning is arranged for each subject and is presented in the semester learning plan (RPS) or other terms and the semester learning plan (RPS) is established and developed by lecturers independently or jointly in a group of expertise knowledge and / or technology in the study program.

However, the current trend is as a teacher who has been in his field for a long time, most lecturers have one eye to the point of preparation. Lecturers feel that they are experts and feel that there is no need to be improved. This has the effect that both the device and the knowledge given are lacking in updates. Of course it will have an impact on students, even though not now possible in the future. So to anticipate this, it is necessary to develop learning tools by adjusting the current curriculum and science.

At present, State University of Medan is using the Indonesian National Qualifications Framework (KKNI) curriculum. Based on Perpres No. 8 of 2012, the Indonesian National Qualification Framework, hereinafter abbreviated as KKNI, is a competency qualification framework that can pair, equalize, and integrate between education and job training fields as well as work experience in the framework of providing recognition of work competencies in accordance with the structure jobs in various sectors. Slightly different from the previous curriculum, the KKNI curriculum emphasizes 6 tasks that must be completed by students and their learning achievement oriented to work experience. The work experience referred to is the experience of doing work in a particular field and a certain period of time intensively that produces competence. The realization of this work experience is reflected in the 6 tasks of the IQF.

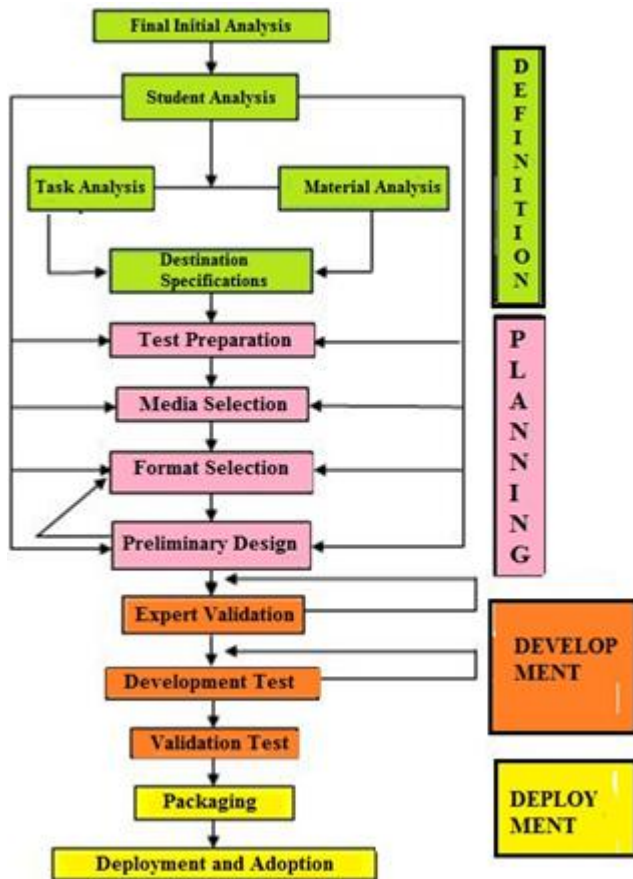
Learning tools developed in this study are semester learning plans (RPS), lecture contracts, lecture event units (SAP), 6

assignments in accordance with the Indonesian National Qualifications Framework (KKNI), namely Routine Duty (TR), Critical Book Reports (CBR), Critical Journal Review (CJR), Engineering Idea (RI), Mini Research (MR), and Project assignments (PR).

Sociology of sports is an applied science that studies all people's behavior related to sports. Pomatahu and Elia (2017) in his book entitled Sports Sociology explains that the Sociology of Sports is the study of society in sports. This science emphasizes the pattern of movement and the interaction between fellow humans in this case the community. This course is a bridge between sports and society. So that we can analyze everything that develops in the community related to sports. Therefore, students must master all the material in the Sociology of Sport course. So, as a lecturer also has a very important role to realize this.

2. Method

This research was carried out in the Department of Physical Education, Health and Recreation (PJKR) Faculty of Sport Science (FIK) State University of Medan. Subjects in the study were students of the Department of Physical Education, Health and Recreation (PJKR) totaling 40 people as subjects of limited trials and expert / experts as validators to validate the learning device. This research includes development research using the type of Thiagarajan development, namely the 4-D (Four D Model) model which consists of four stages. The four stages are define, design, development and disseminate stages. For more details, see the picture below.



Picture 1: 4-D Learning Device Development Model
 (Thiagarajan, Semmel, dan Semmel, 1974)

3. Discussion

In accordance with the previous explanation, the purpose of this study was to develop learning tools in the Sociology of Sport course. This research was carried out by following the procedures of the research method used. Where is the initial stage, namely the define phase. At this stage what is done is to analyze the objectives and limitations of teaching material. This form of activity is in the form of initial analysis, student analysis, concept analysis, task analysis, and specification of lesson objectives. This is in accordance with the learning tools developed namely the semester learning plan (RPS), the lecture contract, the Lecture Program Unit (SAP), and the assignments and instruments as an evaluation tool. This activity was carried out as a basis for determining the problems needed in developing sports learning sociology tools. At this stage an analysis of the main material contained in the syllabus of sports sociology courses, learning theories that are relevant to future challenges and guidance so that a description of the learning patterns that are considered most appropriate are obtained. The next activity analyzes the characteristics of students in accordance with the design and development of sports sociology lectures. These characteristics include the background of knowledge and cognitive development of students. Concept analysis activities aim to identify, detail, and systematically compile relevant concepts. Furthermore, analyzing tasks in accordance with the KKNi demands are Routine Duty (TR), Critical Book Reports (CBR), Critical Journal Review (CJR), Engineering Ideas (RI), Mini Risert (MR), and Project tasks (PR).

Second is the Design (Design) stage. At this stage all learning tools are arranged in accordance with the initial analysis that is known. RPS and SAP are arranged according to the material taught for one semester. The lecture for delivering material is held for 14 meetings, two meetings are intended to carry out the midterm and semester exams. Lecture contracts are adjusted to the characteristics of students. All regulations during the course are explained in detail, both regarding the discipline of time, ethics, tasks, and so on. Evaluation tools in the form of test instruments are also designed along with the lattice and alternative answers. The instrument is prepared according to the indicators that are matched with the material that has been delivered. The form of the instrument in the form of a description. 6 tasks are developed according to the needs of the Sociology of Sport course. Routine student assignments are every day students complete the student activity sheet (LAM) that has been provided. The task of Critical Book Reports (CBR) students compares and seeks strengths and lacks 2 books related to Sports Sociology. For Critical Journal Review (CJR) assignments, students search for and review 3 International journals related to Sports Sociology. Furthermore, in the Engineering Idea (RI) task, students are assigned to create a social situation that is developing at this time and must be related to the Sociology of Sports which is poured into a video. Students are not given limitations in creativity. In this Mini Risert (MR) assignment, students go down to the field to see firsthand the real situation of the community, and the results are outlined in the form of reports. And the last task is Project assignment. This task is also related to the previous task, namely RI.

The third is the development stage, where the existing draft is revised based on the validator validation results. The draft A that has been generated above is validated by experts. The focus of expert validation is on content, format and language. The validation results did not show many revisions, only a few language placements were not appropriate. Researchers improve all learning devices in accordance with the suggestions and criticisms provided by the validator. The results of this revision are Draft B. Then the researchers carry out a legibility test or simulation of the "Draf B" learning device to 10 students. the result is that all Draf B learning tools have not changed and are declared valid. This valid draft B is called Draft C used in the field test. The trial is held for 16 meetings or 1 semester according to the learning plan. All activities in the trial, in accordance with those prepared in the syllabus and SAP. Data obtained during the trial were analyzed, where the results were taken into consideration in revising Draft C to become the final learning tool.

The fourth stage is spread (Disseminate). This stage is intended to disseminate / socialize the final learning device to the public. This activity is carried out in a limited way, namely among Unimed FIK lecturers who teach Sociology of Sport courses.

The development of learning tools is very important to be carried out simultaneously so as not to lag behind the advancement of science and technology. As explained in Permenristekdikti Number 44 of 2015 Article 12 states that "Semester learning plans (RPS) or other terms must be

reviewed and adjusted periodically with the development of science and technology". Therefore, it has become the duty of the lecturer in preparing all his teaching needs, one of which is the development of learning tools.

Learning tools that have been prepared since the beginning of this semester are very helpful for the lecturer in controlling the class so that the learning objectives are achieved. Like giving 6 IQF assignments, since the first meeting students have learned what tasks they will complete in one semester and a collection schedule for each assignment. With the notification from the beginning, it indirectly helps students in developing their abilities in managing their own time. This is in accordance with what was revealed by Yuswardi (2016), "Students should have good time management in planning and determining priorities, carrying out tasks based on the highest priority that must be completed".

The development of learning tools must continue to be carried out, so that all aspects used in transferring knowledge are maximized and that are sure to follow the direction of the developing trend. The results of the study also show that the learning outcomes taught by the learning tools that have been developed and arranged well, are higher than the learning outcomes that do not use these devices. Like the research conducted by Mahlianurrahman (2017), it was found that "there were significant differences in the ability to think creatively between students who participated in learning with SETS learning tools and those who did not use the development learning tools".

4. Conclusion

The conclusion from the end of this study is the availability of learning tools in the form of semester learning plans (RPS), SAP, Kotrak lectures, and instrument instruments in the Sociology of Sport courses that are in accordance with the latest curriculum, namely KKNL. The suggestion for lecturers of Sociology of Sports is to be able to continue to develop learning tools that are in accordance with the developments that occur.

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