

Genally Application Development in Adaptive Physical Education Learning Courses in the Independent Curriculum

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Abstract

This study aims to produce adaptive physical education learning products through general application in an independent curriculum. Lecturers can choose various teaching tools to adapt learning to the needs and interests of students. Projects to strengthen the achievement profile of Pancasila students are developed based on certain themes determined by the government. The method used is research and development, so data collection is supported by primary sources from sports research and development books and relevant research results. Because this study uses a qualitative approach, the instruments used in collecting research information are references found by the researchers themselves that are relevant to be presented in this study. Data analysis used small-scale tests and large-scale tests. Data reduction is used in the findings of expert statements and research published through articles. Then explained in short sentences. In the end, I obtained a conclusion statement from a conceptual study of research and development in sports science. The results of research on a limited scale by 30 sixth-semester students of the Physical Education, Health, and Recreation study program with 16 questions show 86% in the "Very Good" category. And for further research, hopefully, genially learning can develop in the world of education with researchers who want to take this title as well as effectively and efficiently.

Keywords: Genally Application, Adaptive Physical Education, Independent Curriculum

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1. INTRODUCTION

The Independent Curriculum is a curriculum with diverse intra-curricular learning where the content will be optimized so that students have enough time to explore concepts and strengthen competencies. Teachers can choose various teaching tools to adapt learning to students' learning needs and interests. Projects to enhance its developed the achievement of the Pancasila student profile based on specific themes determined by the government. The project is not directed to achieving specific learning achievement targets, so it is not tied to subject content. Changes in the curriculum system in education and teaching are one of the freedoms to learn. The Independent Learning curriculum system is one of the policies of the Indonesian Minister of Education and Culture. The Minister of Education and Culture's idea of free learning is an effort to improve educational progress. This effort is interpreted as a learning strategy that provides opportunities for students to learn in a relaxed, calm, not feeling pressured, happy without stress, and pay attention to their natural talents of the students (Alismail & McGuire, 2015). The innovation policy in the independent learning curriculum has the potential to be developed and improved. There are four categories for developing and enhancing an independent learning curriculum, namely, the replacement of USBN into a comprehensive assessment, the replacement of the National Examination with the AKM (Minimum Competency Assessment and Character Survey), the RPP format (More simplified Learning Implementation Plan), PPDB Zoning (New Student Admission) more flexible to minimize inequality in access and quality of education in various regions. The main focus of the independent learning curriculum is the freedom to think creatively and independently. In this case, the teacher is expected to be a pioneer in taking actions that provide positive things for students (Botturi & Babazadeh, 2020). In theory, the word inclusion is the opposite of the word exclusion, which means that inclusive education should not be limited to a select few students. All students, including persons with disabilities, must be able to attend and be accepted in regular courses and actively participate in all learning activities following the principles of inclusive education. This inclusive education is essential because Indonesia already has several laws and regulations based on human rights, emphasizing that everyone has the same right to education. What is the difference between adaptive physical education? PJOK learning is also taught in special schools with modified learning activities regarding implementation, tools, and activities. The term used is Adaptive Physical Education learning. Adaptive physical education is a comprehensive service delivery system designed to identify, find and solve problems in the psychomotor domain. Adaptive physical education is the same as ordinary physical education. Therefore, it is indispensable for adaptive physical education activities to be carried out in special schools. Moving on from the importance of this adaptive physical learning activity, sports teachers in special schools must be equipped with adaptive physical education learning because not all sports teachers are in special schools (Borrego et al., 2017).

Genially is a platform aimed at educators to create interactive learning experiences that students will fall in love with. Genially is a Freemium platform (basic service for free but charges for particular features) (Permatasari et al., 2021). Learning is not dull through the Genially platform because the parts are exciting. Various features provided include Presentation content, Infographics, Animation, Video Presentations, posters, CVs, quizzes, Gamification, and so on. The final result from Genially is a link or barcode, which can later be distributed to students through assistance applications such as Google Classroom or Microsoft Team. In 2020 (Enstein et al., 2022). Genially was recognized as "The Best Educational Technology Initiative" at the Global EdTech Startup Awards. Even more extraordinary, in 2021, Genially has again received

an award from the EdTechX All Stars Startup Awards in the Startup Innovation & Growth category. The following is a congratulation from High Tech Teacher Indonesia to Genially for getting this award (An & Cao, 2017).

Genially strives for students to have as much fun and creativity as possible. When students add interactivity and animation to the content they create, it indirectly makes them more active and aware of their achievements. Then educators (teachers, lecturers, and instructors) try to explain any inappropriate material to attract students' attention. But with the help of Genially, students will be happy when learning takes place. Because with the help of Genially, educators can create authentic, collaborative experiences. They were also supported by animations that make learning not dull. Through Genially, educators are given facilities in developing interactive learning multimedia, but its use is effortless (Hermita et al., 2021).

Meanwhile, students are given multimedia learning facilities that can make them enthusiastic and motivated to learn, primarily through the many interactivity features that can maximize learning in today's digital era. High Tech Teacher Indonesia is one of Genially's partners in Indonesia. Several High Tech Teacher Indonesia teams become Genially Ambassadors so that you or your fellow students, if you want to learn more about Genially, you can follow High Tech Teacher Indonesia social media for updated information and tips on using Genially. So researchers are interested in developing the geniality application in this study because this title is rarely used and to be able to create interesting learning inspiration and students are motivated for modern learning (Martín-García, 2020).

2. METHOD

This study uses development research, namely the concept of research and development in the practice of physical education in adaptive physical education learning through general applications, in relevant books, journals, and articles. So that data collection is supported by primary sources from books on sports research and development and relevant research results (Juniarta & Winarno, 2016). Because this research uses a qualitative approach, the instruments used in collecting study information are references found by the researchers themselves that are relevant to be presented in this study. Data analysis used small-scale and large-scale tests. Data reduction is used in the findings of expert statements and research published through articles. It is then described in short sentences. In the end, of obtained a conclusion statement in the form of a conceptual study of research and development in the practice of sports science (Purnomo et al., 2019).

2.1 Participants

For this research, we used students and school collaborations for inclusive children in outstanding schools in Malang to achieve product testing in small-scale and large-scale tests. Because we are free to learn, we are free to learn in developing a product for smooth research. Here the researchers took a sample of students with 20 participants and ten from schools with different backgrounds. And for large-scale trials, it will increase the number of participants to 30 participants, because the sample can be increased if it produces valid data. From the number of samples, participants will get a questionnaire to fill in the points for the needs of the researcher (Erfayliana et al., 2022).

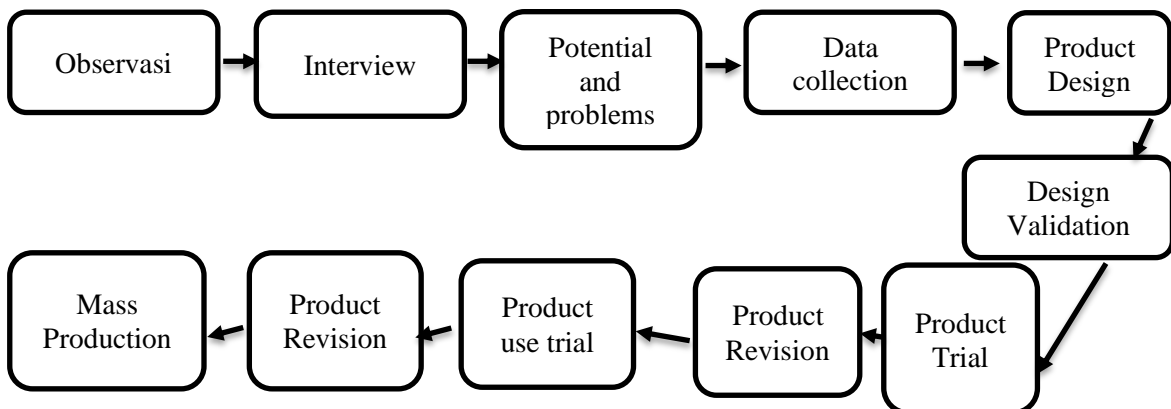
2.2 Research Design

The design of development steps and procedures in this study is based on the development steps proposed by (Winarno, 2013), which can be explained in the following picture.

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Figure 1.

Development Steps



Based on the development steps above in this research, it can be explained as follows:

1. Determine Potential and Problems

The potential problem in this research is the lack of interest in students from the Department of Physical Education, Health, and Recreation, Faculty of Exact Sciences and Sports Education, and Budi Utomo IKIP in Adaptive Physical Education Courses. This condition causes students to experience difficulties when they have to take and pass mandatory adaptive physical education courses

2. Gathering Information

The information obtained comes from data from previous research as well as direct observations and interviews with respondents, which in this case are students and lecturers of the Department of Physical Education, Faculty of Exact Sciences Education, IKIP Budi Utomo. Interviews were conducted related to the topic of problems about students' difficulty and lack of interest in studying adaptive physical education courses.

3. Product Design

The next step after getting the information is to design the product. This research and development seek to produce products in the form of alternative sports called adaptive learning e-books

4. Design Validation

The experts involved in product validation are:

- Physical education experts.
- Experts in the field of adaptive physical education.
- Experts in the field of practitioners in the area of adaptive physical education learning.

These, namely physical education certification lecturers, are background in adaptive physical education courses.

5. Design Improvements or Revisions

Design revisions in this development research are based on suggestions from game experts, physical education experts, and physical education lecturer practitioners on how to develop adaptive physical education courses through software that is generally comfortable, attractive, inexpensive, and can make it easier for Physical Education students to learn Adaptive Physical Education.

6. Small-Scale Product Trial

The product development validated by experts is then tested on a small scale, namely in the form of an assessment effectiveness test with a questionnaire instrument. Small-scale trials were carried out on students of the Department of Physical Education class of 2019.

7. Product Revision

that made revisions based on the inputs given by experts and students as test subjects to the rules, tools, and general learning techniques in the small-scale trial-based adaptive physical education course. Product revisions are also based on the level of safety, comfort, convenience, and attractiveness of the generally developed features.

8. Large-Scale Trial

A large-scale trial in this study was a trial conducted using more experimental subjects, namely students of the Department of Physical Education, class of 2019.

9. Product Revision

The data from the implementation of large-scale trials were then consulted with experts to be used as the basis for product revision. In addition to data from the performance of large-scale difficulties, experts also need to make comparisons between small-scale trial data with data during validation and data during the large-scale trial.

10. Mass Production

The product of research and development in the form of general development for adaptive physical education is then introduced to the entire academic community of the Department of Physical Education, Faculty of Exact Science and Sports Education, IKIP Budi Utomo, to continue to be improved, developed, and played regularly (Mustafa & Winarno, 2020).

2.3 Instruments

The data collection used in this research and development uses instruments like observation sheets, interview questions, and questionnaires. The following is an explanation of the data collection instruments: (1) Observation Sheets, namely to observe the learning activities of adaptive physical education subjects on campus A IKIP Budi Utomo Malang directly, the researchers used observation sheets data collection instruments. (2) Interviews: To obtain

information about training activities usually given in learning adaptive physical education courses, the researchers conducted interviews with certified teachers or lecturers. The type of interview used is a guided free interview, where the researcher only asks things that are the outline to get the information needed from a teacher/lecturer. (3) Questionnaires in this study used closed and open questionnaires. Closed questionnaires were given to participants who took adaptive physical education courses on campus A of IKIP Budi Utomo Malang in the form of needs analysis, small group test, and extensive group test. The questionnaire aims to determine students' opinions on the research problem. While the open questionnaire was given to the expert evaluations. The questionnaire seeks to find out ideas and suggestions or input regarding the product developed by the researcher.

2.4 Procedures

Based on the research and development procedures that have been determined and the steps in compiling a form of technical training variation, the researcher makes a product development design based on the studied theory.

2.5 Data Analysis

In this research and development, qualitative and quantitative data analysis techniques are used. The following is a description of the data analysis: (1) Qualitative data analysis is used to analyze the results of data collection from the evaluation of experts using a qualitative approach. (Salenussa et al., 2019) state that activities in qualitative data analysis are carried out interactively and continue to completion so that the data is saturated, activities in data analysis, namely data reduction, data display, and conclusion drawing /verification. (2) Analysis of quantitative data, namely for quantitative data analyzed using descriptive analysis techniques with the percentage of the formula (Sari & Ahmad, 2021). This technique is used to analyze the data obtained from the results of distributing questionnaires. The results of the analysis are the basis for the improvement of this research and development.

The results of the product trial design analysis are then concluded using the classification criteria set by (Halidjah & Pranata, 2022) in the form of standards for developing learning models to determine the validity of the user.

3. RESULTS

The outcome obtained the results of the study from the results of the feasibility test by experts, namely material experts, media experts, and linguists. Analysis was also carried out on the feasibility test results on students of Physical Education, Health, and Recreation. Based on the results of data analysis, it can be seen the feasibility level of the media.

The results of research on the development of generally applications in adaptive physical education courses include the results of validation by three experts, namely material experts, media experts, and linguists. In addition to being based on verification from 3 experts who have been determined, they are also analyzed based on the results of initial field trials. The complete data is presented as follows.

3.1 Tables

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the feasibility test results on students of Physical Education, Health, and Recreation. Based on the results of data analysis, it can be seen the feasibility level of the media.

The results of research on the development of genally applications in adaptive physical education courses include the results of validation by three experts, namely material experts, media experts, and linguists. In addition to being based on verification from 3 experts who have been determined, they are also analyzed based on the results of initial field trials. The complete data is presented as follows.

Table 1.

Material expert validation has been carried out for lecturers of adaptive physical education courses. A summary of the results of material expert validation can be seen in Table 1.

No	Assessment Aspect	Score				Total Score can	Total Score in Expect	Percentage
		4	3	2	1			
1	Material Characteristics	15	0	0	0	60	60	100%
Total						60	60	100%
Criteria		Very Valid						

Source: Primary Data

Table 2.

No	Assessment Aspect	Score				Total Score in can	Total Score in Expect	Percentage
		4	3	2	1			
1	Characteristics of Learning Media	13	7	0	0	70	76	89%
Total						70	76	89%
Criteria		Very Valid						

Source: Primary Data

The sequel of the material expert assessment in terms of the characteristics of the material is 100% percent with the criteria of "very valid." So the difference from tables 1 and 2 is the assessment of material expert validation and media expert validation through a questionnaire given by the researcher. Although the number of scores obtained by the two validations is very valid.

1. Media Expert's assessment results

Lecturers of science learning media have carried out validation of media experts. A summary of the results of media expert validation can be seen in .

2. Limited trial

This limited trial was conducted to obtain a clear picture of the quality of the developed learning media. The implementation of this little trial uses a questionnaire given to 15 sixth-semester students. Limited trial results can be seen in Table 2.

Table 3

No	Assessment Aspect	Score				Total Score in can	Total Score in Expect	Percentage
		4	3	2	1			
1	Student's Feedback	10	20	0	0	270	324	86%
Total						270	324	86%
Criteria						Very Good		

Source: Primary Data

The results of the research on a limited scale by 15 sixth-semester students of the Physical, Health, and Recreational Education study program with 16 questions, an overall percentage of 89.83% in the "Very Good" category.

4. DISCUSSIONS

Based on validated sequences by media experts, materials experts and small group experiments. Overall, 'Developing Genally Applications in Independent Curriculum Adaptive Physical Education for Students of Pjkr IKIP Budi Utomo Malang' was the appropriate material with an average score of 86% meeting the criteria of 'Very Effective'. including (Lastasabuju & Habaridota, 2018).

The next level is a media expert rating that scores 2 points per component. From the point of view of the article, the presentation of the program is very good, as it is fully included with pictures and descriptions. Each slide has an animation and an additional speaker of the material to better hold the student's attention. (Ratno Susanto, 2019) argues that when developing media, user characteristics should be taken into account when creating media. Based on the surveys conducted, media professionals rated it at an average rate of 90%. This means that media is included in the good category. In addition, the author distributed questionnaires to 15 students in the 6th semester majoring in physical education, health, and recreation, conducted limited trials and fixed-scale tests, and obtained scores of 3.58 points and 89.83% (Susanto & Lestari, 2020). It falls into the "perfect" category. " Powtoon-based publications help students understand the concepts of the material. The students' enthusiasm for watching and doing learning activities using videos shows this (Salenussa et al., 2019). Jetmore Burner states that students have direct experience during learning (e learning that facilitates student learning, i.e. mastering, remembering, and understanding abstract symbols. According to (Susanto et al., 2022) developed interactive gene modules are effective in improving students' cognitive learning outcomes and conceptual comprehension (Ho, 2018). Genalliy learning is very easy to understand by students and plays an important role in life during the post-pandemic. Dominant students use information technology with online activities. The use of tik is growing rapidly. It needs to be balanced with

ethics; students' assignments are a lot of copy and paste, with high plagiarism, and the direction of literacy is not controlled in genality applications following educational goals (Eukel et al., 2017). Thus, since the existence of humans, learning has been free/independent, depending on the interaction with the environment. Ability to analyze something based on data or information to generate new ideas and find new ways to see problems become opportunities for learning modern technology.

5. CONCLUSIONS

Based on validation sequel of media experts, material experts, and small group trials. Overall, Genally Application Development in Adaptive Physical Education Learning Courses in the Independent Curriculum for Students of Pjkr IKIP Budi Utomo Malang is feasible to be used as teaching material with an average value of 86% and is included in the "Very Valid" criteria. Therefore, suggestions can be made that combine the use of teaching materials genally in adaptive physical education courses for students of Pjkr IKIP Budi Utomo Malang with a problem-based learning model. Hopefully, the research is biased toward the next stage.

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I say to my fellow lecturers and the journal jumora team on this occasion to produce works. With the support of my friends and the jumora journal team, I might be able to work for the best. Hopefully, the friendship between the author, editor, and reviewer of the journal Jumora will be maintained and always successful. Amen.

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