

DEVELOPMENT OF VIDEO MEDIA BASIC TECHNIQUES OF PETANQUE GAME

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Abstract

The purpose of this study was to develop a video learning media product for the basic techniques of the petanque game. This type of research is development research by applying five steps, namely 1) analysis, 2) design, 3) development, 4) implementation, 5) evaluation. The number of respondents who reviewed teaching materials was 3 experts, 49 students. The instruments used to obtain data about the quality of teaching materials are questionnaires and tests. Performance tests are used to determine student learning outcomes between before and after using learning video media teaching materials during the field test. Product validation results by content experts with a total percentage of 90.00% with very good qualifications. The results of product validation by learning media experts with a total percentage of 90.00% with very good qualifications. The results of product validation by learning design experts with a total percentage of 93.30% with very good qualifications. The results of student research on the feasibility of the developed video media showed a percentage of 92, 62% which was the average of the individual test, small group test, and large group test where these results showed a very good category. Field results show that the video media developed has a significant influence on student learning outcomes and higher effectiveness. The results of the paired sample t-test from the pre-test and post-test showed sig (2-tailed) .000 which was smaller than the standard probability of .005 while the N-Gain results showed 6 students were in the medium category and 24 students indicated the high category. This study shows that the video media teaching materials have met the feasibility aspects of content, media, design and are suitable for use by students.

Keywords: Video Media; Basic Techniques; Petanque.

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INTRODUCTION

The national education system has a vision, mission, and strategy as a movement to build quality national education. National education has the vision to create a solid education system as a means to create quality human beings in

facing the challenges of globalization (Munirah, 2015). Considering the national education vision, a series of principles have been designed as the basis for carrying out education reform. One of these principles is lifelong education where education is seen broadly. This shows that activities carried out in the community contribute to improving education in the form of providing infrastructure or learning resources. This principle in the world of education has a good impact where the quality of a society can increase (Sutisna, 2011).

In this era of globalization, equity in education is one of the efforts to face the challenges that will be faced. Equitable education is a policy so that all citizens can get a proper education (Hakim, 2016). Education can be obtained from schools with the help of educators in directing to gain knowledge. Learning activities are carried out by educators using teaching materials that have been prepared previously. Educators are guided to use the media in learning activities (Pebrianti, 2019).

In addition to the use of media, learning activities are also supported by the use of technology. The use of this technology makes it easier for students to understand the material presented by the teacher. In addition, the delivery of learning materials through the use of technology also increases students' interest in participating in learning (Anggraeny, Nurlaili, & Mufidah, 2020). In addition, the use of technology is one aspect that is used to apply 21st-century learning today (Garba, Byabazaire, & Busthami, 2015). Given this situation, technology-assisted learning activities are very much needed.

One of the technology integration can be seen in the learning media in the form of learning videos. Kosterelioglu (2016) mentions the benefits of using video in learning, namely increasing student interest, training student concentration, improving student memory, and making it easier to understand the material presented in learning activities. In addition, Kamelia (2019) added that videos in learning activities create a comfortable atmosphere in learning. Moreover, efforts to develop video media design have an important role in the learning activities carried out by a teacher. Agustini & Ngarti (2020) found that the development of

media in learning activities has a positive influence on the learning process, which can increase students' learning motivation. This is because students can understand the material presented. In line with this, the development of videos in learning activities can generate student activity in participating in learning activities (Ilsa, Farida, & Harun, 2021). Then the development of the video can be adapted to the material to be taught by the educator.

At the level of the education unit, the teaching material for the practice of playing petanque is one of the things that are taught. This material takes a lot of time because it contains theories about history, meaning, purpose, and function. This material is very important to be understood by students at the education unit level. It is the task of educators to be able to convey material so that it can be accepted by students. However, based on the reality in the field, educators do not actively involve students in learning activities. Learning is still centered on educators/teachers as a source of information. Not only that, based on the results of interviews with educators/teachers of elective courses, the practice of playing petanque techniques has not provided media to help these learning activities. Until now, teaching materials based on video learning media of the basic techniques of the petanque game for the practical material of the petanque game have never existed. This shows that the development of petanque learning videos is very important. Several researchers have previously developed video as a medium in learning. (Suwiwa, Santyasa, & Kirna, 2016) and (Carolin, Astra, & Suwiwa, 2020) held a video development on learning the theory and practice of pencak silat. The results of this development resulted in good achievements from higher student learning outcomes after using the results of the multimedia development. Furthermore, Putra, Kanca, & Suwiwa (2017) also developed a video using the ADDIE model on volleyball passing material. The development of this video is included in the good category after several tests have been carried out. Badaruddin (2019) also found that the ADDIE model can be used in developing technology-based media.



Based on the unavailability of video-based learning media on petanque material and no researchers who have developed learning media, these two things become novelties in this study. From the novelty, this study aims to develop a video media of the basic techniques of the petanque game.

METHOD

The development of instructional video media in this study uses the ADDIE model because this model offers a systematic, programmed media development procedure that is in line with the needs of students. According to Maulina, Geelan, Basri, & Noni (2021), the ADDIE model is an interactive instructional design process, where the formative evaluation results from each phase can bring the instructional designer back to the previous phase. The end product of one phase is the initial product of the next phase. This model consists of five steps, namely analyze, design, development, implementation, and evaluation.

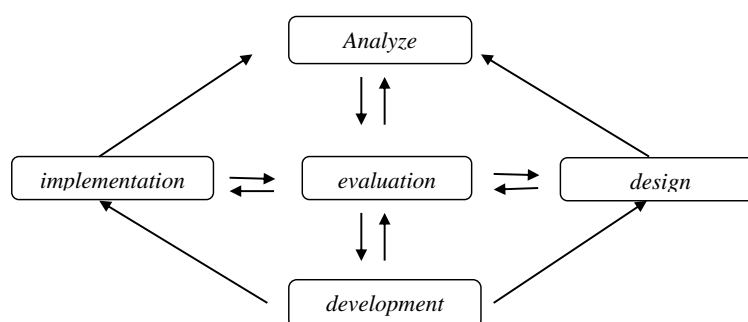


Figure 1. ADDIE Model (Tegeh & Kirna, 2013)

At the analysis stage, three types of analysis are applied, namely needs analysis, school environment or facilities, and learning analysis. In the analysis of needs, considering the state of the covid-19 pandemic, students and lecturers of physical education courses and teachers need media in learning in line with the needs of student characteristics. Then in environmental analysis, the available facilities are quite adequate including LCD and other supporting tools. Then, in the analysis of learning, students are not interested and have low knowledge of the basic techniques of this petanque game. From this analysis, video-based material

is the right step. At the planning stage, researchers select and define software in video development. Then, at the development stage, personal audio, images, videos, and animations are collected and combined with predetermined software. Furthermore, at the implementation stage, the video-based learning media that has been developed is then applied. The last is the evaluation stage. At this stage, the video-based learning media that have been applied are then evaluated to see the effectiveness of the media.

In this study, two types of tests were carried out, namely the first stage of the test involving the development design expert, the content expert in the field of study or learning, and the learning media expert. The design expert test is carried out by a person with a minimum of Magister Education(S2) in reviewing the design of the learning video, the expert test in the field study is carried out by a lecturer majoring in Physical Education, Health, and Recreation, and the media expert test is carried out by an expert with a minimum of Magister Education(S2) in assessing the design of instructional videos within the Ganesha University of Education. After validation by several experts, it was continued by carrying out the second stage of the trial, namely individual trials and small group trials. The trial design in the study was carried out in two stages, namely: 1) Review of experts. This development review was carried out by 3 (three) experts; 2) Product expert trial. After carrying out validation by experts, it is continued by carrying out product trials. The trial will be carried out in 3 stages, namely individual trials, small group trials, and large group trials.

Subjects in the study were classified based on the tests carried out, namely 1) individual trials involving two physical education students, namely one student with high learning achievement (based on the value of previous learning held by a teacher holding petanque subjects) and one person with moderate learning achievement. ; 2) small group trial involving 4 physical education and health students consisting of 2 students with high learning achievement (based on the value of previous learning held by teachers who hold petanque subjects) and 2 students with moderate learning achievements; 3) a large group trial involving 1

class of physical education students with various characteristics that vary with their level of intelligence, learning achievement and gender.

In this study, data were obtained using a questionnaire and test instrument. To ensure the validity of the questionnaire, the following activities were carried out: 1) creating a grid table, 2) consulting with supervisors, and 3) writing instruments. Likewise, the learning outcome test before being used to measure differences in student achievement must pass through the test development steps, namely: 1) identifying competency standards, 2) identifying basic competencies, 3) identifying domains and indicators of achievement of learning outcomes, 4) compiling performance assessments. work, 5) determine the assessment criteria, 6) expert test, 7) field test, 8) analysis of field test results, and 9) finalization of the test.

After obtaining the desired data, then the data were analyzed by qualitative and quantitative descriptions. Qualitative description analysis is done by grouping information from this data by grouping information from qualitative data in the form of input, feedback, criticism, and suggestions for improvement contained in the questionnaire. In quantitative analysis, the data obtained through questionnaires are in the form of presentation descriptions. The formula is used to calculate the percentage of each subject.

RESULT AND DISCUSSION

In the context of developing learning media for students of the Physical Education Study Program in this study, fully using the ADDIE model and the test subject section adopting the Dick and Carey model. The ADDIE model consists of five stages, namely 1). Analysis, 2). Design), 3). Development, 4). Implementation, and 5). Evaluation. This study also conducted product trials, namely individual trials, small group trials, large group trials, and field trials through post-test and pre-test.

Analysis

There are three activities carried out at this analysis stage where these three activities describe learning that is made based on the concept to be conveyed in the form of basic techniques of throwing a petanque game which includes.

Needs Analysis

Based on the results of observations and interviews conducted with the resource person who is one of the lecturers in the choice of the Petanque game technique practice course. The results are found in the form of an overview of learning methods and strategies that have been applied in the petanque learning process. The lack of learning media related to the practice of petanque learning techniques, especially the basic technical material in the petanque game, is a supporting element in the provision of video media developed in this study where learning is expected to be carried out effectively and efficiently.

Environmental Analysis

The environmental analysis carried out shows that there are adequate facilities as a means of supporting the video media developed in this study, which facilities include; LCDs, projectors, and other tools that are already available in the Penjaskesrek Study Program. The availability of Undiksha e-learning as a learning management system (LMS) in online learning media during the Covid-19 pandemic is very helpful for students in carrying out online learning, but learning video media that explain the basic techniques of the petanque game is not yet available

Course Analysis

In the course analysis, it was found that the basic technical material in the petanque game is material that is not understood by many students, especially the material related to how the basic technique itself along with the stages and steps of performing the basic techniques in the petanque game. So in this case, the basic technical material in the petanque game is made as a topic discussed in the developed video media where students are expected to be able to understand the basic techniques in the petanque game effectively and efficiently.

Design

At this stage there are three activities carried out, namely; 1) the stages of determining which software in Adobe Premiere Pro and Adobe After Effects are used in making petanque basic technical video media, 2) the storyboard stage or known as the development of learning video scripts to find out the video flow where ideas are visualized through communicative symbols such as sketches, graphics, verbal, or a combination of all, 3) the design stage is the final activity in planning where this activity begins by discussing the video flow, designing the video content, designing the front, back, and background video, and taking videos of basic techniques in the petanque game.

In more detail, the design stage begins by discussing the video flow where first there is an opening showing the identity of the university, department, and study program. Then proceed with the second display which contains the title of the video media and the researcher's identity. The third display contains remarks, indicators, and learning objectives. The presentation of the basic technical material in the petanque game is the fourth display and continued with the presentation of the basic technical material in the petanque game as the fifth display of the video content. Finally, there are conclusions, assignments, and closings. The stage of designing the video content begins with including the throwing technique in the petanque game where the first is the basic technique of standing in a circle, the second is the basic technique of holding an iron ball (Bosi), the third is the basic technique of pointing high lob, soft lob, ground, and the fourth basic technique is shooting shot in the iron, short shot and also ground shot. The design stage is followed by taking videos of the basic techniques of the petanque game and designing the front, back, and background views. Greenscreen is used by researchers in making videos, while the front view design uses the background of the Jineng Dalem Campus of FOK Undiksha, animations showing universities, majors, and study programs, background when explaining remarks, learning indicators, and learning objectives using the background when researchers throw in a petanque game in the Major Metra field. , and the

background design used in the basic technical video in the petanque game using a colored background with the code #946, an animated back cover design that shows the university's identity

Development

Media Video Basic techniques in the subject matter of Petanque Learning Practice Techniques in the Physical Education Study Program. This development product was handed over to a content expert for Petanque Sports Porprov Trainer who has qualified as a national coach on behalf of I Gede Budi Darmayasa, S.Pd. To be able to assess the instrument used for validation. The method used to collect data is the questionnaire method. The purpose of the content expert's research on video media is in the elective subject of Petanque learning practice techniques, namely to examine the content provisions of video learning media.

The video learning media that has been reviewed by content experts has an average score of 63, while the ideal maximum average is 70. The scores obtained are then entered into a formula to determine the level of video media quality from the content aspect. The weight of each criterion is 1, then the percentage = $(63/70 \times 100 = 90.00\%$. Based on the calculation results of the formula above, it is known that the percentage level of video-based learning media from the content aspect is 90.00%. to PAP on a scale of 5, then the validity level of Media Video is good, which means that learning video media from the content aspect is feasible to use.

Video Media which has been reviewed by media experts obtained a total score of 84, while the maximum score is 90. The score obtained is then entered into the formula below to obtain the level of validity of Learning Video Media from the aspect of learning media. The weight of each criterion is 1, then the percentage = $84/90 \times 100\% = 93.3\%$. Based on the results of the above formula calculation, the percentage level of achieving the validity of Media Video from the aspect of learning media is 93.3%. If the percentage gain is converted to The PAP scale is 5, the validity level of Media Video is very good, which means that from the design aspect, Media Video is suitable for use by teachers.

Video Media which has been reviewed by media experts obtained a total score of 72, while the maximum score is 80 The score obtained is then entered into the formula below to obtain the validity level of Learning Video Media from the aspect of learning media. The weight of each criterion is 1, then the percentage = $72/80 \times 100\% = 90.00\%$. Based on the results of the calculation of the formula above, the percentage level of achievement of the validity of the Learning Video from the aspect of learning media is 90.00%. If the percentage gain is converted to PAP on a scale of 5, then the validity level of the video media is very good. This means that video media from the media aspect is suitable for use by teachers.

This implementation stage is carried out after the developed stage, the implementation stage is a real step to implement the video media that has been developed. At this stage, everything that has been developed and set in such a way according to its role and function can be implemented. This stage is the implementation stage where from Tuesday, June 22 to June 24, 2021, the development stage of the research includes 3 (three) activities, namely 1). Individual trials, small group trials, and field trials The results of the above activities are seen. In filling out the questionnaire, students' opinions on learning media were conducted through a questionnaire.

Data The above shows student assessments seen from the results of individual tests, small group tests, and large group tests where the average obtained shows a percentage of 92, 62% in the very good category. This shows that this video media is feasible to use when viewed from the student's assessment. Field trials were carried out with the implementation of pre-test and post-test followed by 30 students where the results of the pre-test and post-test were analyzed statistically using paired sample t-test and N-gain. Paired sample t-test was carried out with the help of SPSS 22 where this test aimed to determine the effect of the developed media on student learning outcomes while the N-gain was carried out to determine the increase in learning outcomes of the experimental group who received treatment from the use of the developed media with the

control group who did not receive treatment. The results of the paired t-test and N-gain can be seen as follows.

Table. 1 Statistical Results of the Second Sample (Paired Sample Statistics)

Test Group	N	Min	Mak	mean	Std. Deviation
Pre-test	30	60	84	69.77	6.274
Post-test	30	85	96	92.50	3.026

Based on the results of descriptive statistics from the two samples studied, namely the pre-test and post-test which were carried out on 30 students, it can be seen that the mean (average) in the pre-test showed 69.77 while the post-test was 92.50. The standard deviation of the pre-test is 6.274 while the post-test is 3.026. The average value in the pre-test is smaller than the post-test or pre-test < post-test with an average of $69.77 < 92.50$. So it can be concluded that descriptively there are differences in student learning outcomes before the implementation of the developed media and after the implementation.

Table. 2 Correlation Test Results

	N	Correlation	Sig
Pre-test & Post-test	30	.619	.000

The data above shows the results of the correlation or relationship between the two pre-test and post-test variables. The output above shows that the correlation value is 0.619 with a significance (Sig) of 0.000. A variable is declared to have a relationship with one another if the result is Sig < 0.05 where 0.05 is the standard of probability. So it can be seen that the results of the pre-test and post-test above indicate a relationship between the two variables because Sig 0.000 is smaller than the probability of 0.05.

Table. 3 Test Results Paired Sample T-Test

	N	mean	t	df	Std. Error Mean	Sig. (2 tailed)
Pre-test – Post-test	30	-22,733	-24,888	29	5003.	.000

The SPSS output above shows the results of the paired sample t-test of the two variables, namely pre-test, and post-test where Sig (2-tailed) shows 0.000 which means Sig (2-tailed) is less than 0.05, it can be concluded that H0 rejected and Ha accepted in other words that there is a significant effect of the use of video

media with the basic techniques of the petanque game on student learning outcomes.

Table. 4 N-Gain Results

No	Score		N-Gain	Criteria
	Pre-test	Post-test		
1	60	90	0.75	High
2	68	85	0.53	Currently
3	70	90	0.67	Currently
4	68	92	0.75	High
5	78	98	0.91	High
6	65	90	0.71	High
7	70	90	0.67	Currently
8	72	96	0.86	High
9	75	95	0.80	High
10	65	88	0.66	Currently
11	70	94	0.80	High
12	75	96	0.84	High
13	84	94	0.63	Currently
14	74	90	0.62	Currently
15	70	90	0.67	Currently
16	80	95	0.75	High
17	70	94	0.80	High
18	75	94	0.76	High
19	75	96	0.84	High
20	60	90	0.75	High
21	65	90	0.71	High
22	65	92	0.77	High
23	70	96	0.87	High
24	75	95	0.80	High
25	78	96	0.82	High
26	66	92	0.76	High
27	60	90	0.75	High
28	65	92	0.77	High
29	65	95	0.86	High
30	60	90	0.75	High

It can be seen that the scores of students before and after using the media have increased in value. Of the 30 students who did the trial, 6 of them belonged to the moderate criteria, while 24 students belonged to the high criteria. It can be said that the media has high effectiveness in student learning.

Evaluation

This evaluation stage aims to see the extent to which the product made can achieve the goals and objectives that have been set previously. The final evaluation and validation stage of the learning video ends with a revision.

Although based on the results of the content/materials expert test, design experts, and learning media experts, they stated that the designed learning video media was included in the appropriate category for use, and could already be implemented in the actual learning process. In the material content expert test, the percentage of 90.00% is categorized as very good, the learning design expert test gets a percentage of 93.3% categorized as very good, the learning media expert test gets a percentage of 90.00% categorized as very good, as for the results of the product trial in individual trials get a percentage of 94, 61% is categorized as very good, small group trials get a percentage of 91.74% categorized as very good, and large group trials get a percentage result of 91.53% categorized as very good. The feasibility of the developed video media in terms of the average of the results of student assessments of the developed video media in terms of the results of individual tests, small group tests, and large groups which fell on the percentage of 92.62% precisely in the very good category. The effectiveness of the developed video media is seen from the results of the paired sample t-test and N-Gain. The results of the paired sample t-test show that there is a significant effect of learning video media on student learning outcomes as indicated by Sig (2-tailed) at 0.000 which means Sig (2-tailed) is smaller than 0.05. Meanwhile, the results of the N-Gain show that 6 students belong to the medium criteria and 24 of them are classified as high criteria. This shows that the developed video media has high effectiveness. Design revisions are still carried out to obtain the best results from the development process carried out.

Discussion

Learning media needs to be developed, especially with the COVID-19 pandemic conditions, students can use them as tools and materials to study learning with a learning media so they can learn from home. This is related to the opinion of Pane et al (2018) which states that learning media are everything that can connect messages or materials, can stimulate students' thoughts and feelings so that they can be involved in the learning process where learning media is also seen as a tool that is physically capable of delivering learning content in the form

of books, films, videos, and others. Another opinion was conveyed by Hibrah et al (2019) which stated that the media is not only in the form of tools and materials but also contains new knowledge that can be obtained by students.

The learning media in the form of a video of the basic petanque technique was developed so that students can easily understand one by one the basic techniques in the petanque game. Lina et al (2019) stated that the use of video media is very useful to help educators who are still having difficulties in delivering learning materials and helping students understand the material. The results of trials by content experts with a percentage of 90.00% and media experts with a percentage of 90.00% in the very good category indicate that the video media developed in this study is suitable for use in petanque learning so that educators or teachers can convey basic petanque techniques. easier and certainly able to be understood by students as indicated by student assessments through individual tests, small group tests.

Fibrilia et al (2016) state that the use of appropriate media in sports and physical education has the aim of increasing students' knowledge. This is in line with Dian (2021) in which he also argues that student learning outcomes can be improved through video learning media where there is a great influence between video learning media on student learning outcomes. The relevant results are shown in this study where the results of the field test through post-test and pre-test through paired sample t-test data showed Sig (2-tailed) at 0.000 which means Sig (2-tailed) is smaller than 0.05 so it can be concluded that there is a significant influence between the video media that has been developed on student learning outcomes. The results of this study support several similar studies in sports and health education, Windiartha et al (2017) where this research focuses on the development of software-based learning media in the subject of pencak silat where the research results show positive and effective results through small-scale presentations.

The basic petanque technique video media developed in this study influences students' cognitive development which is shown from the statistical

descriptive results of students' scores during the pre-test and post-test where the mean (average) in the pre-test shows 69.77 while on the post-test 92.50. The standard deviation of the pre-test is 6.274 while the post-test is 3.026. The average value in the pre-test is smaller than the post-test or pre-test < post-test with an average of 69.77 < 92.50. This shows that there are differences before and after the implementation of the developed video media where the average student score is higher after the application of the basic petanque technique video media. The results of this study are in line with the results of the study Hartati et al (2018) which shows that the use of instructional media has a positive impact on students' cognition in volleyball learning where the influence of the media they develop shows the medium level of students' cognitive level. However, their research focuses more on developing a variety of learning models through audio-visual media. On the one hand, the results of this study strongly support the latest research conducted by Johannes et al (2020) who have similar research results where the focus of discussion in their research is the development of audio-visual media (video) in the futsal technique learning where the research data shows there is an increase in learning outcomes experienced by students shown through cognitive improvement by students from the control group 22.07 % to 33.47% in the experimental group.

Broadly speaking, the basic petanque technique video media developed in this study showed a high level of effectiveness as indicated by the results of the N-Gain test where 6 students were belonging to the medium criteria and 24 belonged to the high criteria. These results indicate a good development of the use of audio-visual media (video) in the learning process in sports and physical education subverting the results of previous research conducted by Vai et al (2021) wherein the study it was stated that the learning media in the form of audio-visual in pencak silat showed a medium level in small-scale presentation. Through the development stage, the basic technique of petanque video media was created using Adobe Premiere Pro and Adobe After Effects software, and storyboards. Learning media development design; the development of basic techniques, basic

pointing techniques, and basic shooting techniques in the petanque game is made based on a video design that includes layout, image design, use of good grammar. The results at this stage are supported by the results of the design expert test which shows a percentage of 93.3% in the very good category.

CONCLUSION

This development research consists of two things, namely, (1) the design of instructional video media, (2) the feasibility of the results of the development of the instructional video media are described as follows. The design of the instructional video media developed in this study fully uses the ADDIE model and the test subject section adopts the Dick and Carey model. Development starts from (a) needs analysis, (b) design (c) development (d) implementation and (e) evaluation. A needs analysis was conducted by conducting interviews with instructors of elective courses in the practice of playing petanque techniques. Next, the design stage is carried out by selecting and determining the software used, namely Adobe Premiere Pro and Adobe After Effects, and storyboards to visualize the product workflow from beginning to end. Then Design (planning): 1). discuss the video flow, 2). designing video content, 3). designing the front, back, and background of the video, and 4). Take videos of basic techniques in the petanque game 5) test video content experts, test video design experts, and test video media experts, then develop learning video media by preparing material content and making several other supporting components such as text, audio, audiovisual, development (development) where this stage is carried out on Tuesday, June 22 to June 24, 2021, this development stage of the video media developed will go through several tests which are assessed directly by experts which include; content expert test, design expert test, and media expert test. Then proceed to the implementation stage where in this case an assessment by students of the feasibility of the developed video media includes; individual test, small group test, large group test, and field test (pre-test and post-test). The final stage is in the form of an evaluation stage where this stage sees the extent of the achievements of the developed media. The feasibility of the petanque technique

video media that has been developed can be seen from the results of the tests that have been carried out, namely as follows; The content expert test got a percentage of 90.00% categorized as very good, the learning design expert test got a percentage of 93.3% categorized as very good, the learning media expert test got a percentage of 90.00% categorized as very good, as for the results of product trials in individual trials getting a percentage of 94.61% categorized as very good, small group trials getting a percentage of 91.74% categorized as very good, and large group trials getting a percentage result of 91.50% categorized as very good. The feasibility of the developed video media in terms of the average of the results of student assessments of the developed video media in terms of the results of individual tests, small group tests, and large groups which fall in the percentage of 92.62% precisely in the very good category. The effectiveness of the developed video media is seen from the results of the paired sample t-test and N-Gain. The results of the paired sample t-test show that there is a significant effect of learning video media on student learning outcomes as indicated by Sig (2-tailed) at 0.000 which means Sig (2-tailed) is less than 0.05. Meanwhile, the results of the N-Gain show that 6 students belong to the medium criteria and 24 of them are classified as high criteria. This shows that the developed video media has high effectiveness. The results of this study are expected to help educators or teachers to deal with or face difficulties that are still faced in delivering learning materials, especially basic petanque techniques during online learning so that students have better understanding and learning outcomes.

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