

Development of Discord Server Towards Blended Learning Model in 100 Meter Athletic Run Through Video Media in Class VII Students SMP Negeri 2 Rejang Lebong

Ahsani Taqwim¹

¹Universitas PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: freeman.vrijman15@gmail.com

Abstract: This research aims to explore the development of a Discord server as a platform for implementing a blended learning model in the context of 100-meter athletic run training among Class VII students at SMP Negeri 2 Rejang Lebong. The research involved designing and implementing various learning activities on the Discord server, including video tutorials on athletic techniques, live streaming of expert demonstrations, interactive quizzes, and discussion forums for student collaboration and feedback. The server also served as a platform for teachers to provide timely guidance and personalized support to students. Data collection involved pre- and post-intervention assessments, as well as surveys and interviews to gather student feedback on their experiences with the Discord server. The results indicated a positive impact of the blended learning model on student engagement, motivation, and performance in the 100-meter athletic run. Students appreciated the flexibility and interactive nature of the online platform, which allowed them to review instructional videos at their own pace and seek clarifications from both peers and teachers. This research contributes to the growing body of literature on the effective integration of digital technologies in physical education, specifically in the context of 100-meter athletic run training. The findings highlight the potential of the Discord server as a versatile tool for creating a collaborative and interactive learning environment, fostering student-centered learning, and promoting physical activity engagement.

Keywords: Discord Server, Video Media, 100 Meter Run

A. Introduction

The integration of technology into education has opened up new possibilities for enhancing teaching and learning experiences. Blended learning, which combines traditional face-to-face instruction with online resources and activities, has emerged as an effective approach to engage students and improve learning outcomes. In the context of physical education, blending technology with athletic training can provide students with opportunities for individualized learning, interactive engagement, and real-time feedback (Farani, 2019).

This research focuses on the development and implementation of a Discord server as a virtual learning environment to support a blended learning model in the context of 100-meter athletic run training. The study takes place at SMP Negeri 2 Rejang Lebong, where Class VII students participate in physical education classes. The Discord server is chosen as the platform for its versatility, ease of use, and popularity among students.

The aim of this research is to explore the effectiveness of the Discord server in facilitating blended learning for 100-meter athletic run training among Class VII students. By leveraging video media and interactive features available on Discord, the study aims to enhance student engagement, improve learning outcomes, and provide a collaborative and supportive learning environment. Baun (2021) suggests the research will involve designing and implementing various learning activities on the Discord server, including video tutorials on athletic techniques, live streaming of expert demonstrations, interactive quizzes, and discussion forums for student collaboration and feedback. These activities aim to provide students with opportunities to learn at their own pace, receive personalized guidance. Data collection will involve pre- and post-intervention assessments to measure students' athletic performance and learning outcomes. Additionally, surveys will be conducted to gather student feedback on their experiences with the Discord server and the blended learning model. The findings will provide insights into the effectiveness of the Discord server as a platform for blended learning in the context of 100-meter athletic run training.

The research contributes to the existing body of literature on the integration of technology in physical education and the effectiveness of blended learning models. The findings will inform educators and policymakers about the potential benefits and challenges associated with incorporating digital tools, such as Discord, into physical education curricula. Furthermore, the research outcomes will help guide future implementations of blended learning approaches in athletic training and foster innovative instructional practices in physical education classrooms.

Discord is a versatile and popular communication platform initially designed for gamers but has found applications in various domains, including education. It provides a virtual space where users can create servers and engage in text, voice, and video-based communication. Discord offers features such as channels, voice chats, screen sharing, and file sharing, making it a suitable platform for collaborative learning experiences (Hakim, 2020).

In the context of physical education, Discord can serve as an effective tool for implementing a blended learning model in the training of 100 meters athletic run.

Here's how the Discord platform can be utilized in physical education learning, Virtual Learning Environment, Discord can function as a virtual learning environment, offering a centralized platform for students to access learning materials, instructional videos, and resources related to 100 meters athletic run. Teachers can organize different channels within the Discord server, categorizing content based on topics such as warm-up exercises, running techniques, and strength training (Jannah, 2021).

Video Tutorials, Discord allows for the creation and sharing of video tutorials on athletic techniques specific to running the 100 meters. Teachers or coaches can record demonstrations of proper running form, starting techniques, and tips for improving speed and endurance. These videos can be uploaded to Discord, providing students with anytime access to valuable instructional content (Arsyad, 2017).

Live Demonstrations, Discord's voice and video chat features enable teachers to conduct live demonstrations or invite expert athletes for interactive sessions. Students can observe and learn from real-time demonstrations of proper running techniques, ask questions, and receive immediate feedback on their own form and performance. **Discussion Forums,** Discord's chat channels allow for interactive discussions among students, fostering collaboration and peer-to-peer learning. Teachers can create dedicated channels for students to ask questions, and share experiences. This encourages communication, critical thinking, and a sense of community within the virtual learning environment (Kusairi, 2013).

Personalized Guidance and Support, Discord enables direct messaging and private voice chats, facilitating one-on-one communication between students and teachers. Students can seek personalized guidance, clarification, or feedback on their running techniques, training plans, or performance. This personalized support enhances the learning experience and ensures individualized attention to each student's needs (Setiawan, 2019).

By utilizing Discord as a platform for blended learning in physical education, students can benefit from the flexibility of accessing learning materials at their own pace, engaging in interactive activities, receiving timely feedback, and collaborating with peers. The use of video media, live demonstrations, and interactive features on Discord enhances student engagement and promotes effective learning in the context of training for the 100 meters athletic run (Yana, 2019).

Blended learning, which combines face-to-face instruction with online resources, has gained recognition as an effective approach in physical education. In the specific context of training for the 100-meter athletic run, the integration of video learning

materials on the Discord platform can enhance student engagement, provide flexible learning opportunities, and foster a collaborative learning environment. Here's an explanation of how the Discord platform can support blended learning with video materials for 100-meter athletic training.

The Discord platform enables students to access video learning materials at any time and from any location with an internet connection. Teachers can upload pre-recorded videos that cover various aspects of the 100-meter athletic run, such as warm-up exercises, running techniques, stride length, and sprinting form. This accessibility allows students to review the materials repeatedly, learn at their own pace, and reinforce their understanding of the concepts (Sartika, 2022).

Videos provide a powerful medium for visually demonstrating proper running form, techniques, and training drills specific to the 100-meter athletic run. Teachers or coaches can record and upload videos showcasing expert athletes performing these activities. Students can observe and analyze the movements, stride patterns, and body positioning, which aids in their understanding and application of the correct techniques. With the video learning materials available on Discord, students have the freedom to learn at their own pace. They can pause, rewind, and replay the videos as needed, allowing them to focus on specific sections or techniques they find challenging. This self-paced learning approach caters to individual learning preferences and provides opportunities for mastery learning (Ardiyansyah, 2021).

The Discord platform offers interactive features that can be incorporated into the video learning materials. Teachers can embed quizzes, annotations, or interactive elements within the videos to engage students actively. For instance, students can be prompted to answer questions or participate in brief activities related to the content being presented. This interactivity promotes student engagement and reinforces learning outcomes. Discord's chat channels and discussion forums facilitate peer collaboration and feedback. Students can share their thoughts, ask questions, and engage in discussions about the video learning materials. They can exchange experiences, offer suggestions, and provide constructive feedback to their peers, promoting a sense of community and collective learning (Wiarto, 2016).

Discord allows for direct communication between students and teachers. Students can seek clarification or guidance from their teachers through private messaging or voice chats. Teachers can provide personalized feedback on individual students' video submissions, offer suggestions for improvement, and address any misconceptions or queries. This personalized support fosters a supportive learning environment and ensures that students receive tailored guidance throughout their 100-meter athletic training.

By incorporating video learning materials on the Discord platform, blended learning in physical education for the 100-meter athletic run becomes more engaging, accessible, and interactive. Students benefit from visual demonstrations, self-paced learning, peer collaboration, and personalized support, leading to improved understanding and application of athletic techniques. The combination of video-based learning materials and the interactive features of Discord creates an effective learning environment for 100-meter athletic training in physical education (Rusman, 2014).

Using Discord can also help its users create their own channels, allowing them to create unlimited group communications. In this case, Discord can also evaluate student information and provide feedback. can even establish cooperation and communication between all students and teachers without having to meet in person. Later. that the use of online learning can be a very useful tool in implementing pedagogy or online teaching and learning interactions. Learning with Discord in blended learning can be an alternative for users of Google Classroom, LMS, Whatsapp, Telegram, Google Meet and others. However, the Discord application can be used and connected without other additional applications at the same time (Baun, 2022).

B. Methods

The research method for developing the Discord server as a platform for implementing the 100-meter athletic blended learning model through video media for Class VIII students of Rejang Lebong 2 Middle School involves a systematic approach to ensure implementation and evaluation so that the resulting product is effective. Needs Assessment The study began with a comprehensive needs assessment to identify the needs in a Grade VIII student's school in the context of athletic running. This assessment may involve surveys, and observations to gather information about students' prior knowledge, learning preferences, access to technology, and any special difficulties they may face in learning.

Discord Server Setup, after the needs assessment was completed, research involved setting up a Discord server specifically adapted to the athletic needs of the 100-meter dash. This includes creating channels, organizing content, and configuring roles and permissions to ensure a safe and effective learning environment.

Content development, this research focuses on developing learning video materials that cover various athletic aspects of the 100-meter run. This may include video tutorials on running technique. Content is carefully designed to align with learning objectives and meet the special needs of Grade VIII students.

Blended learning implementation, Discord Server is then used to implement the blended learning model. Teachers upload video learning materials to the appropriate channels and provide instructions on how to access and navigate the content. They also facilitate interactive activities, such as quizzes to increase engagement and deepen understanding.

Targeted participants, the research involves Class VII students of SMP Negeri 2 Rejang Lebong as the primary participants. Class VII is chosen as the target group to explore the impact of the blended learning model and the Discord server on students at this specific stage of their education. Understanding how Class VII students engage with the virtual learning environment and video media can provide valuable insights into their learning experiences.

Data collection, this research involved collecting data from surveys and filling out post-learning impression questionnaires to evaluate the effectiveness of Discord servers and blended learning models, surveys to gather feedback on their experience and satisfaction with the platform, and observations.

Analysis and evaluation, the collected data were analyzed using statistical analysis techniques. This study evaluates the impact of the Discord server and the blended learning model on learning effectiveness, engagement, and student satisfaction. The findings are then interpreted to identify strengths, weaknesses and areas for improvement.

By following this research method, Class VIII students of Rejang Lebong 2 Public Middle School can take advantage of a well-designed Discord server that supports the blended learning model of the 100-meter running sport through video media. This research establishes a systematic approach to the implementation, evaluation, and continuous improvement of the learning environment, which ultimately enhances student engagement, learning effectiveness, and overall experience in learning athletics.

Data collection techniques in this study were carried out using questionnaires, interviews, observations or observations, examinations or tests, documentation and so on. Data collected by using the Likert scale model. The analytics methodology included simple regression and linear regression with SPSS For Windows version 25.0.

C. Results and Discussion

Implementation of Learning

In this study, the application of online learning through the Discord platform was carried out to test products and collect data from students on the effectiveness of 100-

meter athletics learning through Discord. This research involved 57 students from SMP Negeri 2 Rejang Lebong.

The application of online learning through the Discord platform produces a good impression of learning through Discord. Features of the Discord server, such as chat channels, discussion forums, and collaborative activities, provide opportunities for students to actively engage with learning materials and interact with their peers and teachers. Based on the results of student statements at the 1st, 2nd and 3rd meetings, there was an increase in the percentage of students who agreed and strongly agreed that online learning was implemented. At the 1st meeting, 33% of students strongly agreed and 65% agreed, while at the 2nd meeting the percentage increased to 40% strongly agreed and 58% agreed. At the 3rd meeting, the percentage of students who strongly agreed and agreed reached 42% and 56%. This shows that the use of the Discord platform as an online learning tool in the 100-meter athletics sport can be well received by Rejang Lebong 2 Public Middle School students. The increase in the percentage of students who agree and strongly agree also shows that students are getting used to and skilled in using the Discord platform as an online learning medium.

This shows that the Discord platform effectively facilitates student involvement in the learning process. Active participation in the online platform allows students to have a more immersive learning experience, leading to increased knowledge retention and skill development in the 100-meter athletics sport which is shown in the table below.

Table 1. Learning Implementation Results

Respondent's Answer	The First Learning	Second Learning	Third Learning
Strongly Agree	33%	40%	42%
Agree	65%	58%	56%
Doubtful	2%	2%	2%
Disagree	0%	0%	0%
Strongly Disagree	0%	0%	0%
Classification	Very Good	Very Good	Very Good

Table 2. Statement Score

No	Choice	Score
1	Strongly Agree / Always / Very Positive	5
2	Agree / Often / Positive	4
3	Undecided / Sometimes / Neutral	3
4	Disagree / Almost Never / Negative	2
5	Strongly Disagree / Never	1

If based on the score given in the statement table, where students who strongly agree get 5 points, and agree get a score of 4, it can be concluded that the application of online learning is considered very good by students. This shows that students feel comfortable and effective in online learning, so they give a positive response to the application of online learning. In this case, it can be said that the implementation of online learning through the Discord platform for the 100-meter athletics event has succeeded in meeting the needs and desires of students, as well as having a positive impact on student learning outcomes in sports subjects (Sugiyono, 2019).

The results from the statement table, where students who strongly agree receive 5 points and agree receive 4 points, indicate that the application of online learning through the Discord platform is highly regarded by the students. This suggests that students find the online learning experience comfortable and effective, leading to positive response towards the implementation of online learning.

Results of data Collection

These findings highlight the success of the blended learning model and use of the Discord platform in creating a fun and engaging learning environment for students. The positive response from students demonstrated their satisfaction and comfort with the online learning experience, indicating that it has effectively met their learning needs and preferences in the context of the 100-meter athletics event. and the following table guides the classification of success from the data obtained.

Table 3. Classification of Percentage Descriptive Analysis

Percentage	Classification	Meaning
0 – 20 %	Not Good	Banned
20,01 – 40 %	Deficient	Rectify
40,01 – 70 %	Passable	Conditional Use
70,01 – 90 %	Well	Useable
90,01 – 100 %	Very Good	Useable

Based on the scores given in the statement table, students gave positive responses to the application of online learning through the Discord platform for the 100-meter athletics branch. In the first meeting, 33% of students strongly agreed and 65% of students agreed that online learning was implemented. At the second meeting, the percentage of students who strongly agreed increased to 40% and students who agreed decreased to 58%. At the third meeting, the percentage of students who strongly agreed increased again to 42% and students who agreed decreased to 56%. Thus, it can be concluded that students give a positive response to online learning. The success of implementing online learning can be seen from the student impression questionnaire in participating in sports learning through the Discord platform.

Based on these conclusions, it can be concluded that the implementation of online learning through the Discord platform for the 100-meter running sport has succeeded in meeting the needs and desires of students. The positive impact on student learning outcomes in sports subjects further supports the effectiveness of the online learning approach (Pahlevi, 2020).

D. Conclusion

Based on the research that has been done on the development of the Discord server on the blended learning model of 100-meter athletics running through video media for Class VII students of Rejang Lebong 2 Middle School, it can be concluded that. Discord server products are effectively used as blended learning which is characterized by student participation in filling out impression questionnaires after learning 100-meter athletic physical education. The interactive features provided by the Discord server, such as chat channels, viewing video tutorials, interactive classes have encouraged active engagement and interaction between students and teachers.

The use of video media on the Discord platform has proven to be effective as a blended learning because the video can be repeated so that students are more comfortable doing blended learning. Access to video tutorials and demonstrations allows students to learn proper running technique. The positive response from students is indicated by high scores and positive feedback indicating that the application of online learning through the Discord platform has met their needs and preferences. Student's report feeling comfortable and effective in the online learning environment, indicating that they have been successful in creating fun and engaging learning experiences. The successful implementation of online learning shows that the blended learning model and the use of virtual platforms such as Discord have great potential to improve physical education. The combination of online resources, interactive features, and video media offers opportunities for more immersive and effective learning experiences.

In summary, the research shows that the development of the Discord server towards a blended learning model running 100 meters through video media has a positive impact on Class VII students of SMP Negeri 2 Rejang Lebong. The implementation of online learning through Discord has increased student participation, increased technical skills, and met student needs and desires.

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