



JUARA: Jurnal Olahraga

E-ISSN 2655-1896 ISSN 2443-1117

<https://doi.org/00.00000/juara.v5i1.0000>



THE DEVELOPMENT OF VIDEO SELF-ASSESSMENT FOR SOCIAL SKILLS IN THE TRADITIONAL GAME GOBAK SODOR IN PHYSICAL EDUCATION AT SENIOR HIGH SCHOOL 3 OF MALANG

Gema Fitriady¹, Hasilul Mujahidil Umami² & Arief Darmawan³

¹University of Malang, Indonesia

²University of Malang, Indonesia

³University of Malang, Indonesia

e-mail: hasilul.fikum123@gmail.com

Info Artikel

Abstract

Article History:

Received (June) (2025)

Approved (July) (2025)

Published (July) (2025)

Keywords:

*Social Skills,
Assessment
Instrument, VSA*

Social skills taught by teachers to students at school are very important to be applied as early learning before plunging into social life in the community and work later. This research aims to produce a new product in the form of an evidence-based social skills assessment instrument VSA (Video Self Assessment) using Borg and Gall's research and development (R&D) method which has been modified into 7 research steps. The data collection resulted from filling out the google form for social skills assessment instruments by students in the form of quantitative data then analyzed qualitatively by describing the data results and drawing conclusions. The results of this study indicate that the development of applied social skills assessment instruments can make it easier for students and teachers to assess social skills based on concrete evidence and are categorized as very appropriate to use.

© Gema Fitriady, Hasilul Mujahidil Umami & Arief Darmawan

Under the license CC BY-SA 4.0

✉ Alamat korespondensi:

E-mail : hasilul.fikum123@gmail.com

INTRODUCTION

Nowadays, education is the most important thing that must be possessed by all people, both from the middle, lower, and upper classes, as a provision for life in the future. With education, humans will experience changes in dignity and respect in their lives (Darmawan and Asmawi 2017; Siahaan and Rusmaliyah 2019; Agustan & Rahman 2023) one form of educational development through social skills learning. Social skills have a very important influence in several spheres of human life, including the social sphere, because humans are social creatures who need other humans to do several things in their lives by adapting to the social norms that exist in their environment (Simbolon 2018). In terms of profession, a person is required to master social skills through the role of work responsibility that they are involved in (Syamsuddin 2016). As for the learning environment at school, students must learn several social skills from an early age which can support social skills in the community and work environment (Fakhriyani 2018). Therefore, social skills are one of the primary skills that students must have in learning because social skills are students' capital to be able to interact with friends and other school members (Darmiany, Nurmawanti, and Novitasari 2021; Ulum 2019). We can apply social skills in physical education, sports, and health learning activities, especially when they are applied to traditional game activities or what is better known in the independent curriculum as traditional sports. According to Jurevičienė, Kaffemanienė, and Ruškus (2018) Social skills include several abilities: (1) interaction skills, namely skills in which reciprocal relationships occur between individuals, individuals, and groups or between groups to establish cooperation, (2) communication skills are the abilities possessed by individuals in conveying intentions and the goals is to other individuals or message recipients (3) participation skills, namely the individual's ability to involve

himself in an activity voluntarily (4) emotional skills, namely the individual's ability to recognize, manage, and motivate himself and others to collaborate (5) social skill cognition is an individual's ability to observe and then imitate what other people do. Some of these abilities can be applied in traditional games where the game can help students to find out the level of their social skills. Playing can reduce the boredom due to monotonous learning, through group game activities students work together for their team to win and this will also automatically achieve the learning objectives of physical education, namely carrying out physical activities. Apart from that, traditional games use unique tools and have simple rules so that students enjoy the game more without thinking too much about the final result of the game (Ariyanto, Triansyah and Gustian 2020).

METHODS

In this study, researchers used Borg and Gall's modified research and development (R&D) method to develop a video self-assessment that was used to measure students' social skills and abilities. According (Soegiyono 2013) there are several research and development steps including the following: (1) needs analysis, collecting information at school regarding problems encountered when assessing social skills in the application of traditional games, then finding a solution through interview techniques with three physical education teachers at Senior High School 3 of Malang , (2) planning, designing the right solution in accordance with the needs analysis in the form of designing a video self-assessment instrument, (3) initial product development, making a prototype of a video self-assessment instrument and equipped with a video about the implementation of the assessment, approved by the three teachers of physical education Senior High School 3 of Malang , (4) limited testing, as a step to verify the correctness (validation) of the product

through expert assessment in the field of assessment which is realized in the Group Discussion Forum (FGD), (5) product testing, namely product testing activities based on expert test results, (6) The main product test is in the form of a stage of asking for students' responses to the application of social skills assessment instruments based on video self-assessment (VSA), (7) product revision in the form of improvements to products that have been tested. Thus, the Research Development (R&D) method has been modified to be simpler because the points contained in these steps are assessed according to what will be done during the data collection process up to the assessment process in the activities carried out.

The research data collection began with interviewing three research subjects, physical education teachers at Senior High School 3 of Malang, then the results of the interviews obtained qualitative data containing obstacles and needs in assessing students' social skills, from these needs the researcher created a VSA-based social skills assessment instrument which was then distributed to the three class X e, i and j in the form of a Google Form questionnaire and it obtained 51 students.

The research sample consisted of 51 students, originally the researchers targeted 60 because there were several obstacles during the research, including the video recording of the game being cut off due to a low camera battery, not enough class time, many of the students did not participate and did not fill out the questionnaire. This number was obtained from three classes X e, i, and j which were taken randomly with two expert lecturers as validators. The flow of this development research was as follows:

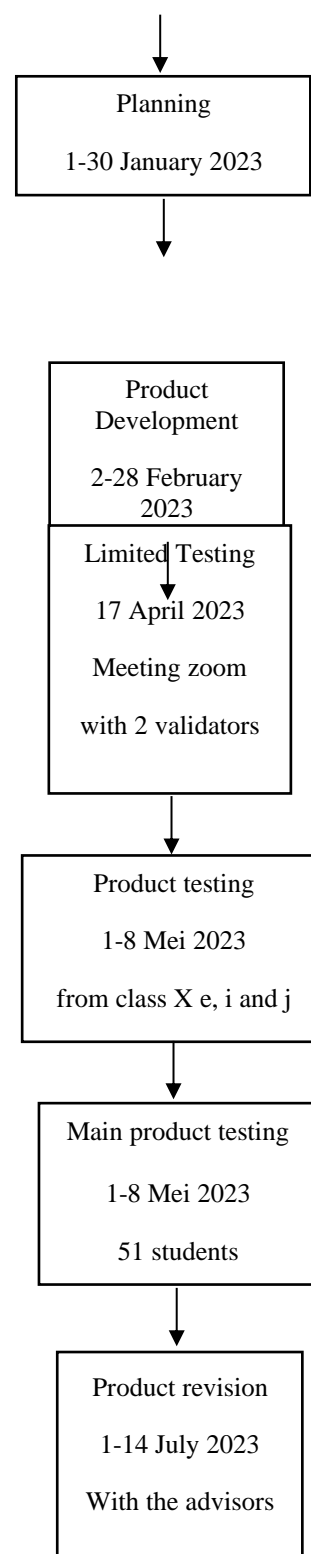
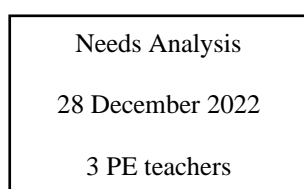


Diagram 1. Research flow



FINDINGS AND DISCUSSION

Findings

Needs Analysis

The result of this research is the development of a video self-assessment (VSA) on the social skills material of the traditional game gobak sodor for physical education subjects. In this phase, the needs analysis was obtained by conducting interviews with three physical education teachers at Senior High School 3 of Malang with the following data presentation:

Table 1. The result of the interview

No .	Statements	Result
1	The application of traditional games at Senior High School 3 of Malang	The application of traditional games has been taught, namely in the form of baseball games which were modified using a volleyball, <i>gobak sodor</i> , and <i>bentengan</i> . Games like the one above were applied when the learning situation started to get monotonous so that they could hypes a pleasant learning atmosphere (just a distraction) because in the independent curriculum, there were no traditional games material and it was replaced with sports games such as softball.
2	There is a social skills component (for example: interaction, communication, participation, etc.) in the learning that has been carried out.	In the group of games that were played, there were social skills components, such as in the modified rounders game, students would set strategies before having a game (interaction), applied strategies by communicating/talking to each other, giving codes, and evaluating learning, whether the students were happy and satisfied with the victory while accepting the defeat.
3	Social skills assessment	The social skills assessment given by the

	methods that have been applied in physical education learning.	physical education teacher used an extreme assessment, namely a guessing assessment, if students were active in the game they would have a high score while those who were passive got the lowest score and the others are moderate (medium score).
4	Obstacles found when assessing social skills.	<p>There were four obstacles found in conducting social skills assessments:</p> <p>The first was related to infrastructure in the form of a need for a students' movement area which was not large enough. It was known that there was only one basketball court and one volleyball court and the distance between the court and the building is approximately 1 m which should be a minimum of 5 m.</p> <p>The second was the lack of facilities and infrastructure, which caused physical education teachers at Senior High School 3 of Malang to maximize their management of using the field alternately, managing time. If there were several classes at the same time in a day, one of them would study in the classroom and the other was in the field.</p> <p>The third was the reduction of physical education lesson hours from 3 JP to 2 JP so that all students could not have the assessments.</p> <p>The fourth was the supervision. The supervision when they had the game, there were a large number of</p>

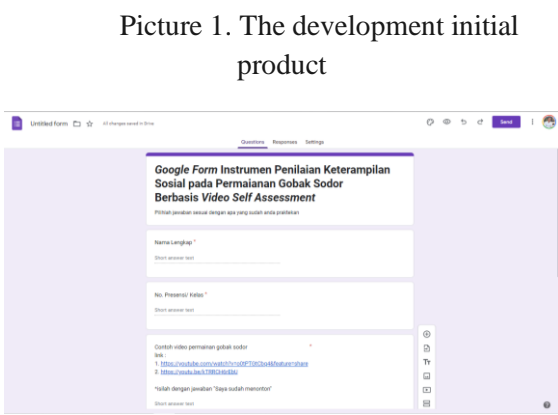
		students who were still playing around and the teacher was still busy with assessment papers.
--	--	---

Planning

After knowing several obstacles found during interviews, the researcher carried out initial product creation planning in the form of developing an assessment based on video self-assessment on the social skills material of the traditional game gobak sodor for physical education subjects.

Development Product

Developing an initial product for a social skills assessment based on video self-assessment using Google Forms along with an example of an assessment implementation video as follows:



Limited Testing

The initial product of a social skills assessment based on video self-assessment must be validated by an expert by carrying out focus group discussions (FGD). The validators were (1) Gema Firtiady and (2) Dona Sandy Yudasmara. The results of the FGD were explained in the following table:

Table 2. Social Skills Instrument Grid after FGD

Variable	Sub Variable	Indicator	Instrument
Social Skills	Interaction	Verbal* -Set the strategy (attack/defend)	VSA (Video Self Assessment)
	Communication **	Verbal -Talking to friends (give directions) during the game -Responding to directions Nonverbal -Giving signals (facial expressions and body movements)	
	Participation ***	Attacking Team -Outwitting and passing the defense line gradually -Scoring points (pass all guards) Defending Team -Preventing the players from crossing the defense line -Touching the rival	
	Emotional ****	Happy (Team wins) -Don't brag when you win a match -Don't provoke your opponent Angry (Team loses) -Not accepting the final result of	

	the match with sportsmanship -Provoked by the opponent's victory
Validator 1 suggestions	*Provided suggestions regarding indicators from the interaction sub-variables which is done in two ways without expecting a response from teammates (verbal only). **Added sub-variables: verbal and non-verbal communication involving two-way communication and mutual response between the teammates.
Validator 2 suggestions	***Provided suggestions to clarify the indicators of the participation sub-variable (what kind of participation is carried out by players from each team). ****Provided an indicator suggestion for emotional sub-variables should use indicators that are easily proven in real terms (easily visible to students when analyzing VSA), happiness, and anger.

Product Testing

Initial product testing consisted of filling out a Google form for the social skills assessment of the VSA based on gobak sodor game which was filled in by students in classes X e, i and j with the original target of 60 to 51 out of a total of the target is 106 people.

Main Product Testing and Product Revision

The main product test was carried out by asking for responses from students who have filled out the Google form for the VSA-based social skills assessment. The final stage was product revision. The revisions were carried out based on the results of product validation for the development of social skills in the Forum Group Discussion (FGD) by considering the input and suggestions given by the two validators. The following were the main product testing and product revisions:

Table 3. Student Response Form to the VSA-Based Social Skills Assessment

Initial View of Student Response Form		
<div>1. The use of social skills assessment based on video self-assessment (VSA) is appropriate for use in physical education subjects at school</div> <div>2. The use of social skills assessment based on video self-assessment (VSA) is easy for students to operate in assessing their social skills</div> <div>3. Students get assessment results by real evidence after using the video self-assessment video-based social skills assessment</div> <div>4. The use of social skills assessment based on video self-assessment (VSA) is easy for students to understand when assessing their social skills</div> <div>5. The use of social skills assessment based on video self-assessment (VSA) helps students quickly assess their social skills</div>		
The answer to this question uses a linear scale of 1-5 or strongly disagree - strongly agree		

Table 4. Product Revision		
No.	Before Revision	After Revision
1	Initial View Page	

	a) Title: Google Form Social Skills Assessment in gobak sodor Game Based on Video Self-Assessment b) Identity: Full Name c) There is no video tutorial link for filling out the social skills assessment d) Page display starting from identity-emotional sub-variable is made into a whole	a) Title: Social Skills Assessment in the gobak sodor Game Based on Self-Assessment Video b) Identity: Full Name (CAPITAL) c) There is a video tutorial link for filling out the social skills assessment instrument d) The page display starting from the emotional identity sub-variable is divided and adjusted according to the discussion
2	Interaction Sub-Variable	
	a) Indicator: Verbal and Nonverbal	a) Indicator: Verbal
3	Participation Sub-Variable	
	a) Indicator: <ul style="list-style-type: none"> Attacking team pass through enemy cordon Defensive team-touches/blocks the attacking team 	a) Indicator: <ul style="list-style-type: none"> Attacking team-outwit and pass the defense line gradually Attacking team-scores points (passes all guards and returns to starting place) Defensive prevents attacking players from passing the defense line Defensive team-touches the attacking player
4	Emotional Sub-Variable	
	a) Indicator: <ul style="list-style-type: none"> Happy Angry 	a) Indicator: <ul style="list-style-type: none"> Happy (Team wins)-don't brag when you

	<ul style="list-style-type: none"> Sad 	win a game <ul style="list-style-type: none"> Happy (Team wins)-does not provoke opponent Angry (Team loses)-not accepting the final result of the game with good sportsmanship Angry (Team loses)-provoked by opponent's win
--	---	--

Discussion

This development research illustrated how important it was to apply social skills in learning physical instruments for health and sports. Lubis (2020) stated that teachers as facilitators in schools must adapt to the characteristics of students to achieve learning goals. One form of innovation was the application of social skills wrapped in traditional team-shaped games. The game could increase more interesting without thinking about the final result of the game. Doing this would automatically form students' high social character (Sami, Mahmoudi, and Aghaei 2015).

The implementation of traditional games at Senior High School 3 of Malang was carried out by physical education teachers to determine students' social skills and abilities. However, the method used was extreme assessment where the teacher was taking grades by seeing who was most active in communication, interaction, and participation in team. They would get the highest grade and those who were passive in the activity would get the lowest scores and the rest were moderate. There were several reasons why physical education teachers applied this method, including difficulties in supervising all students who played and are still being busy by assessment papers. Knowing the obstacles found, the researchers tried to create an evidence-based assessment method VSA (Video Self-Assessment). This method worked by recording the traditional gobak sodor game played by

students and then they would assess themselves, filling out the Google form for the social skills assessment based on the recording results.

The following are the results of the responses of 51 classes X e, i and j students regarding the application of social skills assessment instruments in the VSA-based gobak sodor game:

Picture 2. The result of students' responses

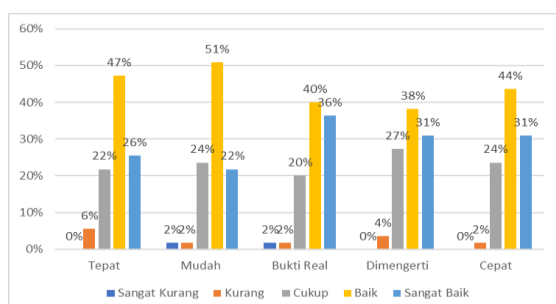


Table 5. Validity Criteria

Percentage	Qualification
75,01% - 100,00%	Very valid or very feasible (can be used without revision)
50,01% - 75,00%	Sufficiently valid or feasible enough (can be used but must be revised)
50,01% - 75,00%	Sufficiently valid or feasible enough (can be used but must be revised)
00,00% - 25,00%	Invalid or inappropriate (prohibited use)

Source: (Sriwiyana, H., & Akbar 2010)

CONCLUSION

Based on the results, the VSA-based social skills assessment applied in the game gobak sodor is very easy for students to operate by viewing real video footage of the game so that students complete their self-assessments quickly.

Research on the development of a social skills assessment based on video self-assessment in the traditional game gobak sodor

has several advantages (1) the use of Google Forms when collecting data in the form of the results of students' responses to the use of the VSA-based social skills assessment instrument where filling in The google form is done online, it is very efficient without the need for stationery, (2) the distribution of the google form by the teacher to students takes very fast time so it can be accessed at that time, (3) students can assess their social skills honestly and truthfully by real evidence in the form of video recordings of the traditional game gobak sodor which has been practiced. Meanwhile, the shortcomings of this research included: (1) when students assess themselves, they are still bothered by using two applications running simultaneously, namely Google Form and YouTube, (2) The use of the VSA-based social skills assessment cannot be carried out if students do not have an Android or iPhone, (3) the use of the product cannot be applied in schools that lack internet access facilities, especially in rural or remote areas.

Research on the development of social skills assessment based on video self-assessment in the traditional game gobak sodor has been carried out by researchers in discussion. However, the product that has been produced needs to be continued by the future researchers by testing the effectiveness of the product more widely and needs to be introduced and evaluated, VSA-based social skills assessment products for school teachers to use.

REFERENCES

Amaliyah, Ahmad, Suci Nur Pratiwi, and Sari Wulandari. 2021. "Development of

- Social Skills Assessment Instrument for Students in Islamic Religious Education Micro Teaching Course.” *Tarbiyatuna: Kajian Pendidikan Islam* 5(1):055. <https://doi.org/10.29062/tarbiyatuna.v5i1.411>.
- Agustan, B., & Rahman, R. (2023). Development of Learning Applications e Mole B in Badminton Games. *Physical Activity Journal (PAJU)*, 5(1), 13-26
- Ariyanto, Andika Triansyah, and Uray Gustian. 2020. “The Use of Traditional Games to Improve Fundamental Movement Skills of Elementary School Students.” *Jurnal Pendidikan Jasmani Indonesia* 16(1): 78–91. <http://dx.doi.org/10.21831/jpji.v16i1.30785>.
- Aslam, Farid Soni, Febrita Paulina Heynoek, and Gema Fitriady. 2022. “Development of Modified Short Distance Running Activity Games in Athletics Learning at State Vocational School one of Batu.” *Sport Science and Health* 4(3): 200–206. <https://dx.doi.org/10.17977/um062v4i32022p200-206>.
- B, Gema Fitriady, Siti Nurrochmah, and Dona Sandy Yudasmara. 2022. “Alternative Assessment for Movement Skills in Physical Education: The Effectiveness of Online Self and Peer Assessment.” *Proceedings of the International Conference on Sports Science and Health (ICSSH 2022)* 1: 393–98. http://dx.doi.org/10.2991/978-94-6463-072-5_40.
- Bores-García, Daniel, David Hortigüela-Alcalá, Gustavo González-Calvo, and Raúl Barba-Martín. 2020. “Peer Assessment in Physical Education: A Systematic Review of the Last Five Years.” *Sustainability* 12(21): 9233. <https://doi.org/10.3390/su12219233>.
- Darmawan, Arief, and Muh. Asmawi. 2017. “Development of Basic Movement Model Based on Interactive Multimedia for Elementary Students.” *Jipes - Journal of Indonesian Physical Education and Sport* 3(2): 95–109. <https://doi.org/10.21009/JIPES.032.08>.
- Darmiany, Iva Nurmawanti, and Setiani Novitasari. 2021. “Socialization of the Importance of Teachers' Social Skills in Learning Activities to Prevent Students' School Anxiety.” *Selaparang Jurnal Pengabdian Masyarakat Berkemajuan* 4(2):321. <https://doi.org/10.31764/jpmb.v4i2.3431>.
- Fakhriyani, Diana Vidya. 2018. “Development of Early Childhood Social Skills Through Traditional Madurese Games.” *Jurnal PG-PAUD Trunojoyo: Jurnal Pendidikan and Pembelajaran Anak Usia Dini* 5(1): 39–44. <https://doi.org/10.21107/pgpauddrunojoyo.v5i1.3685>.
- Febrianto, Triyuda, Gema Fitriady, Zihan Novita Sari, and Agus Tomi. 2023. “The Effectiveness of Self and Peer Assessment on Volleyball Underhand Passing Skills in physical education Subjects at UM Malang Laboratory Middle School.” *Sport Science and Health* 5(1): 45–52. <https://dx.doi.org/10.17977/um062v5i12023p45-52>.
- Jurevičienė, Margarita, Irena Kaffemaniene, and Jonas Ruškus. 2018. “Concept and Structural Components of Social Skills.” *Baltic Journal of Sport and Health Sciences* 3(86): 42–52. <https://dx.doi.org/10.33607/bjshs.v3i86.266>.
- Lubis, Metha. 2020. “The Role of Teachers in the Era of Education 4.0.” *Eduka:*

- Jurnal Pendidikan, Hukum, and Bisnis* 4(2): 0–5.
<http://dx.doi.org/10.32493/eduka.v4i2.4264>.
- Rochmiyati, Rochmiyati. 2013. "Peer Assessment Model in Integrated Social Studies Collaborative Elaboration Learning in Junior High Schools." *Jurnal Penelitian and Evaluasi Pendidikan* 17(2): 333–46. <https://doi.org/10.21831/pep.v17i2.1704>.
- Sami, Saadi, Sadigh Mahmoudi, and Sarhad Aghaei. 2015. "Social Development of Students Participating in Physical Activity and Computer Games." *Annals of Applied Sport Science* 3(2): 51–56. <http://dx.doi.org/10.18869/acadpub.aasjournal.3.2.51>.
- Siahaan, Nurhalimah, and Rusmaliyah. 2019. "Students' Social Skills in Education in the Era of Revolution 4.0." *Prosiding Seminar Nasional Fakultas Ilmu Sosial Universitas Negeri Medan* 3: 962–65. <http://digilib.unimed.ac.id/id/eprint/37324>.
- Simbolon, Elvri Teresia. 2018. "The Importance of Social Skills in Learning." *Jurnal Christian Humaniora* 2(1): 40–52. <https://ejournal.iakntarutung.ac.id/index.php/humaniora/article/view/22/pdf>.
- Soegiyono. 2013. *Methods of Research, Quantitative, Qualitative and R&D*. Bandung: CV. Alfabeta.
- Sriwiyana, H., & Akbar, S. D. 2010. *Curriculum Development and Learning of Social Sciences (IPS)*. Yogyakarta: Cipta Media
http://library.fip.uny.ac.id/opac/index.php?p=show_detail&id=6708.
- Syamsuddin, AB. 2016. *Introduction to the Sociology of Da'wah*. Jakarta: Kencana Prenadamedia Group.
- Ulum, Chafidhatul. 2019. "Students' Social Skills in Thematic Learning in Class of MI Muhammadiyah Selo Kulon Progo." *Al-Bidayah: Jurnal Pendidikan Dasar Islam* 10(2): 229–54. <https://doi.org/10.14421/al-bidayah.v10i2.169>.
- Yanti, Dini Widiya, and Rika Partika Sari. 2019. "Improving Early Childhood Social Skills Through Traditional Bengkulu Games." *Al-Athfaal: Jurnal Ilmiah Pendidikan Anak Usia Dini* 1(2): 1–15. <https://dx.doi.org/10.24042/ajipaud.v1i2.3508>.
- Zahroul, Chumi. 2016. "Implementation of Peer Assessment in Elementary School Social Studies Learning" *Proceedings of the National Seminar of KSDP S1 PGSD Study Program "Constellation of Indonesian Education and Culture in the Era of Globalization"*:59-68.