
Development of Website-Based Multimedia for Pencak Silat Learning Using a Project-Based Learning Approach

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ABSTRACT

This development research aims to develop a website-based multimedia product for pencak silat learning oriented towards project-based learning in the theory and practice of pencak silat learning courses. This research uses the Borg & Gall development model which consists of 10 stages, namely, 1) Initial research and data collection; 2) Planning; 3) Development of product drafts; 4) Initial field trials; 5) Revision of trial results; 6) Main field trials; 7) Product revision; 8) Large-scale field trials/feasibility tests; 9) Final product revision; 10) Dissemination and implementation. The research design includes expert validity tests, product trials, and practicality tests, with research subjects involving students of Penjaskesrek FOK Undiksha. Based on the results of the study, it shows that from the content expert test, it got a score of 95% with very good qualifications, the media expert test got a score of 96% with very good qualifications, the learning design expert test got a score of 90% with very good qualifications, the individual trial got a score of 94% with very good qualifications, the small group trial got a score of 93% with very good qualifications, the large group trial got a score of 94% with very good qualifications, and the practicality test got a score of 94% with very practical qualifications. It can be concluded that the multimedia website-based pencak silat learning oriented to project based learning in the theory and practice of pencak silat learning course is declared suitable as a pencak silat learning medium.

Keywords: Pencak Silat, Learning Multimedia, Website, PJBL

INTRODUCTION

College is a journey through which individuals strive to achieve their dreams by pursuing higher education. Becoming a student is a golden opportunity that should be seized to gain more knowledge and experience. Students possess character traits that can bring about change and benefit others. One of these is critical thinking. As agents of change, students must be able to apply, practice, and implement the values of Pancasila as a guideline for living in society (Utami & Najicha, 2022).

Planned and programmed learning activities can enhance students' activity and creativity, encouraging them to explore new things and address and solve problems (Simatupang Nurhayati, 2016). Providing learning activities that stimulate creativity in each course is expected to foster awareness of active and creative self-development through lifelong independent learning. These habits will become ingrained in students, shaping the fundamental character of physical education, sports, and health teachers.

Pencak silat is a form of sport taught in the form of theoretical and practical courses (Nugraheningsih & Saputro, 2019). Considering that the theory and practice of pencak

silat are very important for students to master, a lecturer must strive to create a conducive learning atmosphere or conditions so that learning achieves its goals effectively and efficiently. Mastery of the material in the theoretical and practical courses of pencak silat is important, this is because the output of sports education will later become educators at the educational unit level (I G Suwiwa et al., 2014).

It is crucial for students to master both theory and practice in pencak silat lectures. (Pujiastutik, 2019) revealed that students responded positively to the application of website-based learning media because it was effective in improving learning outcomes in the subject of learning I. Based on observations and interviews conducted with lecturers and students who had completed this course, it was found that limited time in achieving learning objectives resulted in the theory and practice of pencak silat lectures experiencing obstacles in achieving learning objectives according to the RPS. However, the most fundamental thing that researchers found was that the lectures on pencak silat material at the university still used a lecture model that was certainly less innovative in achieving course objectives. This certainly felt very monotonous, which indicated that it made students easily bored and uninterested and even led to laziness in learning. The impact of this certainly not only affected the lecture process but also significantly caused low student learning outcomes related to the theory and practice of pencak silat. In order to overcome the problems in theoretical and practical pencak silat lectures that have been explained above, a development research was conducted with the title "Development of website-based multimedia pencak silat learning oriented to project-based learning in theoretical and practical pencak silat courses". By conducting this research, the researcher hopes to create website-based multimedia pencak silat learning for theoretical and practical pencak silat courses, so that it can be used as a reference by educators in the learning process.

METHOD

The research method is a scientific step taken to obtain accurate data that researchers will use in scientific papers. This development utilized the Borg & Gall model. The Borg & Gall development model represents systematic stages in its use with the aim of achieving the desired results. This development model is structured in a systematic manner with a sequence of activities to solve learning problems related to learning resources that align with the learning characteristics.

The results of the study indicate that this website-based multimedia pencak silat learning project-based learning was developed following the Borg & Gall model, which includes ten steps: 1) Initial research and data collection, 2) Planning, 3) Product draft development, 4) Initial field trials, 5) Revision of trial results, 6) Field trials of the main product, 7) Product revision, 8) Large-scale field trials or feasibility tests, 9) Final product revision, 10) Dissemination and implementation. A visual representation of this can be seen in Figure 1.

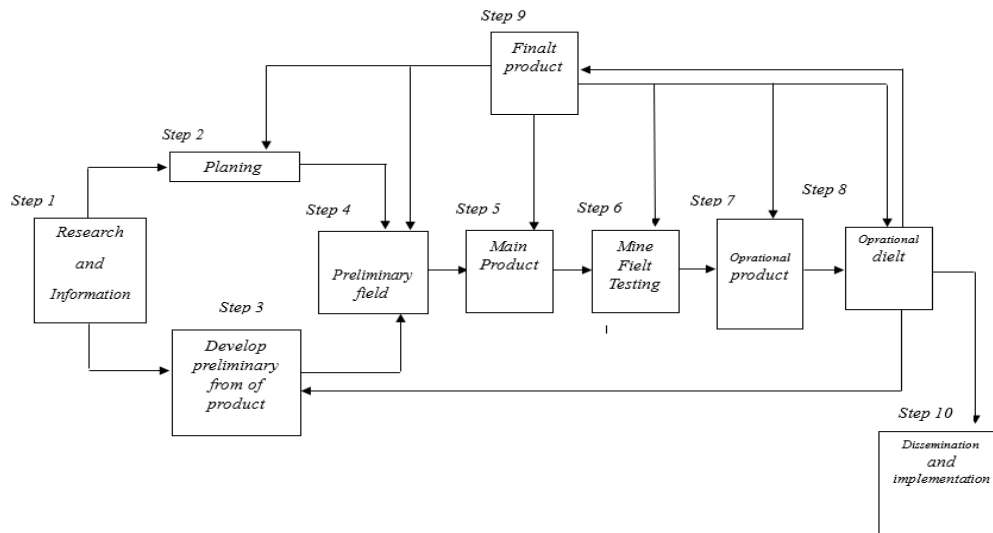


Figure 1. Borg & Gall Development Model

RESULT AND DISCUSSION

This development research resulted in a website-based multimedia pencak silat learning product oriented toward project-based learning in the theory and practice of pencak silat courses. This development research used the Borg & Gall development model, which consists of ten stages: 1) Initial research and data collection; 2) Planning; 3) Product draft development; 4) Initial field trials; 5) Revision of trial results; 6) Main field trials; 7) Product revision; 8) Large-scale field trials/feasibility tests; 9) Final product revision; 10) Dissemination and implementation.

The first stage was initial research and data collection (research and information collection). In this stage, researchers collected information, data, obstacles, and problems through observation and needs analysis through the distribution of questionnaires to students in the Physical Education, Health, and Recreation Study Program, Faculty of Sports and Health, who had taken and graduated from Pencak Silat. This observation and observation was carried out on the pencak silat learning process, which will later be used as a guideline in developing multimedia products for website-based pencak silat learning oriented towards project based learning in the theory and practice of pencak silat learning courses. The results of this stage were obtained by conducting observations and observations as well as distributing questionnaires, based on these results, the results of the needs analysis identified problems in the form of (1) In the learning process, the role of lecturers is still dominant, resulting in low student creativity and learning motivation. It is hoped that students feel the same learning opportunities according to their needs; (2) Lack of development of website-based multimedia for PJOK materials, especially pencak silat; (3) Lack of use of project based learning oriented learning media in pencak silat

courses; and (4) Students who are already familiar with technology are not facilitated with appropriate media according to technological developments in learning.

The second stage is planning. In this stage, researchers planned the product to be developed: a website-based multimedia pencak silat learning product oriented toward project-based learning for the theory and practice of pencak silat courses. The product was developed using hardware (cameras, smartphones, and laptops), and software (Google Sites, Google Forms, Google Drive, Canva, Adobe Photoshop, and Adobe Premiere Pro). Furthermore, the product was adapted to a pre-designed storyboard and flowchart to facilitate the product creation process. The product's visual design was determined to ensure an attractive, easy-to-understand, and interactive appearance. Materials were then compiled in accordance with the Graduate Learning Outcomes (CPL) and the CPL indicators used in the learning process. A product assessment instrument was also developed to determine the value or feasibility of the product.

The third stage was developing a preliminary form of the product. In this stage, researchers make and develop products in the form of compiling pencak silat materials, taking pictures and videos, preparing learning videos, determining product display designs, making project collections, making evaluation questions, as well as making and developing products that have been designed and designed according to the storyboard and including supporting content for the product. The next stage is an expert validity test to determine the assessment, criticism, and suggestions from the validators, which aims to determine the quality and feasibility of the product so that it can be used as learning multimedia during the learning process. This expert validity test was carried out by 3 experts according to their fields, namely content experts, media experts, and learning design experts. The results of the expert review can be seen in table 1 below.

Table 1. Expert Review Results

No	Ahli	Result (%)	Qualification
1	Content Expert	95%	Very good
2	Media Expert	96%	Very good
3	Learning Design Expert	90%	Very good

The content expert validity test was conducted by lecturers from the Sports Science Study Program, Faculty of Sports and Health, Ganesha University of Education. Based on the content expert's review of the project-based learning-oriented website-based multimedia product for the theory and practice of pencak silat course, it achieved a 95% rating, qualifying as very good.

The media expert validity test was conducted by lecturers from the Educational Technology Study Program, Faculty of Education, Ganesha University of Education.

Based on the media expert's review of the project-based learning-oriented website-based multimedia product for the theory and practice of pencak silat course, it achieved a 96% rating, qualifying as very good.

The individual trials yielded a 94% score, qualifying as very good. Student responses to the project-based learning multimedia product, designed for both theory and practice courses, were satisfactory for implementation in the learning process.

The learning design expert validity test was conducted by lecturers from the Educational Technology Study Program, Faculty of Education, Ganesha University of Education. Based on the media expert's review of the project-based learning-oriented website-based multimedia product for the theory and practice of pencak silat course, it achieved a 90% rating, qualifying as very good. The expert validation results revealed that the website-based multimedia product for pencak silat learning, oriented toward project-based learning in the theory and practice of pencak silat courses, is suitable for use in the next stage. The feedback and suggestions provided will be used as considerations for improvements or revisions.

The fourth stage is preliminary field testing. In this stage, researchers conducted individual trials with fifth-semester physical education (PE) students. The results of the individual trials are shown in Table 2 below.

Table 2. Individual Trial Results

No	Product Trial	Results (%)	Qualification
1	Individual Trial	94%	Very Good

The fifth stage was the main product revision. In this stage, researchers conducted initial revisions to the project-based learning multimedia product, designed for both theory and practice courses, based on the individual trials. The individual trials yielded no input, comments, or suggestions for revision. Therefore, no revisions were made to the product, as it was deemed suitable for use and qualified as very good.

The sixth stage was the main product field testing. In this stage, researchers conducted a small group trial with fifth-semester physical education and health students. The results of the small group trial are shown in Table 3 below.

Table 3. Results of Small Group Trials

No	Product Trial	Results (%)	Qualification
1	1 Small Group Trial	93%	Very Good

The small group trial yielded a 93% score, qualifying as very good. Student responses to the project-based learning multimedia product for the theory and practice of pencak silat course indicated that it could be applied in the learning process.

Furthermore, the multimedia learning was easy to understand, engaging, and provided clear explanations.

The seventh stage was operational product revision. In this stage, the researchers conducted a second revision of the project-based learning multimedia product for the theory and practice of pencak silat course, based on the results of the small group trial. The small group trial yielded no input, comments, or suggestions for revision. Therefore, no revisions were made to the product, as it was deemed suitable for use and qualified as very good.

The eighth stage was operational field testing. In this stage, the researchers conducted a large-group trial and a practicality test on fifth-semester physical education (PE) and health care (PE) students. The results of the large-group trial and practicality test are shown in Table 4 below.

Table 4. Product Trial Results

No	Product Trial	Result (%)	Qualification
1	Large Group Trial	94%	Very Good
2	Practicality Test	94%	Very Practical

From these trials, the large-group trial achieved a 94% score, qualifying as Very Good, while the practicality test achieved a 94% score, qualifying as Very Practical. Based on these test results, it can be concluded that the website-based multimedia product for pencak silat learning, oriented toward project-based learning, for the theory and practice of pencak silat courses, is highly feasible and practical for use as a learning medium for pencak silat material in theory and practice courses.

Stage nine is final product revision. In this stage, researchers conducted final revisions to the website-based multimedia product for pencak silat learning, oriented toward project-based learning, for the theory and practice of pencak silat courses, based on the results of the large-group trial and practicality test. The large-group trial and practicality test yielded no input, comments, or suggestions for revision. Therefore, no revisions were made to the product, as it was deemed suitable for use with very good and very practical ratings.

Stage ten is dissemination and implementation. In this stage, researchers disseminate and implement website-based multimedia products for pencak silat learning oriented towards project-based learning in theoretical and practical courses on pencak silat learning that have been widely developed for students.

College is a crucial phase in achieving dreams and shaping students' character as agents of change through the application of Pancasila values and critical thinking. Planned and creative learning supports independent learning, especially for prospective

educators in the field of physical education. Pencak silat courses, which encompass both theory and practice, require effective learning methods, but are still constrained by time constraints and monotonous approaches, resulting in low student interest and learning outcomes. Therefore, educators need to design appropriate learning methods to ensure students master basic pencak silat techniques and are prepared to become qualified educators. This aligns with the statement made by (Nurma Yunita, 2022), who stated that education requires appropriate strategies from professional educators, with relevant materials, appropriate methods, and evaluation as measuring tools. The learning approach needs to be student-centered, so educators must adapt methods to current developments.

Based on these challenges, researchers have developed multimedia learning to support a more effective learning process. This is achieved by developing a website-based multimedia learning platform for pencak silat theory and practice courses, oriented toward project-based learning. The application of website-based multimedia, oriented toward project-based learning, is an alternative in the use of learning media in the learning process, which takes advantage of current technological advances that can be accessed through electronic devices and are easy to use. This was also conveyed by (Zega et al., 2022), website-based multimedia learning is learning multimedia that can be used to support the success of a learning process by providing a clear picture of a material. In addition, the material being studied can be easily and widely accessed via the internet.

This project-based learning-oriented website-based multimedia product can foster critical thinking skills, collaborative project completion, and actively engage students in the learning process. This is because project-based learning is a learning model that encourages students to actively learn by collaborating on problem-solving and restructuring their learning based on the projects they are working on (Mutawally, 2021).

This project-based learning-oriented website-based multimedia product for pencak silat learning theory and practice courses is suitable for use. This is in accordance with the validity results conducted by content experts, media experts, and instructional design experts. The results from all three experts were found to be very good, making it suitable for use. Based on the results of product trials through individual trials, small group trials, and large group trials, the product was found to be very good, making it very suitable for use. Furthermore, the results of the practicality test were found to be very good, or very practical, making it very suitable for use.

The results of the research on the development of website-based multimedia for pencak silat learning, oriented toward project-based learning, in the theory and practice of pencak silat courses align with the results of research conducted by Husin Saputra, Dina

Octaria, and Asnurul Isroqmi (Saputra et al., 2022). The validity results of the Google Sites web-based learning media product on the derivative function topic showed a validity test result of 85.5 with a valid qualification, a practicality score of 82.8 with a practical qualification, and a potential effect score of 74.9 with a potential effect qualification. Therefore, it is concluded that the Google Sites web learning media for the derivative function topic is suitable for use as teaching materials.

The use of multimedia learning based on website oriented project based learning can improve the quality and achievement of learning, this is in line with research conducted by Ketut Pasek Martini, I Gede Suwiwa, & I Komang Sukarata Adnyana, showing the results of this study showed the percentage of expert test of content/learning materials 98% qualified very good, expert test of learning design 97.1% qualified very good, expert test of learning media 92% qualified very good, practicality test of small groups 82% qualified very practical, and practicality test of large groups 85% qualified very practical. Based on the results of this study, the website-based learning media material on volleyball passing for grade V students of SD N 1 Sari Mekar is very suitable for use by elementary school students (SD) as a learning resource, so that it can improve learning achievement and quality of learning (Martini et al., 2024).

Furthermore, research conducted by Nuraeni et al. (2023) indicates that the development of web-based learning media using Google Sites for social studies, based on validation results from media experts, achieved a very feasible rating of 80%, and from material experts, a very feasible rating of 90%. The results of the first phase of small group trials achieved a very feasible rating of 95%, and the second phase achieved a very feasible rating of 97%. These results indicate that web-based learning media using Google Sites can be used for social studies in fifth-grade elementary school.

The use of website-based multimedia learning oriented toward project-based learning can facilitate the learning process effectively. This aligns with research conducted by Ubaidi et al. (2023), which found that the development of interactive multimedia based on the Google Sites website can create effective learning, which can be used as a learning medium both in the classroom and online to support distance learning. Furthermore, it is supported by content in the form of teaching materials, learning videos, images, and audio that can be accessed by students. Furthermore, the use of Google Sites as a learning medium is feasible, facilitating educators' learning, practical, effective, efficient, innovative, and easy to use, tailored to student needs and characteristics.

This website-based multimedia pencak silat learning platform is oriented toward project-based learning. The multimedia follows the steps or syntax of project-based learning, enabling students to learn contextually, or as a learning approach that connects

material to real-life contexts. This statement aligns with research conducted by (I Gede Suwiwa, 2021) that the project-based learning model is a project-based learning model that places problems or projects at the core of the learning process. Students are able to develop skills to support learning objectives through various contextual learning outcomes.

The project-based learning model also provides students with the opportunity to create a diverse learning environment, fostering critical, creative, and innovative thinking skills in completing a project. Furthermore, learning is centered on the student, or student-centered. This statement aligns with research conducted by Ariska Setya Widyaningrum (2023), which states that project-based learning is a project-focused and student-centered learning model. This model requires students to be active, creative, and able to complete projects in a fun way throughout the learning process. Furthermore, project-based learning is a learning strategy that guides students in creating or implementing projects and presenting the results of their collaboration with their group to other students. This learning is student-centered, with the educator acting as a facilitator and motivator (Rosmana et al., 2022). Therefore, the developed website-based multimedia project-based learning approach is suitable for use in the learning process. Based on the research results of the development of multimedia learning of pencak silat based on a website oriented to project-based learning in the theory and practice of pencak silat learning courses with the results of research that are in line, it can be stated that multimedia learning of pencak silat based on a website oriented to project-based learning in the theory and practice of pencak silat learning courses is suitable for use as learning multimedia in supporting the process of learning pencak silat in the theory and practice of pencak silat learning courses.

CONCLUSION

Based on the research results and discussion above, the design of multimedia products for learning pencak silat is packaged in the form of a website that is oriented towards project based learning in the theory and practice of learning pencak silat courses, which consists of (1) Home Menu (there are menu options for learning objectives, learning guidelines, learning activities, project collection, evaluation, and profiles), (2) Learning Objectives Menu (consisting of 3 learning objectives in terms of knowledge, skills, and attitudes), (3) Learning Guidelines (consisting of syntax or steps for project based learning), (4) Learning Activities consisting of Project Determination (Pencak Silat Material, Basic Pencak Silat Techniques, Learning Videos, and Reference List), Project Planning (consisting of instructions and provisions for making a project), Preparation of Implementation Schedule (consisting of instructions and collection of product creation

timeline progress), Project Implementation with educator guidance (consisting of instructions and collection of student project drafts), (5) Project Collection (consisting of instructions and collection of student projects), (6) Evaluation (consisting of instructions for carrying out the evaluation and 15 multiple choice evaluation questions), and (7) Profile (consisting of developer biodata). Based on the results of the product validity test, the percentage of content expert tests was 95% with very good qualifications, media expert tests were 96% with very good qualifications, learning design expert tests were 90% with very good qualifications, while the results of the product trial test were obtained with a percentage of individual trials of 94% with very good qualifications, small group trials of 93% with very good qualifications, and large group trials of 94% with very good qualifications. In addition, based on the results of the product practicality test, the percentage of 94% with very practical qualifications was obtained. From these results, it can be concluded that website-based multimedia pencak silat learning oriented to project-based learning in the theory and practice of pencak silat learning courses is very valid/suitable for use as a learning medium to support the pencak silat learning process.

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