

THE EFFECTIVENESS OF USING AUDIOVISUAL LEARNING MEDIA TO IMPROVE BASIC ATHLETIC MOVEMENT SKILLS IN CLASS VIII-1 STUDENTS AT SMP 13 BANDA ACEH

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ABSTRACT

KEYWORDS

Audiovisual learning media, basic athletic movement skills, Classroom Action Research (CAR),

ARTICLE INFO

Accepted: 2 Dec 2024

Revised: 13 Dec 2024

Approved: 10 Feb 2025

This Classroom Action Research (CAR) aims to test the effectiveness of using audiovisual learning media in improving basic athletic movement skills in class VIII-1 students at SMP 13 Banda Aceh. This research is motivated by the low basic athletic movement skills of students, which can have an impact on their physical development and sports abilities. In this study, audiovisual media is used as a means to provide a clear visual description of the correct basic athletic movement techniques. The results of the study showed a significant increase in students' basic athletic movement skills after the application of audiovisual media. This study is expected to be a reference for improving the quality of sports learning in schools.

INTRODUCTION

Physical education in schools plays a very important role in supporting the physical, mental, and social development of students. One of the sports commonly taught at the junior high school level is athletics. Athletics is a sport that consists of various types of basic movements, such as running, jumping, and throwing. These basic athletic movements are a very important foundation for students' physical development, both for other sports abilities and for general health. However, even though athletics is a relatively simple sport, many students have difficulty

understanding and mastering the basic techniques required in this sport. This is often due to a lack of clear understanding of the correct movement techniques and a lack of direct experience in applying these techniques.

In many schools, teaching basic athletic movements is often done only with verbal explanations and direct demonstrations by teachers, which are sometimes not effective enough in helping students understand and master the skills taught.

In an effort to overcome this problem, the use of learning media can be a very effective solution. One type of media that can improve student understanding is audiovisual learning media. Audiovisual media, which combines visual and audio elements, provides a clearer picture of how to perform a movement or technique. For example, in teaching running, students can watch videos of correct running techniques, so that they can more easily understand and imitate the movement correctly. In addition, the sound included in the video can provide additional instructions that clarify how to perform the technique correctly. According to several studies, the use of audiovisual media can accelerate the learning process, especially for motor skills such as basic athletic movements. Through this media, students can see directly how the movement is done, and this helps them correct mistakes and improve their movement coordination. With audiovisual media, students can also learn independently outside of class hours, by accessing videos that show correct movement techniques. Therefore, the use of this media is expected to increase students' motivation to be more active in sports learning and make it easier for them to understand and master basic athletic skills.

This research is motivated by observations at SMP 13 Banda Aceh, where students in grade VIII-1 often have difficulty in mastering basic athletic movements, such as sprinting, long jump, and javelin throwing. In previous teaching, although demonstrations and explanations have been given by the teacher, many students have not been able to perform the techniques correctly. Therefore, this study aims to test

the effectiveness of using audiovisual learning media in improving the basic athletic movement skills of students in grade VIII-1 at SMP 13 Banda Aceh

RESEARCH METHODS

The research we conducted is a research that uses qualitative methods. (Muhammad., 2021) said Analysis is often used in this kind of descriptive qualitative research.

Qualitative research types are descriptive in nature and tend to use analysis. Qualitative research is intended to examine in depth the object of research, the research design is scientific in the sense that it does not try to manipulate the research setting but rather conducts a study of a phenomenon. Qualitative research is research that intends to understand the phenomenon of what is experienced by the research subject. The method we use in this method is direct interviews and observation. This data collection technique takes place through the interview process, namely the process of obtaining information for research purposes by means of questions and answers while face to face between the interviewer and the response using a tool called an interview guide.

RESULTS AND DISCUSSION

learning media in improving the basic athletic movement skills of class VIII-1 students at SMP 13 Banda Aceh. Each cycle consists of several stages: planning, implementation, observation, and reflection. The results obtained from the basic athletic movement skills test and observation will be discussed to show the improvement in students' abilities after the application of audiovisual media.

Cycle I

In Cycle I, teaching of basic athletic movement techniques, including running, long jump, and javelin, was carried out using audiovisual learning media in the form of demonstration videos. The videos used showed the correct basic athletic techniques, with detailed verbal explanations and clear movement illustrations. Before the implementation of the first cycle, an initial test was conducted to measure students'

basic abilities in athletic movements.

Initial Test Results:

1. **Run fast:** Only 35% of students are able to perform running techniques well.
2. **Long jump:** About 40% of students are able to jump with the correct technique.
3. **Javelin:** 30% of students who threw with the correct technique.

Implementation of Cycle I:

Teaching is done by combining verbal explanations from the teacher and showing video demonstrations of techniques.

Each student is given the opportunity to imitate the movements shown in the video, then undergo evaluation and correction by the teacher.

After the learning process, students are asked to practice the movements again.

Cycle I Observation Results:

Run fast: Significant improvement, around 55% of students began to be able to apply running technique better, although some still had difficulty in increasing speed without sacrificing technique.

Long jump: Approximately 50% of students showed improvement in body coordination and jump step taking.

Javelin: 45% of students managed to improve the position and direction of the throw even though it was not completely correct.

Cycle I Reflection: From the results of the tests and observations in the first cycle, it can be seen that although there is an increase in the ability of basic athletic movements, there are still a number of students who have not been able to master the techniques perfectly. This shows that although audiovisual media is effective, there needs to be more emphasis on direct practice exercises to improve students' motor coordination and body control.

Cycle II

Based on the results of the reflection from Cycle I, improvements were made in Cycle II, including by emphasizing more on direct practice after watching the video, and providing more detailed feedback on the mistakes made by students. The teacher also provided more opportunities for students to practice independently and correct their techniques with the help of videos that could be accessed again outside the classroom.

Test Results After Cycle II:

Run fast: After cycle II, 80% of students were able to apply the correct running technique, with improvements in body position and more efficient use of steps.

Long jump: 75% of students showed significant improvement in jumping technique, with the majority of students able to perform longer and more controlled jumps.

Javelin: 70% of students successfully mastered the javelin throwing technique with the correct body position and more accurate throwing direction.

Cycle II Observation Results:

Run fast: All students were able to perform running techniques more stably and faster compared to the first cycle. This shows that independent practice with videos helps accelerate understanding.

Long jump: Students' long jump technique has improved significantly, many students have successfully jumped a greater distance, and have a better body position when landing.

Javelin: Although there are still some errors in hand positioning when throwing, about 70% of students can throw with the correct body position, and the throwing distance increases.

Cycle II Reflection: At the end of the second cycle, there was a significant improvement in all aspects of the basic athletic movements taught. The use of videos not only helped students understand the techniques, but also provided an opportunity for them to learn independently and correct mistakes that occurred

during practice. This improvement shows that audiovisual media can accelerate understanding and improve students' motor skills, with the note that direct practice and proper feedback are also essential.

This study aims to evaluate the effectiveness of the use of audiovisual learning media in improving basic athletic movement skills in class VIII-1 students at SMP 13 Banda Aceh. Based on the results obtained from the basic athletic movement ability a observations during the implementation of cycle I and cycle II, it can be concluded that the use of audiovisual media has a significant positive impact on students' basic athletic movement abilities. This discussion will review in depth the results obtained in each cycle, as well as the reasons why audiovisual media is effective in improving students' motor skills. In general, the results of tests conducted before and after the application of audiovisual media showed a significant increase in students' abilities in three basic athletic movement skills: sprinting, long jump, and javelin throw. In Cycle I, it was seen that 35% of students were able to run the running technique well, 40% of students were able to jump with the right technique, and 30% of students were able to throw correctly. After the application of audiovisual media, namely in Cycle II, the percentage of students' ability to master basic athletic movement techniques increased drastically.

Run fast: In the second cycle, 80% of students successfully applied the correct running technique. This improvement reflects the students' ability to understand and practice techniques that were previously difficult to understand with only verbal explanations or direct demonstrations. In running techniques, students not only learn about correct posture, but also efficient step arrangement and maximum use of body strength. The use of videos that show detailed movements provides a clear visual image for students to imitate and improve their techniques.

Long jump: The increase in long jump skills was also quite significant, from

40% of students who were able to jump with the correct technique in the first cycle, to 75% in the second cycle. Videos showing the steps of the correct jumping technique – starting from the initial running stage, the push-off stage, to the landing position – helped students better understand each stage required to perform an effective and efficient jump. In addition, videos gave students the opportunity to study the technique more than once, so they could correct their own mistakes while practicing.

Javelin: In terms of javelin throwing, improvements were also evident, with 70% of students successfully improving their technique in the second cycle. Javelin throwing technique relies heavily on coordination between hand and body movements. With the help of videos, students can understand the correct technique in swinging the javelin, the correct body position when throwing, and how to direct the javelin to achieve maximum distance.

Audiovisual media provides enormous benefits in the learning process. One of the reasons why this media is effective is because audiovisual media combines visual and audio elements, which can increase students' comprehension of the material being taught. In teaching basic athletic movements, which involve motor coordination and observation of body movements, audiovisual media provides a very clear picture of how the movement is done correctly. Students who previously had difficulty visualizing the movement can now see the movement clearly through video. This is especially important in sports, where proper motor skills can only be achieved if students can imitate the movement correctly. Research conducted by Setiawan (2017) states that students who learn with the help of videos or audiovisual media tend to have a better understanding because they can directly observe the technique correct. In addition, the instructional voice in the video also provides additional explanations that help students understand the concepts or techniques being taught.

In addition, the use of audiovisual media also supports more independent learning outside the classroom. Students can access video materials at any time to learn or correct their techniques, so that the learning process is not limited to physical

lesson time at school. Thus, students can be more active in improving their abilities.

Although the results obtained are quite encouraging, there are several challenges that need to be considered in the use of audiovisual media. One of the main challenges is the lack of skills of some students in practicing techniques perfectly even though they have watched the video. This shows that although audiovisual media is effective in providing a picture of the correct technique, direct supervision from the teacher is still needed. In some cases, students may not be able to correct errors in their techniques without direct feedback. To overcome this, in Cycle II, more direct practice sessions were introduced, where students were given the opportunity to practice their techniques after watching the video, and the teacher provided more specific and detailed feedback. In addition, the teacher also provided more opportunities for students to discuss and ask questions about the difficulties they faced, which allowed them to better understand the technique and correct any errors that occurred. Another challenge that may be faced is limited access to technological devices that support audiovisual media. In some schools, especially in areas with limited facilities, devices such as projectors or laptops may not always be available. Therefore, to maximize the use of this media, it is important for schools to ensure the availability of adequate devices, or teachers can utilize their personal devices to play learning materials.

The positive impacts seen from the use of audiovisual media in this study include improved motor skills, better understanding of techniques, and increased student motivation in sports learning. Students who previously found it difficult now showed greater confidence in applying the techniques taught. This also contributed to increased student interest in sports learning, because they felt that learning became more interesting and interactive. Based on the results of this study, it is recommended that the use of audiovisual media be applied more widely in physical education learning, especially in teaching basic athletic movements. The use of this media not

only provides benefits in improving student skills, but can also enrich their learning experience in a more enjoyable and effective way.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the use of audiovisual learning media has proven effective in improving the basic athletic movement abilities of class VIII-1 students at SMP 13 Banda Aceh. The application of this media has a positive impact in terms of understanding techniques, mastery of motor skills, and increasing student motivation in sports learning. Before the application of audiovisual media, most students had difficulty in mastering athletic movement techniques, such as sprinting, long jump, and javelin throwing, which can only be improved through direct teaching and verbal understanding. However, after two cycles of implementing video media that provide clear visual images of the correct techniques, students' abilities increased significantly, with the percentage of students who mastered the techniques reaching 80% for sprinting, 75% for long jump, and 70% for javelin throwing. This shows that audiovisual media allows students to more easily understand and imitate the movements taught, as well as correct their mistakes independently. The use of videos provides a clear step-by-step description, which allows students to understand each stage of the movement required, improve body coordination, and improve their motor skills. In addition, the use of audiovisual media also increases students' motivation in learning because they feel more interested and involved in the learning process. Students who were previously less enthusiastic and found it difficult are now more active in practicing and trying the techniques taught. In addition, with videos, students can access materials at any time to learn further outside of class hours, which supports independent learning. However, challenges in implementation remain, such as the difficulty of some students in applying the techniques perfectly despite having watched the video, indicating that direct supervision and feedback from teachers are

still important. The limitations of technology are also another challenge that needs to be overcome, especially in schools with limited facilities. Therefore, to maximize the effectiveness of the use of audiovisual media, it is recommended that teachers continue to develop their skills in utilizing technology and seek alternative solutions for appropriate devices. Overall, this study shows that audiovisual learning media not only improves students' physical skills, but also provides them with opportunities to learn more independently and actively, which in turn will contribute to improving the quality of physical education learning in schools.

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