

The Use of Audio-Visual Media on Skills and Learning Outcomes of Front Roll in Physical Education Learning in Elementary Schools In Makassar City

Marwah^{1A-E*}, Muh. Adnan Hudain^{2B-D}, Andi Ihsan^{3B-D}, Fahrizal^{4B-D}, Ahmad Adil^{5B-D}

^{1,2,3,4,5} Universitas Negeri Makassar, South Sulawesi, Indonesia

marrwaaah19@gmail.com^{1*}, muh.adnan.hudain@unm.ac.id², andiiccan@gmail.com³,
fahrizal@gmail.com⁴, ahmad.adil@unm.ac.id⁵

ABSTRACT

This study aims to describe the application of the Audio Visual Media Use Learning Model to the Skills and Learning Outcomes of the Forward Roll in Physical Education Learning in Elementary Schools in Makassar City. This study uses a quantitative approach to descriptive analysis of the type of research, namely, classroom action research (CAR), which is carried out in two cycles. Each cycle includes planning, implementation, observation and reflection. The subjects of this study were 30 students of grade V of SDI Bertingkat Labuang Baji Makassar. The focus of this study is the Application of the Audio Visual Media Use Learning Model and Learning Outcomes to the Forward Roll Skill with the theme of locomotor, non-locomotor and manipulative movements. Data collection techniques used in this study are observation, testing and documentation. Data analysis techniques in this study use quantitative analysis. The results of the study showed a significant increase in the learning outcomes of students of SDI Bertingkat Labuang Baji Makassar in the subject of the combination of locomotor, non-locomotor and manipulative movements in floor gymnastics activities, namely forward rolls with the Application of the Audio Visual Learning Model. In the Pre-cycle, student learning completeness only reached 67%. After the Action in Cycle I, the completion increased to 77%. In Cycle 2, the student's learning completion reached 96%, which shows that the Action taken has been effective in improving student learning outcomes.

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- A. Conception and design of the study;
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INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and a learning or training process so that students can actively develop their potential. Through education, there is a process of self-maturing so that in the process of making decisions on a problem faced is always accompanied by a great sense of responsibility. One of the goals of education is to educate the nation's life, to have spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed as members of society and citizens.

Education aims to bring out the elements of humanity that exist in students. Education implies teaching. Likewise, teaching implies knowledge. The implementation of physical education and sports is a long-term investment to improve the quality of Indonesia's human resources; the expected results will be achieved over a long time. Therefore, physical education and sports continue to be improved and carried out with patience and sincerity. This certainly requires an action that supports the creation of conducive learning.

In some recent cases, learning physical education and sport in the realm of the elementary school environment is only considered an empty hour that is used only for playing. This is not entirely true because, classes see some elementary schools apply learning models that help students understand the essence of learning physical education and sports, so that they do not consider these hours empty or hours to play. As for the challenges in applying learner-centred learning methods, not necessarily mean that an educator gives what students want or want, but educators or teachers can know what students need. The challenges faced by a teacher, the age and character of students who can be said to be still in the period of play and transition, leaving childhood. This is normal in elementary school (SD).

Learning physical education and sports in elementary schools should involve innovative and fun learning. Innovative is defined as a learning model with an approach or strategy using new things in technological advances, such as the use of audio-visual media. This aims to make learning centred on students, and learning objectives can be carried out as much as possible.

Not a few elementary schools in several areas of Makassar city only use conservative learning methods, using old ways of teaching. This is also an effective method, depending on the students' faces. Conservative learning methods are sometimes the mainstay of teachers to deliver learning materials. It is also undeniable that this method sometimes makes students less skilled during game learning.

Moreover, students in elementary school who still tend to want to play. Therefore, a teacher must multiply and add models - learning methods to anticipate that students are less skilled or lazy in participating in learning activities.

Physical education and sports learning are very popular among some students in elementary schools. Seeing that most of the learning is done outside the classroom that students feel unburdened by the learning. That's where a teacher's challenge is to see students who like to play, can be involved in the learning process of physical education and sports, so that learning objectives can be carried out.

However, the results of research conducted on the learning process of Floor Gymnastics Front Roll Material in Class V Students of SDI Bertingkat Labuang Baji Makassar show that skills and learning outcomes do not meet expectations. This is due to several reasons and problems that occur during the Floor Gymnastics learning process. Some of the reasons include the application of inappropriate methods and the inability to achieve KKM. However, because the school is still adjusting its curriculum from the 2013 curriculum to the National curriculum (Merdeka Curriculum), KKM is still applied in the independent learning curriculum. In addition, students are afraid to

perform front rolls, especially female students, because inadequate tools are used. This has an impact on students' skills and interest in learning, which has an impact on the learning outcomes obtained. To overcome this problem, innovations must be made in the PJOK learning process, especially in Floor Gymnastics. One of the innovations that can be done is to use learning methods that are interesting and not boring to keep students excited and skilled, such as audio-visual media, when they take part in front-of-the-class learning.

There are several learning methods in learning, and they must be adapted to the subjects and students at hand. Learner-centred learning should be prioritised in 21st-century learning or education. In the learning model in elementary schools, physical education and sports subjects should be fun and make students skilled in participating in learning while still carrying out learning objectives, namely, improving student learning outcomes.

METHODS

Classroom action research is a research method conducted by teachers or groups of teachers in the classroom to address or improve learning problems that arise. PTK is a cycle of activities involving planning, implementation, observation, and reflection, and is carried out repeatedly to achieve significant improvements in learning.

Classroom action research provides an opportunity for teachers to systematically improve the quality of learning in the classroom. In addition, the results of PTK can also contribute to knowledge in the field of education more broadly. The type of research conducted in this study used a quantitative approach with the type of classroom action research (PTK).

According to Arikunto (2012: 3), Classroom Action Research (PTK) is an observation of learning activities in the form of actions, which are deliberately raised and occur in a class together. The action is given by the teacher or with direction from the teacher and carried out by students. According to Prof. Supardi (2006) in Jalil (2014: 5), who views that PTK is a form of reflective research conducted by educators (teachers) themselves on the curriculum, school development, improving learning outcomes, developing teaching skills and so on.

RESULTS AND DISCUSSION

The results showed that the Use of Audio Visual Media on Skills and Learning Outcomes of Front Roll in PJOK Learning at Makassar City Elementary School. This research was conducted following the PTK procedure, which consists of four stages, namely, the planning stage, the implementation stage, observation and reflection. In the implementation of learning, each cycle is adjusted to the steps of the Use of Audio Visual Media on the Skills and Learning Outcomes of Front Roll in PJOK Learning at Makassar City Elementary School.

Table 1.
 Percentage and assessment criteria Pre Cycle

Category Score	Range	Frequency	Percentage (%)
>95-100	Excellent	3	10%
>85-94	Good	9	30%
>75-84	Fair	8	27%
<75	Poor	10	33%
Total		30	100%

Based on Table 1. Pre-Cycle Assessment Percentages and Criteria that the Very Good category was 3 students (10%), the Good category was 9 students (30%), the Fair category was 8 students (27%), and the Lack category was 10 students (33%).

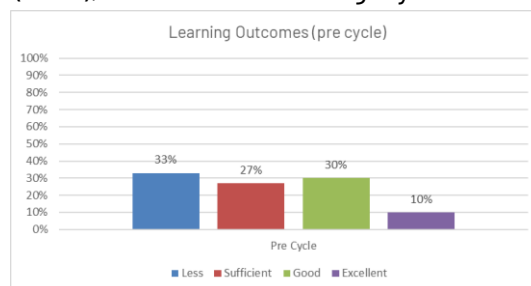


Figure 1.
 Graph of Pre-Cycle Learning Outcomes

Pre Cycle

The results of the assessment of the Affective, Cognitive and Psychomotor aspects of students in the Pre Cycle reached 33% who did not meet the Minimum Completion Standards or were not complete. One of the main problems faced in the learning process is that the learning model for the combination of locomotor, non-locomotor, and manipulative movements in Front Roll Learning is not appropriate, which causes a poor understanding of the material. Therefore, the material must be added and further explained about activities or how to perform a combination of locomotor, non-locomotor, and manipulative movements in Roll Front with the Application of Audio Visual Media (Animation) so that students become skilled and improve learning outcomes.

In this case, the teacher must design a curriculum and learning strategy that is in accordance with the needs of students and applicable educational standards by delivering subject matter in an interesting and easy-to-understand way for students. In addition, using appropriate learning models using various teaching methods, and learning aids helps students understand the concepts taught.

Based on this theory, it can be concluded that the obstacle in the learning process lies in the learning model. In addition, the Roll Front material, which combines locomotor, non-locomotor, and lower manipulative movements, is delivered with very little. As a result, students do not understand the techniques given, which causes the material to not reach mastery. When this happens, students will find it difficult to direct and lack understanding of the learning material, which inhibits them from performing well. It certainly affects learning.

One of the other problems caused is the ineffectiveness of the syntax of the learning model used. The syntax of the learning model serves as a general reference for how learning is carried out in order to match the standards and desired results of the model.

Reflecting on these obstacles, teachers should try to encourage students' enthusiasm by starting the learning process by expanding and focusing on the material. It is very important to learn because it will foster the desire and direct students to learning goals. By using it, students can follow the learning process well.

One of the problems that arose during the Pre-Cycle was the lack of a focused material foundation and direct questions. This caused the teacher to use a monotonous delivery of learning and a combination of locomotor, non-locomotor, and manipulative movements. As a result, student learning outcomes were less than satisfactory or did not reach the KKM score, with an overall average score of 78.43333.

Learning outcomes can be seen through evaluation activities, according to Sudjana (2016). This evaluation activity is designed to collect evidentiary data that will show the level of students' ability to achieve learning objectives. There is an opinion that students have certain characteristics, both physiological and psychological, which affect the learning process and results. According to Purwanto (2017), psychological concerns are: his interest, level of intelligence, talent, motivation, cognitive ability, etc. Regarding physiology is how his physical condition, senses, etc. All of these can affect how learning takes place.

To achieve class learning completeness and subject learning completeness criteria, an effective model or approach with core movements in the teaching material is required. According to the analysis of knowledge aspects and movement outcomes, students failed to demonstrate the described movements. They also seem to be inappropriate in the combination of locomotor, non-locomotor and manipulative movements.

The results of the knowledge (cognitive) assessment and the movement skills (psychomotor) test of the combination of locomotor, non-locomotor, and manipulative movements in Roll Front show that learning outcomes must be improved.

Table 2.
Percentage and assessment criteria Cycle I

Category Score	Range	Frequency	Percentage (%)
>95-100	Excellent	4	13%
>85-94	Good	11	37%
>75-84	Fair	8	27%
<75	Poor	7	23%
Total		30	100%

Based on Table 2. Percentages and Cycle I Assessment Criteria that the Very Good category was 4 students (13%), the Good category was 11 students (37%), the Fair category was 8 students (27%), and the Lack category was 7 students (23%).

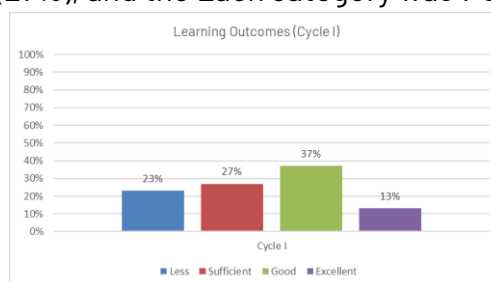


Figure 2.
Graph of Cycle I Learning Outcomes

Cycle I

The results of the assessment of the combination of locomotor, non-locomotor, and manipulative movements in Roll Front at SDI Bertingkat Labuang Baji Makassar show that 5 students are still in the sufficient category and 15 students who are complete in physical education, sports and health lessons on the material of the combination of locomotor, non-locomotor, and manipulative movements in Roll Front.

The score is obtained from a combination of affective, cognitive, and psychomotor assessments of each student, assuming that the average result of each student exceeds or is equal to the KKM score of 75 set by the school. In class V Roll Depan, the value of the combination of locomotor, non-locomotor, and manipulative movements averaged 83.2667 overall. This value is because students have shown good ability in the combination of locomotor, non-locomotor, and manipulative movements when doing Front Roll.

From this cycle, the level of skill and understanding of students has increased based on the final acquisition value obtained. This cannot be separated from the learning model of the use of Audio Visual Media and Learning Outcomes in Learning Roll Front of Class V Students of SDI Bertingkat Labuang Baji.

Table 3.
Percentage and assessment criteria Cycle II

Category Score	Range	Frequency	Percentage (%)
>95-100	Excellent	7	23%
>85-94	Good	10	33%
>75-84	Fair	12	40%
<75	Poor	1	4%
Total		30	100%

Based on Table 3 Percentage and Cycle II Assessment Criteria that the Very Good category is 7 students (23%), the Good category is 10 students (33%), the Fair category is 12 students (40%), and the Lack category is 1 student (4%).

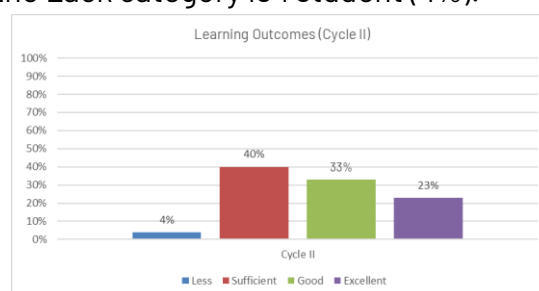


Figure 3.
Graph of Cycle II Learning Outcomes

Cycle II

The results of the assessment of the combination of locomotor, non-locomotor, and manipulative movements in Roll Front at SDI Bertingkat Labuang Baji Makassar show that there are 1 student who is not complete and 29 students who are complete in physical education, sports and health lessons on the material of the combination of locomotor, non-locomotor, and manipulative movements in Roll Front. The score is obtained from a combination of affective, cognitive, and psychomotor assessments of each student,

assuming that the average result of each student exceeds or is equal to the KKM score of 75 set by the school. In class V Front Roll. The average score obtained from Cycle II is 87.56, with an overall average score. These results are an increase from Pre-Cycle, Cycle I, and Cycle II, which have been carried out previously with the subject matter of a combination of locomotor, non-locomotor, and manipulative movements. These values were obtained due to non-locomotor and manipulative activities when learning Roll Front.

By using Audio Visual Media, knowledge and skills in a combination of locomotor, non-locomotor, and manipulative movements when performing Roll Front can improve learning outcomes in Cycle II. These learning outcomes must meet the limit of learning completeness criteria and class completeness criteria, when the completeness criteria must exceed 85% of students in the class. According to Kurt Lewin's theory, PTK (Classroom Action Research) is a type of research conducted by teachers to improve the quality of learning in the classroom. There are no clear rules on how many cycles of PTK should be conducted.

According to Slavin (2011), an expert on cooperative education, the Team Match Tournament is an effective cooperative learning model that can improve student learning outcomes in a variety of subjects. This includes a combination of locomotor, non-locomotor and manipulative movements in Front Roll. The results showed that, compared to students learning with traditional methods, students using the team tournament model showed improvements in learning achievement, attitude towards learning, and social skills. They also did not feel bored or saturated.

Audio Visual learning method in grade V elementary school students, Labuang Baji Makassar, is very suitable for improving learning outcomes of locomotor, non-locomotor, and manipulative motion combinations in Roll Depan in physical education, sports, and health subjects. After completing two cycles, namely Cycle I and Cycle II, a significant increase was seen in the scores obtained by students on manipulative, locomotor, and non-locomotor motion material when playing Roll Front.

Based on the evaluation data from Cycle I to Cycle II, it can be concluded that using audio-visual media to improve learning outcomes in physical education, sports, and health has been successful. In Roll Depan in class V SDI Bertingkat Labuang Baji Makassar, locomotor, non-locomotor, and manipulative motion materials are used. There was an increase in the number of students who achieved the KKM.

CONCLUSION

Based on the results of class action research from cycle I and cycle II, it shows that the Application of Audio Visual Media and Learning Outcomes on Skills on Front Roll Material in Physical Education Learning SDI Bertingkat Labuang Baji Makassar in the even semester 2024/2025 experienced a significant increase in skills and learning outcomes. There was a significant increase in the percentage of students who reached or exceeded the Minimum Completion Criteria (KKM) in each learning cycle. Each learning model and method has its advantages and disadvantages.

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