

Original Research

The use of audio-visual media: how does it affect rhythmic movement skills?

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Authors' contribution:

A. Conception and design of the study; B. Acquisition of data; C. Analysis and interpretation of data; D. Manuscript preparation; E. Obtaining funding

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Abstract

Background and Study Aim. Audio-visual media is a tool for conveying information used in learning in the form of sound and image messages. This study aims to determine the effectiveness of using audio-visual media to improve rhythmic movement skills.

Material and Methods. The study used an experimental method using a one group pretest and posttest design. Students in this study were given treatment in the form of audiovisual media. The subjects of this study were grade V students of State Elementary School 4 Tebas Sambas Regency, totaling 27 people, consisting of 13 male students and 15 female students. The sampling technique used was total sampling. Data collection instruments use non-test instruments in the form of performance observations. The SPSS version 26 application was used to help with data analysis in this investigation.

Results. The results showed a significance value of $0.000 < 0.05$, so the data can be said to be significant. Based on these results, it can be concluded that the use of audiovisuals to develop rhythmic movement skills in students shows significant effectiveness.

Conclusions. These results provide evidence that audiovisual media can be applied to improve rhythmic movement skills in students, especially in elementary schools.

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Introduction

Physical education Sports and health are one of the subjects studied at school (Hasrion et al., 2020), early childhood education level to high school (Suryadi, 2022). Sports education helps

improve the quality of a healthy life through the principles of physical education (Wardana et al., 2020), physical activity is one of the media used in achieving learning goals (Haris, 2018). Physical activity that is carried out makes the body fit (Hardinata et al., 2021), in learning activities, physical activity is often carried out by playing methods (Syafriadi et al., 2021). Thus making the body healthy and increasing body fitness (Baek et al., 2020; González-Fernández et al., 2021). The learning process of physical education in schools includes affective, cognitive, and psychomotor aspects (Hanief et al., 2018). However, the main learning in physical education is in the psychomotor domain, namely in the activity of movement skills (Musthofa, 2016).

Learning is an educational interaction with students when learning to learn actively, so as to change thinking behavior and have learning experiences (Masdul, 2018). Provide facilities for students to learn together according to their needs (Angga et al., 2022), and deliver knowledge provided by educators to students in order to increase knowledge, attitude formation, and self-confidence (Fitrah et al., 2022). In the 21st century, learning is developed with a variety of models and strategies based on the characteristics of competencies and learning materials (Fitriyani et al., 2021). Because a learning can go well, one of which is influenced by the characteristics of students (Safithri et al., 2021). Therefore, as an educator, you must have the ability to facilitate and choose learning strategies that are in accordance with the characteristics of students (Fadhilah, 2021).

Educators have a big role in contributing to the success achieved by students (Hidayat & Kosasih, 2019; Suryadi et al., 2023). Changes in behavior, thinking ability, and movement skills are indicators of the success of students in learning, which can be seen from learning outcomes (Kuncahyono et al., 2020; Mulia et al., 2021). Evaluation activities are carried out after learning is complete in order to determine deficiencies during the learning process that need to be corrected so that the desired competencies can be achieved (Haryani et al., 2022). Therefore, improving the ability of educators, especially the application of models or methods, is very important to improving the quality of education (Trimantara, 2021). Teacher creativity when teaching is very helpful for students in terms of mastering material by providing guidance, directing, and making good learning designs (Hasana et al., 2021). Besides that, the development of learning media is one way to convey it so that it is easier to understand (Pranata et al., 2021). The achievement of learning physical education, sports, and health is bound by the existence of learning media, both facilities and infrastructure (Sukanto et al., 2022).

Learning media is a means of communicating material information (Khozain & Mumaisaroh, 2020). The use of learning media yields positive results for educators and learners, because it creates effective and efficient learning processes and makes concentration more focused (Achmad et al., 2021; Fauzi & Rosliyah, 2020) and has the advantage of putting two senses working simultaneously (Herlina & Suherman, 2020). Teaching is often done using media such as books, pictures and magazines (Cahyono et al., 2021). Besides, one of the learning media that can be used is visual audio based media (Kurniawan et al., 2022).

Audio-visual media is a delivery of information that can comprehensively reveal elements of images and sound (Wati, 2016). In learning using audiovisuals, educators can express objects and events as real situations so that students can obtain information (Cahyono et al., 2021). In addition, audio-visual-based learning media has an attractive design and provides innovation (Pranata et al., 2021). Because the material conveyed visually in the video is very effective in helping teachers convey material that is dimensional in nature, such as performing motor movement skills (Jusmiana et al., 2020). However, the use of the media must also be in accordance with the learning material (Muslim, 2021). In the subject of physical education, sports, and health, there are several materials whose dominant aspect is movement skills, one of which is the material for rhythmic movement activities.

Rhythmic movement activities are a series of human movements carried out in motion patterns that are adjusted to changes in tempo or are merely movements of body expression following musical accompaniment or beats outside of music (Mashud & Ihwanto, 2022). This activity shows the

expression of children's movements that will appear by themselves according to the rhythm of the song listened to because through songs it can lead to children's creativity, social sensitivity to the environment, and all the potential development of children (Hariyani & Anggraeni, 2022). In this rhythmic movement activity, students must have body flexibility, especially in swinging arms and footsteps that must be adjusted to the beat of the rhythm either with music or without music (Kemendikbud., 2018).

Based on the results of the initial observations of researchers conducted at the State Elementary School 4 Tebas in class V, totaling 30 people. The skills of students to perform rhythmic movements are still low. This can be seen when taking scores at the end of the learning process the movements displayed are less varied, and there is a lack of coordination between movements in their implementation. After being observed from the beginning of learning, it can be seen that learning is still teacher-centered, the media used is in the form of motion demonstrations that do not interest students, as a result, students' movement activities become minimal and they become unmotivated to participate in learning. In overcoming these problems, a teacher must improve his ability to use learning models (Trimantara, 2021) and use learning models creatively (Abidin, 2019). The development of creative and innovative learning media in physical education learning is one way to overcome problems (Pranata et al., 2021). Thus, students' interest in learning will be high, so it will produce good achievement (Apriliani & Panggayuh, 2018).

Based on the problems, exposure to theoretical studies, and results of relevant research above, the solution that researchers use to improve students' rhythmic movement skills is to use audio-visual media in the form of learning videos. Video tutorials can be used as learning media (Hasana et al., 2021), learning materials that require visualization that demonstrate certain things so that they will be more effective when presented through the use of video technology (Adliani & Wahab, 2019). Videos that are displayed provide teaching in the form of skills, shorten or extend time, and influence attitudes so that students will feel they are in the conditions shown in the video (Damitri, 2020). Research conducted by (Rupawati et al., 2017) revealed that the application of learning media through audiovisuals can improve economic learning outcomes. In addition, the results of research conducted by (Khozain & Mumaisaroh, 2020) regarding learning media in the form of videos have an influence and are able to improve student learning outcomes in moral creed lessons. Then research conducted by (Jusmiana et al., 2020) related to the use of audio-visual media showed an increase in math learning outcomes during the COVID-19 Pandemic.

Based on the problems and the explanation of the study of the theory and previous relevant research related to the application of audio-visual media in the context of learning, which was carried out during the COVID-19 pandemic in subjects other than physical education, Therefore, researchers want to apply audio-visual media to learning whose characteristics are moving, namely in physical education, sports, and health subjects, more specifically in rhythmic movement activity material. This is a good application to make and a step toward innovation in learning media in physical education and health subjects. Because one of the characteristics of a professional teacher is being able to use and modify learning media (Raibowo & Nopiyanto, 2020). So that it can produce a pleasant atmosphere to encourage students to participate in learning and make it easier to understand the material (Cahyono et al., 2021).

Materials and Methods

Participants.

The subjects of this research were 5th grade students of State Elementary School 4 Tebas, Sambas Regency, totaling 27 students, consisting of 13 boys and 15 girls. The sampling technique uses total sampling, so that the entire population is sampled.

Research Design.

The study used an experimental method using a one group pretest and posttest design. Students in this study were given treatment in the form of audiovisual media. Before the treatment was carried

out, a pretest was carried out to find out the initial data of the study. Then students were given audiovisual media treatment for 12 meetings to improve rhythmic movement skills. Then the final test was conducted to obtain data for comparison.

Data collection instruments use non-test instruments in the form of performance observations. The following are performance indicators to measure students' skills in rhythmic movement activities:

Table 1. Skill Assessment Indicators

Instrument	Indicator	Descriptor
	Footsteps	Marching Single Step (forward/ sideways) Double Step (forward/ sideways)
	Arm Swing	Easy walk / V Step Heel touch Arm Curl (Flexy) Bicep Curl (Flexy) Butterfly Open Your Up Up right row Push Chest Over Hard
	Combination movement	Footsteps Arm Swing

Source: (Mashud & Ihwanto, 2022)

Statistical analysis.

Data analysis in this study uses descriptive quantitative. Where the data obtained in the field is analyzed with the help of the SPSS version 26 application through the stages of prerequisite testing and hypothesis testing.

Results

Research data on student learning outcomes on rhythmic movement activity material using audio-visual media starting from pretest and posttest can be seen in the following table. The results in table 2 show the normality test value with a significance of $0.200 > 0.05$, so the conclusion is that the data is normally distributed. Furthermore, the t test can be done.

In table 3, the data shows the results of the t test, namely the significance value of $0.000 < 0.05$, so the data can be said to be significant. Based on these results, it can be concluded that the use of audiovisuals on rhythmic movement skills in students shows significant effectiveness. These results provide evidence that audiovisual media can be applied to improve rhythmic movement skills in students, especially in elementary schools.

Table 2. One-Kolmogorov Smirnov Normality Test

		Unstandardized Residual
N		27
Normal Parameters ^{a,b}	Mean	0,0000000
	Std. Deviation	3,92417081
Most Extreme Differences	Absolute	0,168
	Positive	0,131
	Negative	-0,168
Test Statistic		0,168
Asymp. Sig. (2-tailed)		.050 ^c

Table 3. Paired Sample t Test Results

Rhythmic Movement Skills	Result	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Pair 1	pretest - posttest	-7,77778	8,28499	-4,878	26	0,000

Table 4. Descriptive Results of Pretest and Posttest of Rhythmic Movement Skills

Result	N	Range	Minimum	Maximum	Mean	Std. Deviation
Rhythmic motion pretest	27	20,00	60,00	80,00	71,0370	5,28045
Rhythmic motion posttest	27	17,00	68,00	85,00	78,8148	4,41185

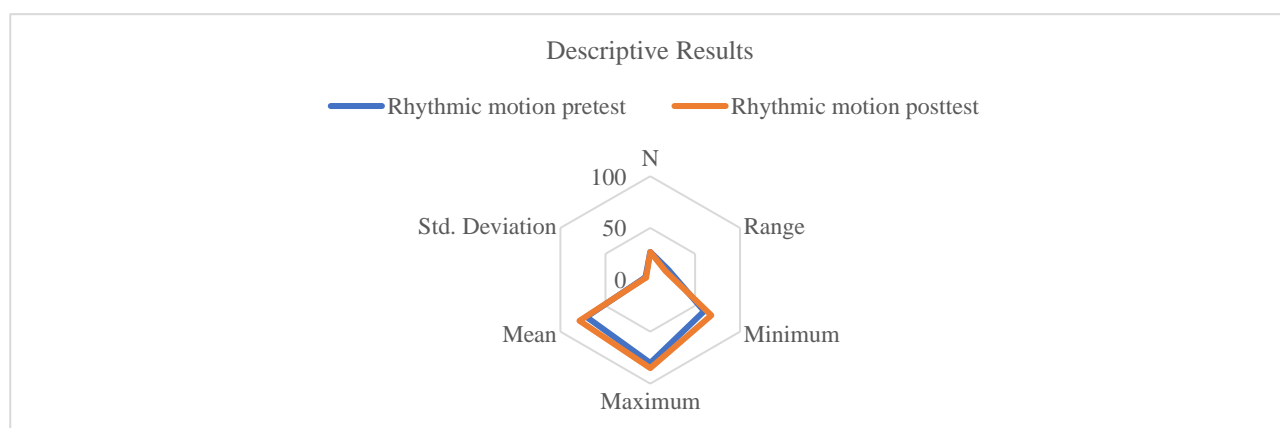


Figure 1. Descriptive Results of Pretest and Posttest

Based on the results in Table 4, it shows that the mean posttest value is greater, namely 78.81, while the pretest mean value is 71.03. These results reinforce the fact that the use of audiovisual media provides an increase in rhythmic movement skills. That way, audiovisual media can be an alternative to be applied to learning.

Discussion

This study aims to determine the effectiveness of using audio-visual media on rhythmic movement skills. The results showed an increase in student learning in rhythmic motion activities using audio-visual media accompanied by videos. The results based on the significance value also show a significant increase. Therefore, the results show that the use of audio-visual media is able to improve student learning outcomes, especially rhythmic movement skills. The results of this study are supported by various relevant previous studies, including Sukowati's (Sukowati, 2023) which states that the use of audiovisuals is able to increase students' interest in learning physical fitness exercises.

Based on research (Hayati & Harianto, 2017) said that there is a significant relationship between the use of audio-visual learning media and students' interest in learning. This affects learning outcomes, because high interest in learning will result in good achievement, but on the contrary, low interest in learning will also result in low achievement (Apriliani & Panggayuh, 2018). The results of the study are relevant, but different in the independent variables, namely learning interest and rhythmic movement skills. In addition, this research was conducted during the CO-19 pandemic and during normal times. The use of audio-visual media has also been carried out by (Lutfhi & Rahayu, 2022) the results of this study indicate a significant effect of the use of audio-visual media on improving the basic techniques of sprint athletics.

In line with this research, the difference lies in the material conveyed, namely, basic athletic techniques with rhythmic movement skills. Based on the results of research conducted by (Hasana et

al., 2021) revealed that ICT-based audio-visual learning media can be used in small groups, both face-to-face and online, as a learning resource for students. According to research conducted by (Lestari et al., 2021) audiovisual media are effectively used in physical education learning. This can be seen when students are able to understand learning material, and their learning outcomes have also increased. Meanwhile, research conducted face-to-face, one of which was conducted by (Anggraini et al., 2022) found that the use of audio-visual media is very effective in improving learning outcomes. This can be seen from the fact that the learning outcomes of students who were initially low can increase significantly.

Audio-visual media has advantages when used in learning, including being fun for students, being able to present concrete information, and being able to present learning experiences (Hadi, 2017). In addition, in research (Louk & Sukoco, 2016) said that audio-visual media in learning gross motor skills of lower grade children with disabilities is very good and effective. However, the use of audio-visual media should be adjusted to the facilities and infrastructure available at the school. This is because the most basic obstacle is inadequate facilities, because usually teachers and students carry out the learning process with adequate facilities but are faced with facilities that only depend on the internet (Mastura & Santaria, 2020).

Conclusion

Based on the results of the research and discussion described above, The results show that the use of audio-visual media in the form of learning videos improves rhythmic movement skills. These results also provide evidence that the use of audio-visual media can be applied to improve rhythmic movement skills. These results have added references for field practitioners to overcome learning problems, especially in rhythmic motion activity material. Future research recommendations include using other media and control classes so that the effectiveness of each medium used will be more visible.

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Conflict of Interest And Funding

There is no conflict of interest.

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