

THE USE OF AUDIOVISUAL MEDIA IN IMPROVING THE FORWARD ROLL GYMNASTICS LEARNING OUTCOMES

Awaluddin¹, Dadi Surjadi²

¹Universitas Megarezky, ²Kemenpora RI

Email: Awaluddin011085@gmail.com

Abstract

The purpose of this study was to determine the effect of Audio Visual learning media on learning outcomes of forward roll gymnastics for students. This type of research is a experimental research with a *one group pretest posttest design* with a sample of 23 students in SMP Negeri 3 Pujananting, Barru Regency. The results of this study obtained the value of floor gymnastics learning outcomes with the mean of pretest \pm SD (80 ± 7.38) and the mean of posttest \pm SD (85 ± 7.48). Test results of the paired t-test ($p=0.000$) showed that there was a significant effect of *audio-visual* learning media on the learning outcomes of forward roll exercise before and after treatment. It can be concluded that the use of audio visual media can improve learning outcomes for forward roll gymnastics.

Keywords: *Audio Visual, Forward Roll Gymnastics, Learning Outcomes.*

INTRODUCTION

Gymnastics is an aesthetic sport that emphasizes creativity, where the peak performance of athletes is usually obtained earlier than in team sports (Silva & Barata, 2016). In floor exercise learning, students are required to be able to perform movements well, including being able to practice a series of floor exercises without tools and the values of confidence, cooperation, discipline, courage, and safety as well as practicing several series of floor exercises, as well as the values of courage, discipline, flexibility and aesthetics.

Gymnastics is a series of movements that involve a person's physical movements with steps that have been arranged. Gymnastics is a type of sport whose movement forms are selected and arranged systematically based on certain principles according to needs (Sari et al., 2016). Gymnastics as a chosen body exercise, carried out consciously and planned, systematically arranged with the aim of increasing physical fitness, developing skills, and instilling mental and spiritual values (Yusuf, 2018). Floor gymnastics lessons that are often taught in schools are forward roll, backward roll, elastic movement, kayaking attitude, candle stance, handstand, and head stand (kopstand). (Yusuf et al., 2010) & (Amanuloh, 2015).

Bolster front is rolling forward, the position of the body still had to be unanimous, the foot is flexed, the knees remain attached to the chest, head lowered until his chin resting on her chest (Hadjarati & Haryanto, 2020) bolsters the front is a movement that began with an order bolsters the front of the shoulder or the back of the neck, back, waist, and pelvis, then land in a squatting and standing position. (Ruslan & Huda, 2019). Forward roll work starts from a standing position with arms up, after which the gymnast squats and bends forward while placing hands in front of the body, hips move up, takeoff is done with both feet and chin placed on the chest, starting to roll on the back in a tucked position, hands touching feet, when both feet touch the floor at the same time the player stands to a balanced position through a squat (Milcic, Markovic, & Aleksic-Veljkovic, 2017) .

Attitude beginning forward roll gymnastics fore starting to squat with both feet slightly opened and both heels out and both hands placed on the mat and both arms straight and parallel to the shoulders. Then the movement begins by lifting the hips up so that both knees are straight and body weight is on both hands while bending both elbows to the side, entering the head between the hands until all the shoulders hit the mat and the hips are slowly pushed forward. Then the final stance begins with a squat and both heels are lifted and both arms are straight forward and tilted upwards then stand straight. (Sainuddin et al., 2021)

The problems faced by students are still many who have not mastered the front roll well, this is because students do not understand the concept of the front roll gymnastics movement, besides that students feel afraid when doing gymnastics (Mabrur et al., 2021). There are still many problems in the implementation of floor exercise learning, especially the front roll, which is still not optimal (Ruslan & Huda, 2019). One of the media that can be used to improve learning outcomes is audio-visual media.

Audio visual media can display moving images (video). Video produces moving images as well as produces sound. In addition, video views can control viewing such as speeding up, slowing down, zooming in, stopping viewing, or repeating views as deemed necessary. This makes audio-visual media an effective choice of tools and can improve students' understanding of learning in the teaching and learning process. Using audio-visual media, students are also expected to be able to understand and practice basic movements in certain sports (Yusmawati et al., 2020) . Audio-visual media can be applied to students which aims to help the learning and understanding process and audio-visual media can be a variation of learning from physical education teachers before giving examples of movement tasks that must be carried out by students in the learning process in this case the teacher gives examples of movements through the method. demonstration (Setiawan, 2020).

The results of observations of students at SMP Negeri 3 Pujanting, Barru Regency, there were problems in the learning process such as boredom and lack of enthusiasm for student learning during the learning process, because they only used textbooks as the only media used as teaching materials. Therefore, the aim of this research to understand the influence of the media audio-visual learning in teaching learning forward roll.

METHODS

This type of research is experiment with the design of the study is a one-group pretest-posttest design comparing pretest and posttest before and after a given treatment. Audio-visual learning media in this study are audio-visual media or teaching materials developed by researchers using the Wondershare Filmora application. The audio visual display is in the form of shows taught by the teacher which are adapted to the forward roll exercise subject matter. The learning outcomes obtained by students are measured through tests (pretest and posttest) in the form of a written test in the form of multiple choice questions consisting of 20 questions and a practice test of forward rolling ability in the form of a check list (\checkmark) assessment.

The research population was all students of SMP Negeri 3 Pujananting for the 2019/2020 academic year. The number of samples used in this study was 23 students who were selected by accidental sampling. Analysis of research data using normality test as a prerequisite for parametric testing and hypothesis testing used is the paired simple t- test test to determine the effect of Audio Visual learning media on the learning outcomes of forward roll gymnastics for students of SMP Negeri 3 Pujananting, Barru Regency. The data processing uses statistical application software, namely the Statistical Package for Social Science (SPSS) version 22.

RESULT

Results of a nalisis deskrip tif obtained *pretest* learning outcomes floor gymnastic front roll using audio-visual media with a sample of 23 students obtained the value of Mean \pm SD (80.00 \pm 7.385), and *posttest* learning outcomes gymnastic forward roll with Mean \pm SD (85, 87 \pm 7.485) (Table 1).

Table 1. The results of the descriptive analysis of the initial test (pretest) and the final test (posttest) on the learning outcomes of forward roll gymnastics using audio-visual media for students of SMP Negeri 3 Pujananting

Variable	N	Minimum	Maximum	Mean \pm SD
<i>Pretest</i> Learning Results	23	70	95	80.00 \pm 7,385
<i>Posttest</i> Learning Results	23	75	100	85.87 \pm 7.485

Based on the data obtained from the results of the pretest and posttest normality tests using the Shapiro Wilk test, the value ($p > 0.05$) showed that the data was normally distributed so that the test used to see the effect of using audio-visual media on student learning outcomes was the paired t-test.

Table 2. The results of the paired t-test of the effect of using audio-visual media on the learning outcomes of forward roll gymnastics for students of SMP Negeri 3 Pujananting .

Variable	Mean difference	t-test	p-value
Learning outcomes of forward roll exercise <i>pretest</i> and <i>posttest</i>	5,870	11, 466	0 , 000

The data obtained from the statistical test results paired t-test between pretest and posttest obtained a significant value with a p-value of $0.000 < 0.05$, it can be concluded that there is an effect of using audio-visual media on the learning outcomes of forward roll gymnastics for students of SMP Negeri 3 Pujananting (Table 2).

DISCUSSION

In accordance with the results obtained from the *pretest* and *posttest* scores that have been analyzed, there is an effect of using audio-visual media on the learning outcomes of forward roll gymnastics for students of SMP Negeri 3 Pujananting. The results of this study are in line with research conducted by several previous studies which concluded that there was an increase in learning outcomes for forward roll gymnastics using audio-visual media. (Setiawan, 2020) (Anjarrio & Purnama, 2020). This is because the media provided is very helpful and contributes greatly to learning activities, so that students are very enthusiastic and enthusiastic about the media provided, namely audiovisual media in the form of learning videos (Anwar et al., 2020). Based on the observations of students who have done as a whole student are able to understand the content of the message delivered with ease, the students became more eager to participate in the learning process.

The use of audio-visual media is very helpful for students in the learning process in the classroom because it can increase interest in learning and help channel material that can stimulate behavior, feelings, and interest in learning. One of the main functions of learning media is as a teaching aid that also influences the climate, conditions and learning environment that are arranged and created by the teacher (Arsyad, 2014).

Audio-visual media is an intermediary media or the use of material and its absorption through sight and hearing so as to build conditions that can make students able to acquire knowledge, skills, or attitudes. (Sulfemi, 2018) Learning media is one of the most important aspects as a substance that determines the success of learning in addition to other aspects. Learning media is one solution to eliminate boredom in the learning process as well as the use of audio-visual media that can increase student interest in learning. Besides being able to focus students' attention on learning materials, audio-visual presentation media can also clarify learning materials. The use of audio-visual media is also expected to be applied to other floor exercise materials.

CONCLUSIONS

Based on the research data, it can be concluded that the use of Audio Visual Media has a significant influence on the learning outcomes of forward roll gymnastics in junior high school students. Overall, the use of audio-visual media shows better learning outcomes so that audio-visual media can be an effective media choice in learning forward roll gymnastics.

REFERENCES

- Amanuloh, R. (2015). Peningkatan Hasil Belajar Guling Depan Melalui Media Pembelajaran Audio Visual Pada Kelas VIII SMP Negeri 5 Semarang Tahun 2013. *Journal of Physical Education, Sport, Helath and Recreations*, 4(5), 1814–1818.
- Anjarrio, J., & Purnama, E. (2020). Guling Depan Melalui Permainan Dan Media Audio Visual Pada Peserta Didik Kelas Vii Smp Negeri 1 Simpang Empat Tanah Bumbu. *Stabilitas: Jurnal Pendidikan Jasmani dan Olahraga*, 1(1), 63–67.
- Anwar, M., Nurdiansyah, & Said, A. (2020). Analisis Hasil Pembelajaran Senam Lantai Guling Depan dan Guling Belakang melalui Permainan dan Media Audiovisual pada Peserta Didik Mata Pelajaran Penjaskes Materi Kelas VII di SMPN 17 Banjarmasin Tahun 2018/2019. *Stabilitas: Jurnal Pendidikan Jasmani dan Olahraga*, 1(1), 84–88.
- Arsyad, A. (2014). *Media Pembelajaran*. Raja Grafindo Persada.

- Hadjarati, H., & Haryanto, A. I. (2020). Motivasi Untuk Hasil Pembelajaran Senam Lantai. *Multilateral Jurnal Pendidikan Jasmani Dan Olahraga*, 19(2), 137. <https://doi.org/10.20527/multilateral.v19i2.8646>
- Mabrur, M., Setiawan, A., & Mubarak, M. Z. (2021). Pengaruh Model Pembelajaran Direct Instruction Terhadap Hasil Belajar Teknik Dasar Guling Depan Senam Lantai. *Physical Activity Journal*, 2(2), 193. <https://doi.org/10.20884/1.paju.2021.2.2.4014>
- Milcic, L., Markovic, K. Z., & Aleksic- Veljkovic, A. (2017). *One Way Proceeding Of Learning Basic Gymnastic Elements. Proceedings Of The 11th International Conference On Kinanthropology: Sport And Quality Of Life (Ick 2017)*.
- Ruslan, R., & Huda, M. S. (2019). Penerapan Metode Bermain Dalam Meningkatkan Hasil Belajar Guling Depan (Forward Roll). *Halaman Olahraga Nusantara (Jurnal Ilmu Keolahragaan)*, 2(1), 10. <https://doi.org/10.31851/hon.v2i1.2461>
- Sainuddin, A., Harwanto, & Abd Cholid. (2021). Pengaruh Pemberian Reinforcement dan Latihan Mental Imagery terhadap Hasil Belajar Roll Depan di Kelas V SDN Bunajih 1 Labang Madura. *Jurnal Kejaora (Kesehatan Jasmani Dan Olah Raga)*, 6(1), 166–173. <https://doi.org/10.36526/kejaora.v6i1.1232>
- Setiawan. (2020). Penggunaan Media Visual untuk Meningkatkan Keterampilan Roll Depan Siswa pada Mata Pelajaran Pendidikan Jasmani Olahraga dan Kesehatan. *Jurnal Ilmiah UPT P2M STKIP Siliwangi*, 7(2), 215–221.
- Silva, M. R. G., & Barata, P. (2016). Athletes and coaches' gender inequality: The case of the gymnastics federation of Portugal. *Science of Gymnastics Journal*, 8(2), 187–196.
- Sulfemi, W. B. (2018). Penggunaan Metode Demonstrasi Dan Media Audio Visual Dalam Meningkatkan Hasil Belajar Peserta Didik Mata Pelajaran Ips. *Pendas Mahakam: Jurnal Pendidikan Dasar*, 3(2), 151–158. <https://doi.org/10.31227/osf.io/qrhsf>
- Sari, W. H. K, Sugiarto, T. S. P. (2016). Pengembangan Pembelajaran Senam Lantai Rangkaian Sederhana Siswa Kelas VIII di SMP Negeri 2 ngoro Kabupaten Mojokerto. *Jurnal Pendidikan Jasmani*, 26(1), 1–15. <http://journal.um.ac.id/index.php/pendidikan-jasmani/article/view/7726/3545>
- Yusmawati, Y., Rihatno, T., & Rismawanti, R. (2020). Meningkatkan Hasil Belajar Gerak Dasar Melempar Dengan Media Audio Visual Pada Siswa Kelas Iii Sdn 03 Jelambar Baru Jakarta Barat. *Jurnal Segar*, 8(2), 80–89. <https://doi.org/10.21009/segar/0802.04>
- Yusuf, H., Sindhu, C. B., & Rizal, A. (2010). *Pendidikan Jasmani, Olahraga, dan Kesehatan*. Pusat Perbukuan Kementerian Pendidikan Nasional Tahun 2010.
- Yusuf, Y. (2018). Peningkatan ketrampilan senam lantai siswa kelas VI SDN Dempelán 01 melalui pembelajaran langsung dengan metode JIGSAW. *Premiere Educandum : Jurnal Pendidikan Dasar Dan Pembelajaran*, 8(1), 54. <https://doi.org/10.25273/pe.v8i1.2366>