

**ANALYSIS OF LEARNING OUTCOMES THROUGH AUDIOVISUAL
LEARNING MEDIA FOR PJOK SUBJECTS WITH HEALTHY,
NUTRITIONAL AND BALANCED EATING PATTERNS
FOR JUNIORHIGH SCHOOL STUDENTS**

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Abstract

This research aims to analyze the effectiveness of audiovisual learning media on student learning outcomes in Physical Education, Sports and Health (PJOK) subjects with material on healthy, nutritious and balanced eating patterns in class VII SMPN 37 Semarang. Using a pre- experimental research design with a pretest-posttest one group design model, this research involved several students as samples. Data was collected through learning outcomes tests that had been validated by material experts and analyzed using descriptive and inferential statistics with the t-test. The research results show that the use of creative and interesting audiovisual learning media significantly improves student learning outcomes compared to conventional methods. This media makes it easier for students to understand the material, increases interest in learning, and allows flexible learning access.

Keywords: Learning Outcomes; Instructional Media; Student

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INTRODUCTION

Education in Indonesia is regulated by various regulations that guarantee the right of every citizen to receive adequate and quality education. In the context of physical education, sports and health (PJOK), the relevant legal basis includes regulations that support the use of audiovisual media as learning aids. Law Number 20 of 2003 concerning the National Education System, in article 3, emphasizes that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life. One of the goals of national education is to develop the potential of students to become healthy, knowledgeable, capable, creative, independent humans and

become democratic and responsible citizens. And article 4 paragraph (5) states that education is provided by giving exemplary, building will, and developing students' creativity in the learning process.

The educational process is a change in learning outcomes which includes aspects of life to achieve a certain goal (Aprida Pane & Muhammad Darwis Dasopang, 2017). Planned business is human education to change personality and develop potential for better survival (Sanistiawati et al., 2018; Grace, 2018). Education plays an important role in students lives, and is expected to guide students to become better and more dignified human beings. Education plays an important role in student lives and is expected to transform students into better and more dignified individuals. Education is essentially a student's effort to make changes in behavior aimed at overall self-maturation. This is characterized by changes in cognitive (knowledge), psychomotor (skills), and affective (attitude) domains which are given signs to encourage changes in students for the better. The learning process consists of various interconnected learning activities, such as talking or participating in interaction activities and learning from each other. To achieve learning objectives, this integration consists of human factors, materials, equipment and processes that interact with each other. Learning is an action that encourages students to learn. In the learning process, good communication and interaction between teachers and students is very important. Therefore, learning media can be used as a tool or intermediary to facilitate the communication and interaction process between educators and students (Retno, 2016). Student learning outcomes will definitely be better, if they are supported by the student's motor skills. Therefore, students who have good motor skills will find it easy to do physical activities, sports which are part of physical education learning (Asnaldi et al., 2018).

Every student definitely has different interests or passions. This can be seen from the level of student interest in the teacher's instructions or delivery, the level of learning outcomes, and the percentage of achievement of learning objectives.

This is in line with what was said (Deviani, 2017) who explained that "Basically if children or students do not have the motivation to learn then the learning process will not be able to take place." Students who do not have the desire or interest to learn may not have the motivation to learn. The result is that students' interest in learning can influence their achievement in learning. If students' interest in learning is low then their achievement will also be low, but if students' interest in learning is high then their achievement will also be high. To achieve learning goals. Physical education is good, it requires student interest to take part in the learning process seriously and happily. Interest is an activity carried out by students consistently during the learning process (Dupri et al., 2020).

Physical and health education is education that optimizes physical exercise in order to improve a person's physical, mental and emotional quality (Alif and Sudirjo, 2019). However, according to (Davis in Muhtar & Lengkana, 2019). Physical education is the development of skills, including physical skills, fundamental motor skills, and individual or group play. Through physical education, sports and health, students can improve and develop the three existing domains, namely, cognitive, affective and psychomotor (Komang Suarta, 2017). The use of media or approaches used by teachers is often monotonous and makes students passive in class, which is one of the factors that causes students to be disinterested and disinterested in the material. Learning media is anything that can help in conveying and distributing messages from sources in an organized and planned manner. This can create a good learning environment, and the person who receives the message can also experience an effective and efficient learning process. Low interest or disinterest will definitely affect student learning outcomes. Patterns, which consist of values, understanding, attitudes, appreciation, and actions are the result of learning (Andriani & Rasto, 2019). With high interest in learning, the learning outcomes obtained will also be high. Moreover, during the current pandemic, it will definitely be increasingly difficult for students to understand the material and will not be interested in learning,

because there is no information available. direct meeting. So, teachers must find ways to keep students interested and enthusiastic when studying at home, but also really understand what they are learning so that the learning results obtained are satisfactory. Learning outcomes are students' abilities after receiving learning in the teaching and learning process (Fitriyani Toyiba & Nurdyansyah, 2018).

Choosing the right media is to attract students' attention when studying this topic and help them achieve high learning outcomes during this pandemic. Audio visual media is a combination of audio and visual media, and can only be heard by students during the learning process (Pakpahan, 2017). However, visual media is media that can be seen and used to convey messages (Coal, 2020). Therefore, audio visual media is a combination of audio media and visual media that has been created by oneself (Sa'diyah et al., 2020).

In class VII at SMPN 37 Semarang, sometimes teachers only occasionally teach using audio-visual media. However, based on my observations during the internship, the audio visual media created by the teacher was less creative and interesting, the quality was less clear, because it only used videos or books. Sometimes you just give a question and grade it straight away. Therefore, researchers are interested in making audio-visual media more interesting and finding out the effectiveness of this media. By using audio-visual media which contains sound and images and is more interesting than before, it is felt that this media will make it easier for students to understand the material being studied by seeing and listening to it directly. Apart from that, this media can also be accessed by students anywhere and at any time, and is more interesting than the use of the lecture method by teachers which tends to make students bored when listening to it.

Adolescence is the second phase of rapid growth of a person's body; The first growth phase occurs at the age of two years. Major changes in a teenager's physical condition impact their psychological condition as well (Sawyer et al., 2012). Emotionally trying to adjust by searching for his identity. During

adolescence, parents are not the only influence in a teenager's life; Friends, teachers, and favorite artists may be teenagers' role models in making decisions, even about food. Knowledge about good nutrition does not mean that someone will apply it in everyday life, especially for teenagers, who are easily influenced by the surrounding environment due to a lack of knowledge about healthy and balanced eating patterns, which makes them unaware of unhealthy eating habits. Teenagers are easily influenced by their environment, especially in choosing foods that support their development (Sari & Rafiony, 2020). According to several previous studies, adequate nutritional requirements are necessary to achieve excellent health, stimulate physical growth and enable the brain to work optimally (Syafri, 2020). Talking about nutritional status. Nutritional status is defined as the status of achievement resulting from the balance of nutrients required by the human body to meet the nutritional needs required by the body. This opinion explains that teenagers must maintain their nutritional status to stay healthy, namely consuming a balanced diet that meets their nutritional needs (Rachmayani et al., 2018).

Minister of Health Regulation no.41 of 2014, Chapter V Concerning communication of information and education on balanced nutrition explains the methods of delivering balanced nutrition messages in various ways. It is said that the message of balanced nutrition can be conveyed directly through social media, through competitions and nutrition ambassadors and can be conveyed indirectly through training, tiered education and centralized group discussions (Ministry of Health, 2014). Targeting school children with a formal approach to a healthy, nutritious, balanced eating pattern, the Ministry of Health through PMK no. 41 of 2014 recommends including it in Natural Science lessons and Physical Education, Sports and Health (Ministry of Health, 2014). The purpose of entering healthy, nutritious, balanced eating patterns in physical education, sports and health (PJOK) subjects are increasing the active role of the education sector in socializing healthy, nutritious and balanced eating patterns for teenagers.

This title was chosen to examine the effectiveness of using audio-visual media in increasing students' understanding of practical and theoretical material. Audio-visual learning media is proven to have advantages in conveying information in a more interesting and interactive way compared to conventional methods. In the context of PJOK subjects, especially on the topic of healthy, nutritious and balanced eating patterns, the use of audio-visual media allows students to see concrete examples and real applications of the concepts being studied. This can increase information absorption because it involves more senses in the learning process, such as sight and hearing, which in turn strengthens students' memory retention and conceptual understanding.

METHOD

This research uses a quasi-experimental research design with a pretest-posttest one group design model. Research and development of learning outcomes through audio-visual learning media in PJOK subjects with material on healthy, nutritious and balanced diets. Using quantitative methods with the aim of analyzing the effectiveness of audio-visual learning media on student learning outcomes in PJOK subjects with material on healthy, nutritious and balanced eating patterns. The population in this study were class VII students at SMPN 37 Semarang, the samples taken were several class 7 students. The data collection instrument was a learning outcomes test consisting of a pre-test and post-test, which had been validated by material experts. The data obtained was analyzed using descriptive and inferential statistics, with a t-test to see the differences between student learning outcomes who used audio-visual learning media and those who used conventional methods.

RESULT AND DISCUSSION

This research aims to develop student learning outcomes in Physical Education, Sports and Health (PJOK) subjects through the use of audio-visual learning media with a focus on healthy, nutritious and balanced diet material. Based on the results of observations and analysis of the data obtained, there was

an increase in students' understanding of the material after implementing audio-visual media. The test results show that the average student score increased from 50 before using audio-visual media to 80 after. Observations during the learning process show an increase in active student participation. They ask questions more often and are involved in discussions regarding the material presented. This data shows that the use of audio-visual learning media not only improves students' understanding but also increases their involvement in the learning process.

CONCLUSION

Education in Indonesia is regulated by various regulations to ensure that every citizen gets proper and quality education, including in the fields of physical education, sports and health (PJOK). Law Number 20 of 2003 concerning the National Education System emphasizes that education aims to develop abilities, shape the character and civilization of a dignified nation and make the life of the nation intelligent. The aim of this education includes developing the potential of students to become healthy, knowledgeable, capable, creative, independent and responsible human beings. To achieve this goal, education must be carried out by providing an example, building will, and developing students' creativity. In the context of learning, good communication and interaction between teachers and students is very important, and learning media such as audiovisual media can facilitate this communication process.

Research shows that the use of audiovisual media in PJOK learning can improve the quality and effectiveness of learning, especially in a pandemic situation where face-to-face learning is limited. Media attractive and high-quality audiovisuals can help students better understand the material and increase their interest in learning. In research conducted at SMPN 37 Semarang, the use of audiovisual media which is more creative and interesting than conventional methods was proven to be effective in improving student learning outcomes. The use of audiovisual media allows students to learn in a more interactive and fun way, so they can learn anywhere and anytime. This is very important in the

context of learning about healthy, nutritious and balanced eating patterns, which is part of the PJOK subject. With this approach, education is expected to not only develop students' physical and motor skills, but also their knowledge of good nutrition, supporting their holistic growth and development.

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