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Volume 8 No I
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ISSN 2621-8143 (Online)**UTILIZATION OF FRONT ROLL GYMNASTICS AUDIO VISUAL
MEDIA TO IMPROVE STUDENTS' LEARNING OUTCOMES****Andi Mas Jaya¹, Hezron Alhim Dos Santos², Ince Nur Linda³**Universitas Negeri Makassar^{1,2,3}

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Abstract

This study aims to improve the learning outcomes of forward rolls of class VIII A students of SMPN 1 Turikale Maros using audio visual media. This type of research is a type of classroom action research (CAR). The research was conducted for two cycles. Each meeting used a research procedure consisting of planning, implementation, observation, and reflection stages. The subjects of this study were 29 students of class VIII A of SMPN 1 Turikale Maros. The research instruments used were observation, evaluation tests, field notes and documentation. While the data collection technique used observation techniques, test techniques, and documentation.

Keywords: Learning; Roll ;Gymnastics ;Audio; Visual

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INTRODUCTION

Physical Education, Sports and Health is part of education as a whole, aimed at developing aspects of physical fitness, motor skills, critical thinking skills, social skills, reasoning, emotional stability, moral actions, aspects of healthy lifestyles and introduction to a clean environment through selected physical, sports and health activities that are planned systematically in order to achieve national education goals.

Efforts to improve learning are basically a form of learning to improve students' abilities in physical education and health learning from beginning to end which are presented in a unique way by the teacher(Santos, Harliawan, and Ismail 2021). In other words, efforts to improve learning are a package or frame for implementing an approach, method and learning technique. Efforts to improve learning do not have to be expensive or complicated, they can be done by modifying the facilities and infrastructure that will be used in learning in terms of quantity or

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quality according to the material that will be taught in the learning process (Arisman et al. 2022).

Gymnastics is a branch of sport that is less popular among the public, so it is also less popular with school children in Physical Education, Sports and Health lessons at school (Hadjarati and Haryanto 2020) (Sugarwanto and Okilanda 2020). Gymnastics movements require courage, body flexibility and correct techniques, besides this sport is very boring for school children, especially junior high school students because junior high school students really like sports that contain games compared to gymnastics. This is because the majority of students do not master the front roll gymnastics material.

In addition to not being able to, most of these students do not know the correct movements in front roll gymnastics directly. For this reason, teachers need to arouse students' interest and motivation, one of which is by providing innovation in providing learning such as playing audio-visual media or video media about learning front roll gymnastics using stages that clarify the actual movements in front roll gymnastics. By watching this learning video, it is hoped that students can improve their abilities and can improve student learning outcomes.

One of the main problems in Physical Education in Indonesia today is the ineffectiveness of Physical Education teaching in schools. This is caused by several factors, including the limited facilities and infrastructure used to support the Physical Education learning process. This phenomenon is currently occurring in class VIII students at SMPN 1 Turikale Maros. In the front roll gymnastics lesson competency standards, many students have difficulty in doing the front roll movement.

Students often make mistakes including: (1) both hands are not supported properly (opened too wide or too narrow, too far or too close) to the tips of the feet, (2) the support of one or both hands is not strong enough, so that the body balance is not perfect and as a result the body falls to the side, (3) the shoulders are not placed on the mat when the hands are bent, (4) when rolling forward the initial

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support uses the head, (5) when rolling forward the forehead is used and both hands do not help push.

From this, the researcher identified the shortcomings of the learning that was carried out. From the identification results, there were several problems that occurred in learning, namely: (1) Low level of student mastery of physical education learning materials with basic gymnastics competencies, (2) Student motivation in participating in front roll gymnastics learning is very lacking, because it is difficult and based on fear, (3) Utilization of learning media used in learning activities is still lacking.

In the world of education in the era of globalization, learning really needs media to help education and students in the learning and teaching process, one of which is the audio-visual learning mode (Arief 2021). The audio-visual learning model is a learning model that involves the senses of sight and hearing with a learning process using media that contains elements of sound and images (Arisman and Agun Guntara 2021). The application of the audio-visual learning model can increase the effectiveness of learning because it can attract student interest (Nurfadhillah et al. 2021). This model uses images, videos, animations and audio in the learning process (Tya Maya Ningrum et al. 2023). Not only does it make it easier for students to digest the material, but this method also makes it easier for education to innovate in presenting learning materials by creating a deeper learning experience (Ndaru Kukuh Masgumelar and Pinton Setya Mustafa 2021)

Learning media is a very important component, the quality of students will certainly be seen from the process and knowledge received from effective audio-visual learning media is very suitable to be applied because it helps influence students in exploring the material and providing a broader experience because educators usually display teaching materials related to the learning media applied, therefore educators must make careful planning so that everything is well organized (Marpaung, Nadeak, and Naubaho 2023).

Every learning media has advantages and disadvantages, but audio-visual learning media is able to optimize the process of distributing material or messages

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and information to students and this media can be adjusted and designed to help achieve learning goals (Fuady and Mutalib 2018). This media has been proven effective in improving student skills because they understand the material presented by educators better (Darihastining et al. 2020).

SMPN 1 Turikale Maros is one of the junior high schools which is one of the most favorite schools in Maros Regency. This school has a myriad of achievements in academics but not in sports. Thus, it is hoped that with this, students can increase their interest in physical education lessons and improve student learning outcomes in learning this gymnastics material.

METHOD

This research is an action research because the research was conducted to solve learning problems in the classroom. Classroom action research is an observation of learning activities in the form of an action, which is deliberately raised and occurs in a class together (Susilo, Chotimah, and Sari 2022). More broadly, action research is interpreted as research that is oriented towards the application of actions with the aim of improving quality or solving problems in a group of subjects (Putra et al. 2020).

This research was conducted from June to December 2020. The place of research was SMPN 1 Turikale Maros. In this study, the population used was students of Class VIII A of SMPN 1 Turikale Maros. The sampling technique used was a saturated sample with a sample size of 29 people (Sugiyono 2013). The samples taken in this study were students of class VIII A of SMPN 1 Turikale Maros

RESULT AND DISCUSSION

Validation of Learning Implementation Plan Devices

Validation of the research, it can be done by re-checking the information obtained during the observation by confirming with the teacher and supervisor, checking the accuracy of the data obtained by the researcher by comparing it with the results obtained by the partner collaboratively and considering that each instrument has advantages and disadvantages and checking the accuracy of the procedures and methods used in data collection by discussing it with the supervisor.

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In this activity, the researcher, the results of observations and field notes found out the improvement of forward roll skills in students by applying audio-visual media in floor gymnastics sports that had been determined by the researcher with 1 trial.

The description of the action activities that the researcher had carried out on the sample is shown in 2 cycles which are described through the following description:

Cycle I

In cycle I, the actions in the forward roll learning process of class VIII A students of SMP Negeri 1 Turikale Maros, Turikale District, Maros Regency in the 2020/2021 Academic Year were correct. In the first cycle, the researcher used games in the learning process, students felt happy and excited without forgetting the target to be achieved, namely students could do the forward roll technique correctly. However, there were still some students who were less active in participating in learning, so that the results of the forward roll learning assessment of class VIII A students of SMP Negeri 1 Turikale Maros still had 15 students who did not complete it with a percentage of 52% getting below 75. Based on input from collaborators, the researcher continued to cycle II.

Cycle II

In cycle II, the forward roll learning process through the audio-visual media method of class VIII 1 students of SMP Negeri 1 Turikale Maros, Turikale District, Maros Regency in the 2020/2021 Academic Year, was even better and quite satisfying. The actions taken in cycle II were by implementing audio-visual media and increasing opportunities for students to do movements. The aim is to provide many opportunities for students to be happy and correct in doing the forward roll technique. In this second cycle, the movement and technique of the forward roll of class VIII A students have improved, this can be proven by the average results of the assessment of the accuracy of the forward roll of class VIII A students of SMP Negeri 1 Turikale Maros, namely 25 students have achieved a score above 75 and 4 students have not achieved above 75. Where students are not serious in learning

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front roll floor gymnastics and their psychomotor scores are lacking because they are not flexible.

In addition to assessing students, researchers also gave students a questionnaire regarding the forward roll learning process through audio-visual media. The results of the questionnaire answers from all class VIII A students of SMP Negeri 1 Turikale Maros were happy and disappointed if the lesson was empty.

From the two explanations of activities in each cycle, namely cycles I and II, it shows that the results of observations, questionnaires and student learning outcomes in floor gymnastics learning, especially the results of learning front rolls, always have good improvements, and the provision of motivation from teachers in the learning process makes students motivated to be able to improve their mastery of the front roll technique. Based on these results, researchers and collaborators agree that the forward roll learning process through audio-visual media can be used as one of the floor gymnastics learning for class VIII A of SMP Negeri 1 Turikale Maros, Turikale District, Maros Regency in the 2020/2012 Academic Year.

Discussion

Audio-visual learning media is one of the effective approaches in improving basic motor skills, including forward rolls in students. The application of this method in learning forward rolls has the effect that students can learn motor skills through observation of models that are in line with observational learning theory. The practice of learning forward rolls at SMP Negeri 1 Turikale shows that audiovisual media allows students to see detailed demonstrations of movements, from basic techniques to the correct sequence of steps. This factor helps students understand the concept of movement visually and reduces the risk of errors in practice.

The integration of sound and video elements can increase the effectiveness of learning by covering various learning styles. Students who tend to like images or videos can understand movements through observation, while students with a learning style through sound tend to be helped by the presentation that accompanies

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the movements being demonstrated. The use of this audiovisual media is popular with students in schools because it can support repetition of material, where students can replay the video until they really understand the technique being taught. This repetition strengthens motor memory and increases students' confidence in doing forward rolls.

The use of learning videos in this case audio-visual media is very helpful for students in visualizing their body orientation in space, which is important for movements such as forward rolls that involve proprioception. This dimension is relevant to the theory of kinesthetic learning which emphasizes the urgency of body motor experience in learning forward rolls. In the practice of learning forward rolls, students can compare their own movements with the videos shown, so that they are able to evaluate and improve techniques independently. Thus, audiovisual learning not only improves motor skills, but also supports reflection-based learning that encourages the development of students' skills holistically.

CONCLUSION

Based on the research and analysis results that have been carried out, where the percentage of student learning outcomes completion after the forward roll technique was applied through audio-visual media, it was concluded that through audio-visual media in physical education, sports and health learning, it can increase by 86% in the forward roll learning outcomes of class VIII A students of SMP Negeri 1 Turikale Maros, Turikale District, Maros Regency in the 2020/2021 academic year, two cycles were carried out.

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