



Improving Motivation and Locomotor Competence Through Audio-Visual Media in Physical Education

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Abstract

This study aims to enhance students' motivation and learning outcomes in locomotor skills through the use of audio-visual media. The research method employed was Classroom Action Research (CAR). The population consisted of all first-grade students at a public elementary school in West Bandung. The sample was selected using a total sampling technique. The instruments used in this study were the Situational Motivational Scale (SIMS) and a Locomotor Skills Assessment Rubric. The results indicated that students' motivation in Cycle I had an average score of 87.52, which increased to 91.60 in Cycle II. Similarly, the average locomotor learning outcomes improved from 75.26 in Cycle I to 85 in Cycle II. It can thus be concluded that the use of audio-visual media significantly increased both motivation and locomotor learning outcomes.

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INTRODUCTION

Effective learning should be conducted in a way that is enjoyable, stimulating, and engaging for students, encouraging active participation and fostering creativity. One of the essential subjects in elementary school is physical education (PE), a subject taught at all levels of schooling. Physical education is not merely about physical activity; it represents a holistic educational process aimed at developing the whole person (Abduljabar, 2014).

PE encompasses cognitive, affective, psychomotor, and social domains. Among the materials taught in PE is locomotor movement, which refers to movements involving a shift in position or location, such as walking, running, and jumping (Amatullah et al., 2018; Nisa & Suwardi, 2019).

A common challenge during the learning process, particularly in PE, is the persistent use of traditional or lecture-based teaching methods. Kesuma et al. (2021) argue that such conventional methods often result in suboptimal learning outcomes. Teachers frequently struggle to foster student motivation, which is crucial for effective learning. To enhance students' intrinsic motivation, teachers must actively design and deliver lessons that are interactive, creative, and enjoyable-environments in which students feel encouraged to ask questions and express their thoughts. Without an appropriate teaching method, the learning process may not achieve its intended goals (Aksiwi & Sagoro, 2014).

Motivation is a key component in helping students grasp PE material. Motivation is defined as an internal drive that compels individuals to fulfill their needs (Pramesti, 2016). When students are motivated, they are more likely to engage meaningfully with the subject matter. Furthermore, motivation plays a vital role in improving learning outcomes.

Learning outcomes themselves are a fundamental aspect of the educational process. Learning outcomes are directly influenced by the teacher's competence and ability to manage the classroom. Competent teachers are more capable of creating an environment conducive

to effective learning, leading to better student performance (Arianti, 2018).

Therefore, it is essential that teachers adopt suitable teaching methods and utilize appropriate learning media. The integration of technology can enhance instructional delivery and support student learning (Raharjo & Darmawan, 2014). One effective medium is audio-visual media, which can assist teachers in delivering material and reduce students' boredom during lessons (Tanggur et al., 2022).

Using audio-visual media in PE is expected to increase students' motivation and improve their learning outcomes, particularly in locomotor skills. The implementation of such media fosters active engagement, which is a critical factor for success in acquiring motor skills. Furthermore, the improvement in student learning outcomes serves as tangible evidence of the positive impact of audio-visual media in PE instruction.

METHOD

This study employed a Classroom Action Research (CAR) design based on the Kemmis and McTaggart model, conducted in two cycles. The model divides each research cycle into four systematic stages. The first is the planning stage, which involves outlining detailed steps, including instructional materials, selected teaching methods, lesson plans, and the preparation of observation and evaluation instruments. The second is the action stage, in which the planned steps are implemented. The third is the observation stage, carried out simultaneously with the action phase, during which data are collected regarding the implementation and its effects on instructional processes and outcomes.

Participants and Sample

The participants of this study comprised all first-grade students at a public elementary school in West Bandung. According to Amin et al. (2023), a population refers to the total number of individuals or units that possess specific characteristics of interest in a study. The choice of first-grade students was based on

their developmental appropriateness for fundamental locomotor movement instruction and the relevance to the study's focus. This study employed total sampling, a technique where all members of the population are included as research participants (Salsabillah et al., 2022). Given that this is classroom action research aiming to improve the learning process for a specific student group and the relatively small population size (23 students), all students were included in the study.

Materials and Apparatus

The questionnaire used a likert scale to assess students' motivation. The instrument adopted was the Situational Motivation Scale (SIMS) developed by Guay and adapted by Muniandy et al. (2023), which has been translated into Indonesian. The scale includes 16 items across four subscales: Intrinsic Motivation (items 1, 5, 9, 13), Identified Regulation (items 2, 6, 10, 14), External Regulation (items 3, 7, 11, 15), and Amotivation (items 4, 8, 12, 16).

Intrinsic Motivation refers to engaging in an activity for its inherent satisfaction (Azka, 2019). Identified Regulation refers to performing an activity because it is personally important and beneficial. External Regulation refers to actions driven by external rewards or the avoidance of punishment (Syaidah & Faisal, 2024). Amotivation indicates a lack of intention to act; lower amotivation levels reflect better motivation (Suryani & Perdhana, 2016). Response options included: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD).

Students' locomotor learning outcomes were assessed using a rubric adapted from the Test of Gross Motor Development – Second Edition (TGMD-2). The rubric uses a 4-point scale as follows: 1 = Movement performed only slightly according to the concept (Needs Improvement); 2 = Movement performed adequately according to the concept (Fair) 3 = Movement mostly aligns with the concept (Good); 4 = Movement fully aligns with the concept (Very Good); The locomotor assess-

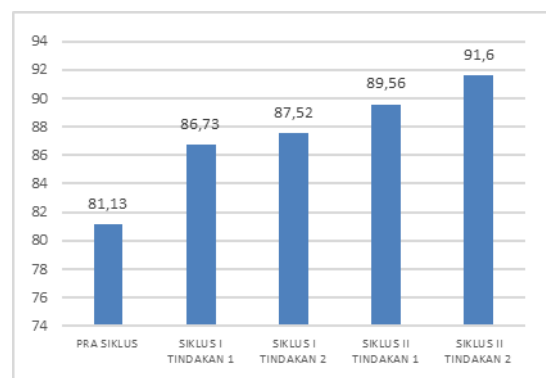
ment rubric was tested for validity and reliability. The validity test yielded correlation coefficients greater than 0.3610, indicating that the data were valid. The reliability test produced a coefficient of 0.743, surpassing the acceptable threshold of 0.60, thus confirming the instrument's reliability.

RESULTS

In the first cycle, the intervention involved the use of audiovisual media, including images and music. There was an increase in student motivation compared to the pre-cycle phase, as evidenced by students' enthusiasm during the learning process. In addition to motivation, improvements were also observed in locomotor learning outcomes. However, some students still lacked understanding of the concept of locomotor movement, the various types of locomotor skills, and how to perform them properly. Therefore, in the second cycle, improvements were planned, including more engaging warm-up activities, enhanced explanation of locomotor concepts, and assigning students home tasks to reinforce learning. In the second cycle, the same audiovisual media were used. However, students were given more time to practice locomotor movements. The results from this cycle showed a significant improvement in both student motivation and locomotor learning outcomes. All students actively participated in the learning process.

The figure below illustrates the trend in student motivation across the different phases:

Figure 1. Students' Motivation Scores Across Learning Cycles

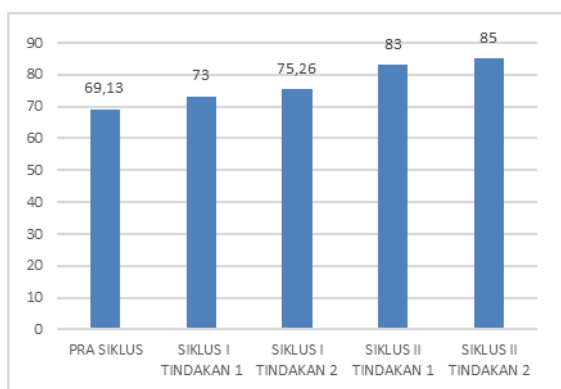


The figure shows a consistent increase

in student motivation. In the pre-cycle phase, the average motivation score was 81.13. In Cycle I, Action 1, the average score increased to 86.73, and further to 87.52 in Action 2. In Cycle II, Action 1, the average motivation rose to 89.56, and in Action 2, it reached 91.60.

Similarly, students' locomotor test scores also showed a progressive increase across all phases:

Figure 2. Students' Locomotor Learning Outcomes Across Learning Cycles



The graph indicates a significant improvement in locomotor learning outcomes. The average pre-cycle score was 69.13. In Cycle I, Action 1, the average increased to 73. In Action 2, it reached 75.26. In Cycle II, Action 1, the score increased to 83, and in Action 2, it further improved to 85.

DISCUSSION

Enhancing Motivation through Audiovisual Media

The use of audiovisual media as a learning strategy has proven effective in improving student motivation. Visual aids such as images and music help stimulate interest and increase student enthusiasm for learning. The findings of this study indicate that students' motivation levels were in the "very high" category, demonstrating the effectiveness of audiovisual media in supporting the learning process.

Audiovisual media also make it easier for students to understand concepts in a simpler and more enjoyable way. According to Sujono (2022), such media can serve as a source of knowledge, encouraging students to engage

actively in learning while facilitating comprehension of instructional content. The results of this study confirm that audiovisual media increased motivation among first-grade students at SDN Cisintok. Students showed high levels of enthusiasm during lessons involving audiovisual materials. As supported by Mayoli et al. (2024), the use of engaging media in the classroom can enhance students' motivation and interest in learning.

Improving Locomotor Learning Outcomes through Audiovisual Media

Visual media, such as instructional images, play an essential role in helping students mentally visualize movements before physically performing them. This "mental rehearsal" enhances students' readiness and confidence in performing locomotor activities. Moreover, visual media help create a collaborative and interactive learning environment, allowing students to support one another and develop a shared understanding (Tokarieva et al, 2021).

Auditory elements also stimulate student movement, as sounds or music can act as cues for performing specific motor tasks. This enhances student engagement, boosts confidence, and supports active participation in physical education. Walton & Putranto (2020) argue that this teaching model is particularly appropriate for early primary school physical education, as it fosters a supportive and motivating classroom atmosphere.

The findings of this study further demonstrate that audiovisual media, especially images and music, can effectively enhance fundamental motor skills in physical education, particularly locomotor movements such as running, hopping, sliding, skipping, leaping, and jumping. As supported by Syahid et al. (2022), improved student understanding and skill levels lead to greater self-confidence, which is crucial for achieving better learning outcomes. A supportive and positive learning environment is essential for fostering students' self-confidence and motor development (Perdana, 2019).

CONCLUSION

The use of audiovisual media significantly enhanced both motivation and locomotor learning outcomes among elementary school students. This was evident from the consistent improvement observed across the research cycles. The implementation of audiovisual media had a positive effect on student engagement, as students became more active participants during the learning process.

Based on these findings, the following recommendations are proposed: (a) Teachers should consider using creative and engaging media, such as audiovisual resources, to boost student motivation and provide new learning experiences; (b) Further research is recommended to explore more strategies for improving motivation and locomotor learning outcomes.

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