

The Use of Audiovisual Media in Improving Childrens' Understanding Towards Balance Passé Movement in Rhythmic Gymnastic

Norika Dinda Putri Aliani^{1*}

¹ Universitas Negeri Semarang

*Corresponding author: nonoririkaka0@students.unnes.ac.id

Abstract: This research investigates the effectiveness of audiovisual media in improving children's understanding of balance pass movements in rhythmic gymnastics. This research explores how multimedia resources can improve learning outcomes by providing visual and auditory cues that facilitate understanding and mastery of skills among young learners. By combining visual demonstration and verbal instruction, this study aimed to assess the impact of audiovisual aids on children's understanding of these complex gymnastic maneuvers. The results of the study suggest that the integration of multimedia tools can significantly improve educational practices, providing insights for optimizing pedagogical strategies in sports education for young athletes. The result shows that the students' ability in understanding Balance Passé movement is improved by using the audiovisual media. It can be seen that the average scores are increased from 69.15 to 86.9. The figure also shows that 66% of students find that the media is very helpful for them.

Keywords: Audiovisual Media, Balance Passé, Children

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INTRODUCTION

The use of audiovisual media in education has become an important topic in the context of modern learning. By utilizing a combination of sound and image elements, this media is able to attract students' attention and maintain their involvement throughout the learning session. For example, educational videos accompanied by narration and animation can help explain complex concepts in a way that is easier to understand. The use of audiovisual media also enables the delivery of more dynamic and interactive information, which can stimulate students' interest and motivation to learn. This is in line with Arsyad's (2019) view which states that audiovisual media can convey information or messages more effectively and interestingly.

In addition, audiovisual media can support various student learning styles (Sumarsono & Anisa, 2018). Some students find it easier to understand material through visualization, while others learn more effectively through listening. By providing materials that utilize both, teachers can create a more inclusive and adaptive learning environment (Nurdiyanti, 2019). Smaldino, Lowther, and Russell

(2019) emphasized that audiovisual media offers a more dynamic and impressive way of learning, thereby increasing information retention and understanding of concepts. Furthermore, the use of this media allows the presentation of varied content, such as documentaries, simulations and interactive recordings, which can enrich students' learning experiences and encourage their active involvement in the learning process. The diversity of multimedia technologies offers new opportunities to increase teaching effectiveness, especially in the context of learning complex movements such as in rhythmic gymnastics. One movement that requires good understanding is the balance pass movement, which is an integral part of rhythmic gymnastics.

The balance *passé* movement is one of the basic techniques in ballet which involves balancing the body with a specific foot position (Tekin, Agopyan, & Baltaci, 2018). The movement used to train balance and body control. In this movement, the athlete stands on one leg while the other leg is raised and bent with the foot positioned to the side of the knee or slightly above the knee of the standing leg. This movement is often found in exercises to improve core strength, stability, and coordination.

The balance *passé* movement involves precise body coordination, balance and muscle strength, and requires in-depth understanding to be executed well. In this context, the use of audiovisual media, such as demonstration videos and voice guides, can be an effective tool to help children have better understanding and mastering these movements.

In sport science, *passé* movement commonly taught in rhythmic gymnastics for toddlers to train their balance. In this balance movement, both arms are stretched to the side, one leg is bent until the tip of the big toe touches the knee of the other leg, the direction of the bent knee is towards the front or side, the foot that is the support is always in a tiptoe position (Ningtyas, 2021)

This research aims to explore the extent to which audiovisual media can improve children's understanding of balance *passé* movements in rhythmic gymnastics. By utilizing multimedia technology, it is hoped that this research can provide new insights into the development of effective teaching methods for sports, especially for young learners who are developing their skills in rhythmic gymnastics.

METHOD

This research was a type of classroom action research (CAR). CAR is a research method that aims to improve learning practices in the classroom through actions carried out systematically and reflectively. This research is carried out by teachers or researchers in a classroom context with the main aim of improving and improving the quality of learning processes and outcomes. CAR involves repeated cycles consisting of planning, implementing actions, observing, and reflecting.

Lewin (1946) and Kemmis dan McTaggart (1988) stated that there are four steps in conducting Classroom Activity Research. There are planning, action, observation, and reflection. While planning, researchers must identify problem areas, develop clear action plans, and set specific goals (Lewin, 1946). Implementation of action involves implementing a plan that has been designed to address the problem that has been identified. This is the stage where planned interventions are carried out (Kemmis & McTaggart, 1988). Then, observations must be carried out systematically to collect empirical evidence that can be used for reflection. Finally, reflection is the phase where the researcher assesses the process and results of the actions taken to decide the next steps. This reflection is critical for continuous improvement in the CAR cycle (Lewin, 1946).

This research also was done through quantitative and qualitative approach. According to Cresswell (2014), Quantitative research is an approach that uses investigative strategies that collect numerical data and use statistical analysis to discover patterns and relationships among variables. Therefore, Mujis (2011) added, Quantitative research is about collecting and analyzing numerical data that is used to look for patterns and test existing theories. This approach often involves the use of surveys, experiments, and statistical analysis. However, a qualitative approach is an investigative process to understand social phenomena or complex human problems by collecting in-depth data from participant perspectives through interviews, observations, and documents (Cresswell, 2017). The qualitative approach emphasizes understanding the context and perspectives of participants to uncover deeper meanings and interpretations of certain phenomena. This method is flexible and allows researchers to gain richer and more complex insights into the problem under study, often through the use of in-depth interviews, observations, and document analysis.

The subjects of this research were 20 children under 6 years old who studied at the Wimilia gymnastics club in Semarang. The selection of research subjects used purposive sampling technique. Purposive sampling is the deliberate choice of an informant due to the qualities the informant possesses. It is a non- random technique that does not need underlying theories or a set number of informants (Etikan et al., 2016).

Skill test result, consisted of pre-test and post-test, and questionnaire sheet were used as research instrument. The data obtained, then analyzed through quantitative and qualitative approach.

RESULTS

Table 1. Students' Pre and Post-Test Score

Students' Identity	Pre-test Score	Post-Test Score	Explanation
Students 1	68	81	Improved
Students 2	70	86	Improved

Students 3	72	84	Improved
Students 4	60	81	Improved
Students 5	71	90	Improved
Students 6	71	87	Improved
Students 7	71	81	Improved
Students 8	70	83	Improved
Students 9	62	91	Improved
Students 10	72	89	Improved
Students 11	62	82	Improved
Students 12	74	87	Improved
Students 13	72	92	Improved
Students 14	70	90	Improved
Students 15	70	88	Improved
Students 16	64	92	Improved
Students 17	71	89	Improved
Students 18	68	85	Improved
Students 19	75	91	Improved
Students 20	70	89	Improved
Average Score	69.15	86.9	Improved

From the table above it can be inferred that students' average score is about 69.15. There were 5 students who got score between 60-69 and 15 students who got score in range 70-79. However, the students' score improve in the post test. It can be seen that the score increase from 69.15 to 86.9 with 14 students got score in range 80-89 and 6 students got score 90-92.

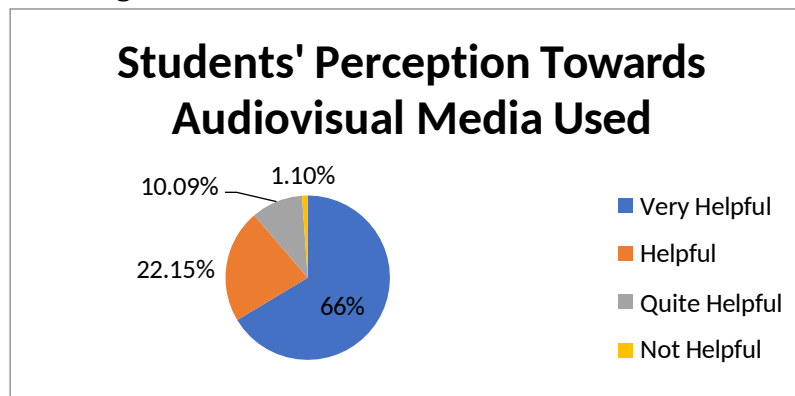


Figure 1. Students' Perception towards the Use of Audiovisual Media in Understanding Balance Passé Movements

From the figure above, it can be inferred that most of the students thought that the use of audiovisual media help them to understand more about balance passé. 66% students thought that the audiovisual media is very helpful followed by 22.15% students said that it is helpful. Only 10.09 students said that the use of audiovisual media quite helpful and 1.10% students said it is not helpful.

DISCUSSION

In educational world, audiovisual media has become one of important tool in conveying material and increasing student understanding. Especially in the context sports science which demands a combination a combination among theory and real life practice. Therefore, children usually are familiar with pictures and sound in their learning style. The use of audiovisual media play a key role in helping children understand and master complex movements, such as the Balance Passé Movement in a happier and cheerful situation.

Balance Passé Movement is one of the fundamental movements in rhythmic gymnastics which requires good balance and precise coordination. In this movement, a gymnast must be able to hold a certain body position while maintaining stability and a consistent rhythm. For children, especially those who are just learning rhythmic gymnastics, understanding and performing these movements can be a big challenge. The use of audiovisual media in the learning process provides an opportunity to overcome this challenge in a more interactive and interesting way. Through videos and animations, instructors can demonstrate movements clearly, provide concrete visual guidance on correct technique, and facilitate repetition and deeper observation by students. In addition, this medium also allows children to learn in their own pace and repeat the material as many times as necessary to understand the concepts better. The result displayed above have shown that the use of audiovisual is effective to improve students' understanding about Balance Passé movement in rhythmic gymnastics.

CONCLUSION

This research explores how audiovisual media can be an effective tool in learning Balance Passé movements in rhythmic gymnastics for children. The use of audiovisual media has been proven to accelerate and deepen children's understanding of the Balance Passé movement. Through videos and animations, children can see clear demonstrations of how movements should be performed. This helps them to more easily understand correct body position and proper technique, which may be difficult to explain with words.

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