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Improving Football Passing Skills in Physical Education Learning through Utilization of Audio Visual Media

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Abstract

This study aims to determine whether learning physical education using audio-visual media can have a significant impact on improving students' football passing skills. This research is an experimental research with one group pretest-posttest design. The subjects of this study were students of MAN 2 Bandung. A total of 28 students of class X became the research sample after using the cluster random sampling technique. The passing skills test instrument was used to collect data in the study which was then analyzed using a paired sample t-test in the SPSS version 25 application. The results showed that the use of audio-visual media had a significant impact on students' passing skills in football. It can be concluded that audio-visual media is very suitable for use in physical education learning, especially in an effort to improve students' football passing skills..

Keywords: passing skills, football, audio-visual media, physical education.

INTRODUCTION

Physical education is an educational process through a learning experience approach to students in the form of physical activity, playing and exercising which is planned systematically to stimulate physical growth and development, motor skills, thinking skills, social emotional and moral (Yudiana, 2015).

In the physical education learning process itself includes several subject matter consisting of several types of sports, such as basketball, football, aquatics, gymnastics, athletics, and so on (Saputro, 2018). Each subject matter has its own learning objectives, especially in the psychomotor aspect. Therefore every physical education teacher must have good competence and teaching abilities (Septiana et al., 2021).

In learning football, for example, there are various sub-materials that must be learned by students, including learning passing techniques. To be able to understand and perform the movement skills of this passing technique, of course, good abilities and competencies are needed for a teacher so that the learning objectives can be achieved (Budi et al., 2021). Various strategies, methods, and approaches to effective and appropriate learning models such as

strategies for using learning media that can support the effectiveness of the teaching and learning process must be mastered by the teacher (Suherman, 2015).

In general, there are many media that can be used in physical education learning to support the effectiveness and quality of learning (Karisman et al., 2018). The more effective and quality the learning, the easier it will be to achieve the learning objectives themselves and one of the things that can be applied in physical education learning is audio-visual media.

This audio-visual media has proven to be effective and able to improve the quality of student learning. Like research from (N. Lestari et al., 2021) which states that the use of audio-visual media is very effective and able to improve the quality of physical education learning. Audio-visual media is also able to improve student learning outcomes (Ajid et al., 2019; Widyalaksono et al., 2020).

So it is very unfortunate if the potential of this audio-visual media is not mastered or not utilized properly by physical education teachers. As is the case at MAN 2 Bandung, the learning activities that have been carried out so far look very boring, and even in football learning, which is actually a material that is very popular with students, the learning process is very monotonous, so it seems that many students feel bored and don't look enthusiasm indicating low student motivation to participate in learning. This is very worrying because motivation is one of the things that must be considered by the teacher because it will affect the smooth achievement of learning objectives.

Therefore, the problems mentioned above need to be overcome, one of which is through the application of audio-visual media to improve one type of technical skill in learning football, namely passing skill techniques.

METHOD

The research method used in this research is an experimental method with a one group pretest-posttest design. The population taken in this study were students of MAN 2 Bandung. The sample in this study were all students of class X, totaling 28 people, which was carried out using the technique *total sampling* (Aminudin, 2013). The research instrument used was a football passing technique skill test. The data analysis technique used in this study used a paired sample t-test statistic in the SPSS version 25 application.

RESULTS AND DISCUSSION

Results

Based on the results of data analysis through the football passing skill test, the results of the football passing skill test for students of MA 2 Bandung can be seen as follows.

Table 1. Results of the football passing skill test

Description	Pretest	Posttest	Gain
Rate-rate	3,45	5,67	2,22

From the data table 1 above, it can be seen that the pretest average score of students' football passing skills is 3.45 and the posttest average score of students' passing skills is 5.67. The gain or increase obtained is 2.22.

Meanwhile, to find out whether there is an impact of audio-visual media on students' football passing skills, it can be seen in table 2 below.

Table 2. T-test results

Paired Samples Test									
Paired Differences									
		Mean		Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	Df
						Lower	Upper		Sig. (2-tailed)
Pair 1	pretest - posttest	-2.221	.02494	.00729	.2164	-.18619	-4.89	27	.000

Based on the results of the paired sample t-test above, it can be seen that the Sig 2 tailed value obtained is 0.000, which means it is smaller than the predetermined significance level of 0.005, which means the use of audio-visual media in physical education learning, especially passing material in football has a significant influence on improving the football passing skills of MAN 2 Bandung students.

Discussion

Based on the results of the research described above, it is known that audio-visual media is very useful in efforts to improve students' football passing skills in physical education learning. The results of this study are directly proportional to previous research which suggests that through the use of audio-visual media, student soccer dribbling learning outcomes increase significantly (Taufik & Gaos, 2019). Other research states that through the use of audio-visual media in learning physical education it is able to improve basic throwing movement skills in elementary school students (YUSMAWATI et al., 2020). Not only in sports material for games and basic movements, in martial arts material (Nugroho & Hartoto, 2017), in aquatic learning (Bastomi & Hartoto, 2018) audio-visual media also has a positive impact on student learning outcomes. In fact, not only for normal students, for students with special needs, audio-visual media can also be applied and has proven effective (Louk & Sukoco, 2016).

The use of media in the learning process, one of which is audio-visual media, provides a new experience for students in learning physical education, which if the conventional learning process does not use learning media will tend to be monotonous and cause low interest or student

motivation in the learning process.(Budiman, 2017). Which as it is known that the interest or motivation to learn is one of the supporting indicators in the achievement of learning objectives(Astuti, 2015; Kumia & Septiana, 2020).

The characteristics of audio-visual media that show a subject matter in the form of impressions and sounds have advantages over other types of media. Through this audio-visual media students can better understand learning material, students can not only see or watch the material but can also listen to it (Alfarizi & Rustiadi, 2020; A. Budiman, 2021). This makes students more interested in learning, as it is known that students' interest in learning will increase if the teacher uses this audio-visual based media (Sukamto et al., 2021).

The application of audio-visual media is also felt to be very effective compared to the application of other media in the learning process (Cendra et al., 2019). So that the more effective a learning process is, the easier it will be to achieve the learning objectives (Yulias P, 2013).

In learning football passing at MAN 2 Bandung, students listen to material in the form of videos provided by the teacher regarding passing techniques in football. How to do the correct passing movement, starting from body position, foot position, foot contact with the ball, and so on in detail. With this, students can pay attention to the material in more detail so that they are able to understand the material better than just seeing pictures or demonstrations from the teacher. Stimulation of the two senses of students, namely the eyes and ears, which is given audio-visual media is what makes this audio-visual media more effective.

The findings in the field during the learning process with audio-visual media show that students' enthusiasm is better than before being given treatment. Students look more interested, active, and focused when learning takes place. These things indicate students' interest in learning is increasing(Darmawan, 2018; I. Lestari, 2015; Nugraha et al., 2021), thus helping to improve students' football passing skills in physical education learning.

CONCLUSION

The effectiveness of learning is needed to achieve a learning goal, in this case learning physical education. One way to support this effectiveness is to utilize learning media in the form of audio-visual media. Teachers who are able to utilize audio-visual media are proven to be able to improve learning outcomes, in this case the learning outcomes of passing in football.

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