Journal of Physical and Outdoor Education
Vol. 8 No. 1, April 2026, pp. 74-82

THE USE OF DEMONSTRATION MODELS ASSISTED BY AUDIO-VISUAL MEDIA TO IMPROVE LEARNING OUTCOMES IN RHYTHMIC GYMNASTICS MATERIAL

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Abstract

The purpose of this study was to determine and examine whether the use of demonstration models assisted by audio-visual media can improve learning outcomes rather than using conventional models. The method in this research is quasi experiment with pretest-posttest control group design model. Based on the results of data analysis, it shows that the learning outcomes of rhythmic gymnastics of experimental classes with demonstration models assisted by audio-visual media in the form of learning videos obtained an average value of 81.35 with the highest value of 94 and the lowest value of 63, while the control class using conventional demonstration models has an average value of 67.55 with the highest value of 81 and the lowest value of 50. So it can be concluded that the use of demonstration models assisted by audio-visual media significantly improves rhythmic gymnastics learning outcomes compared to conventional demonstration model learning models in class V students of Citeureup Mandiri 1 State Elementary School.

Keywords: Demonstration Model, Audio Visual Media, Rhythmic Gymnastic

INTRODUCTION

Learning rhythmic gymnastics in elementary school requires valuable foundations for future life. Therefore, the learning process related to rhythmic gymnastics in elementary school can provide meaningful learning outcomes for students. Rhythmic gymnastics learning is oriented towards everyday life. Through these learning outcomes, students can effectively utilize the knowledge gained.

Learning outcomes are essential for students. In addition to determining achievement in the learning process, students also gain a deeper understanding of the material and understanding taught. Through these outcomes, students learn the material and basic concepts of rhythmic gymnastics movements that can be integrated into daily life. By examining student learning outcomes, students can better identify areas of understanding that they have not yet mastered.

Student learning outcomes are academic achievements achieved through exams, assignments, and active questioning and answering that support these learning outcomes

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(Magdalena et al., 2021). In academic circles, it is often argued that educational success is not determined by grades on report cards or diplomas; rather, cognitive success can be measured through a student's learning outcomes (Dakhi, 2020). Learning outcomes are results achieved by an individual in developing abilities through a process carried out with efforts made with efforts with cognitive, affective, psychomotor and mixed abilities that he has to gain experience in a relatively long period of time so that an individual experiences a change and knowledge from what is observed both directly and indirectly which will stick to him permanently, learning outcomes can be seen from the evaluation scores obtained by students (Rahman, 2021).

According to (Nugrahaini, 2021), student learning success can usually be determined from their learning outcomes. According to (Lestari, 2021), learning outcomes can be viewed from two perspectives: the student's perspective and the teacher's perspective. Experts Lestari, Sugandi, and Nugrahaini conclude that learning outcomes are tangible evidence of the success of the learning process. Both students and teachers play a crucial role in achieving learning outcomes. Learning outcomes are not just grades; they also reflect changes in student behavior and abilities as a result of learning experiences and practice. In other words, what we learn in class changes the way we think and act. In the rhythmic gymnastics learning process, learning outcomes are crucial to assessing to achieve learning objectives. Learning outcomes are student achievements in the form of knowledge and experience, resulting from the treatment or instruction provided by the teacher (Wahyuningtyas, 2020).

Based on field observations at SDN Citeureup Mandiri 1, some elementary school students, particularly fifth-grade students, demonstrated challenges in learning rhythmic gymnastics. Students find rhythmic gymnastics lessons boring because they tend not to use concrete media in the presentation of the material. Furthermore, during the learning process, they only listen to the teacher's instructions, making them reluctant to learn gymnastics. Furthermore, learning is only teacher-centered, resulting in a passive class. This is evident from the evaluation scores given by teachers, which are still below the minimum completion criteria (KKM), which is 75. These learning outcomes will affect students' understanding of the basic concepts of rhythmic gymnastics movements. Then, after conducting interviews with several teachers, it was discovered that some of them still do not fully understand effective learning models. In the teaching and learning process, they tend to only provide theoretical explanations and assignments to students without engaging hands-on practice, resulting in inactive classes and students' ability to understand and apply the material. Thus, innovations in learning methods are needed to improve

student learning outcomes, such as the use of demonstration models assisted by audio-visual media that can make learning more interesting and interactive.

If these problems are not addressed effectively, they will negatively impact student understanding. Therefore, solutions must be provided to address these issues, one of which is the use of appropriate learning models. The teacher's role is also crucial in selecting the appropriate learning model. Learning models also enable students to think critically, in accordance with the developmental stages of elementary school. This learning model can assist teachers in applying student understanding. Using learning models can engage students actively in the learning process and train them in problem-solving. The model used is the demonstration.

The demonstration model is a teaching model that uses demonstrations to explain a concept or to show students how to do something. The demonstration model is quite effective because it helps students find answers on their own based on valid data (Kinait et al., n.d.).

Demonstrations are a form of learning method in the teaching and learning process. Through demonstrations, a teacher demonstrates teaching material to students, whether it involves facts, events, or knowledge (Rahmadona, 2021). The demonstration model is a learning method that involves the presentation of concepts, skills, or procedures by an instructor or expert as an example or direct demonstration (Anggoro, 2023). The demonstration learning model is a teaching model by demonstrating objects, events, rules, and the sequence of carrying out an activity, either directly or through the use of teaching media relevant to the topic or material being presented (Gulo et al., 2023). According to (Suyani, 2022), a demonstration is a way of presenting lessons, in which students conduct experiments by experiencing something themselves. In the teaching and learning process, with the Demonstration method, students follow a process, observe an object, condition or process of something itself. Thus, students are required to experience it themselves, seek the truth, or try to find a law or proposition, and draw conclusions from the process they experience. Meanwhile, according to (Mustofa, 2023), this demonstration model can be constructive if in the demonstration the teacher does not only show the process or tools, but is accompanied by many questions that invite students to think and answer the problems posed. So a good demonstration always begins with questions from the teacher.

It can be concluded that the application of the demonstration method with the aid of audiovisual media significantly improves student learning outcomes. This method makes learning more meaningful, increases student interest and understanding, as evidenced by

improved grades and learning completion. The use of audiovisual media also helps increase students' attention and understanding of the material being taught.

METHODS

The research method used in this study was a quasi-experimental design with a pretest-posttest control group model. The pretest is the test before treatment is administered, and the posttest is the test after treatment is administered (Henny Helyandari et al., 2020).

A population is the entire population or object being studied. The information obtained in a study is essentially sourced from the study population. Simply put, a study can use a portion of the population as a sample (Suryani et al., 2023). A population is a generalized area consisting of objects or subjects with certain qualities and characteristics determined by the research to be studied and then conclusions drawn (Fajri Irvan et al., 2022). The population in this study was 71 students in grades V (C) and V (D) at Citeureup Mandiri 1 Public Elementary School.

Sampling is a technique for collecting samples from the population (Puan Maharanti, 2022). Random sampling is a technique for determining samples randomly (Puspita et al., 2017). Simple random sampling is the simplest technique. Samples are taken randomly, regardless of the population's strata. Each element has an equal and known chance of being selected as a subject (Septiani et al., n.d.). A sample is a subset of the population's population size and characteristics (Millah, 2020). The sample in this study used simple random sampling. The sample used was class V (C) with 20 students as the control class and class V (D) with 20 students as the experimental class.

Research instruments are often known as measuring instruments. A research instrument is a tool used to measure observed natural or social phenomena. In principle, research is a tool used by researchers to collect data, thus facilitating data collection in accordance with expectations (Iswara, 2018). Research instruments are a crucial component of scientific research because they eliminate the possibility of reusing instruments from one study for other studies with similar relevance and needs (Adib, n.d.). The instrument used in this study was the results of rhythmic gymnastics material. This instrument was used to determine the learning outcomes of elementary school students in rhythmic gymnastics material during learning activities using a demonstration model assisted by audio-visual media.

The data collection technique in this study was a rhythmic gymnastics movement ability test. This test measures rhythmic gymnastics learning outcomes by conducting

practical exercises structured based on learning outcome indicators in the rhythmic gymnastics material, using instructional videos as media. The pre-test and post-test materials remained the same. The data source for the research location was SDN Citeureup Mandiri 1. This research took place in April of the even semester of the 2024/2025 academic year.

Data analysis in this study will be conducted using descriptive statistical analysis techniques.

RESULTS AND DISCUSSION

Results

The data obtained in this study consisted of scores on rhythmic gymnastics material, which included footwork, handwork, and several movement sequences.

The summary results of the pre-test for the control and experimental classes can be seen in the following table.

Table 1 Pre-test control class and experimental class results

No	Classes	Number of Students	Average
1	Control	20	62,05
2	Experiment	20	64,8
Total		40	126,85

From the statistical calculations, the average pre-test scores for the control and experimental classes were 62.05 (sixty-two point zero five) and 64.8 (sixty-four point eight). These data indicate that the average scores for the control and experimental classes were not significantly different. The difference between the two classes' averages was 2.75.

The pre-test results for students in both the control and experimental groups will be presented in a frequency distribution table with five numbers ranging from the lowest score to the highest score for students in the control group.

In summary, the post-test results for the control and experimental groups are presented in Table 2 below.

Table 2 post-test results of the control class and experimental class

No	Classes	Number of Students	Average
1	VC (Control Class)	20	67,55
2	VD (Experimental Classes)	20	81,35
Total		40	148,9

The table above shows that the average scores for the control and experimental classes were 67.55 (sixty-seven point fifty-five) and 81.35 (eighty-one point thirty-five).

The table above shows a significant difference in the average scores achieved by the experimental and control groups. The experimental group's test scores increased by 16.55 points, from a baseline score of 64.8 to 81.35. Meanwhile, the control group also improved, from a baseline score of 62.05 to 67.55, but only by 5.5 points. The control group's test scores were not as significant as those for the experimental group. The frequency distribution of the post-test results for the experimental and control groups is presented in the following table.

Based on the data analysis requirements, it was found that the pre-test and post-test scores for the experimental and control classes were normally distributed, and the data were homogeneous. Therefore, the data were analyzed using the parametric independent samples t-test using SPSS 25.0 for Windows. The decision-making criteria are if the significance is ≥ 0.05 then H0 is accepted, whereas if the significance is < 0.05 then H0 is rejected.

Table 3 independent sample t test results

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil	Equal variances assumed	2.197	0.147	4.663	38	0.000	13.800	2.959	7.810	19.790
	Equal variances not assumed			4.663	36.683	0.000	13.800	2.959	7.802	19.788

Based on the table above in the independent sample t-test, the Sig. (2-tailed) value is 0.000 < 0.05. Therefore, Ho is rejected and Ha is accepted. Therefore, Ha is accepted, meaning there is a significant difference between the increase in learning outcomes in rhythmic gymnastics material that applies the demonstration learning model assisted by audio-visual media and the increase in learning outcomes in rhythmic gymnastics material using the conventional demonstration learning model.

Discussion

Based on the data analysis, the average score for rhythmic gymnastics learning outcomes in the experimental class using the demonstration model assisted by audio-visual media in the form of learning videos was 81.35, with a highest score of 94 and a lowest score of 63. Meanwhile, the control class using the conventional demonstration model had an average score of 67.55, with a highest score of 81 and a lowest score of 50.

Judging from the average pre-test and post-test scores for rhythmic gymnastics learning outcomes in both classes, it can be seen that the increase in average learning outcomes in the experimental class was greater than that in the control class.

Based on the results of the hypothesis testing, the post-test results for the experimental and control classes obtained a t-value of 4.663 and a significance value of 0.000. A significance value of less than 0.05 indicates a significant difference between the post-test results of the experimental and control classes. Based on the data analysis, it can be concluded that learning outcomes using the demonstration model assisted by audio-visual media can improve learning outcomes in rhythmic gymnastics.

CONCLUSION

Based on the results of this study, it can be concluded that at the pre-test stage, the average scores of the control and experimental classes did not show a striking difference, namely an average of 62.05 for the control class and an average of 64.8 for the experimental class. This shows that the use of a demonstration model assisted by audio-visual media significantly improves rhythmic gymnastics learning outcomes compared to the conventional demonstration learning model for fifth-grade students of Citeureup Mandiri 1 State Elementary School.

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