

Improving Learning Outcomes of Rhythmic Gymnastics Using Audio Visual Methods for Grade 5 Students at SDN 07 Indralaya Selatan

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Abstract-This study aims to investigate the improvement in rhythmic gymnastics using audio visual methods for grade 5 students at SDN 07 Indralaya Selatan. This research employed Classroom Action Research with four stages, including planning, action, observation, and reflection. The sample in this research was the grade 5 students at SDN 07 Indralaya Selatan as many as 31 students. From the results of the study in the first cycle, there were 21 students or 67.7% who passed the minimum accomplishment criteria. In the second cycle, it improved to 26 students or 83.9%. In the third cycle, almost all students passed the minimum accomplishment criteria as many as 29 students or 93.5%. Based on the final test results, there has been an improvement. Therefore, it can be concluded that the rhythmic gymnastics, particularly SKJ 2012 can be improved through audio visual learning methods for the grade 5 students at SDN 07 Indralaya Selatan.

Keywords: SKJ 2012 rhythm exercise, audio visual

I. INTRODUCTION

Physical Education, Sports, and Health is a part of education in general, which aims to develop physical fitness aspect, movement skills, critical thinking skills, social skills, reasoning, emotional stability, moral action, healthy lifestyle, and introduction to clean environment through selected and systematic physical activities, sports, and health to achieve the goal of national education.

Based on the lesson types, physical education, sports, and health can be categorized into two; main lessons and optional lessons. Main lesson are the lessons that must be taught to students, including athletics, gymnastics, and games. Meanwhile, optional lessons are the lessons that the students can choose based on the abilities, situation, and condition of each school.

Gymnastics is one of the sport branches that require flexibility and good coordination among the body parts. Gymnastics consists of three categories, including basic gymnastics, artistic gymnastics, and rhythmic gymnastics. According to Sayuti Syahara in F. Suharjana (2010: 4), rhythmic gymnastics is categorized as a dance in physical education, which is a process of creating students basic moves. Students will always feel eager to express themselves through moves.

Based on the observation during rhythmic gymnastics lesson, particularly *Senam Kebugaran Jasmani* (SKJ) 2012 at SDN 07 Indralaya Selatan, the students were generally less interested in the rhythmic gymnastics because they tend to like physical education in the form of games, such as football, Indonesian baseball, and volleyball. The lack of students' interest in rhythmic gymnastics was due to several factors, they are: 1) feeling bored of the given lessons, 2) not able to do the sports, 3) the rhythmic gymnastics lesson was not fun, 4) the teachers were less able to design the learning, and 5) the rhythmic gymnastics lesson was monotonous.

In addition, the minimum accomplishment criteria (KKM) of students' learning did not achieve the score determined by the school, which is 70.

From the 31 students in grade 5, only 10 students or 32.5% who achieved the KKM score. The rest of them did not achieve the KKM score. This is due to several factors as mentioned above.

The recent development of technology is very rapid. One of the technology products which can provide easiness in delivering the lesson in Physical Education and Sports learning is audio visual media. Audio visual media relies on the audio and visual of the audience. Audio visual is anything that enables to combine radio signal with moving pictures sequentially (Daryanto, 2015: 88). By taking advantages of audio visual media, teachers will be easier in delivering the lesson on rhythmic activities to the students, particularly in elementary school. The implementation of audio visual media can also attract students' interest in the rhythmic activities because it has not been used before.

Research Questions

Based on the afore-mentioned background, the research questions are as follows.

- a) How is the result of rhythmic gymnastics of the grade 5 students at SDN 07 Indralaya Selatan?
- b) How is the learning by using audio visual method for grade 5 students at SDN 07 Indralaya Selatan?
- c) Is there any improvement in the learning outcomes of rhythmic gymnastics using audio

visual media for grade 5 students at SDN 07 Indralaya Selatan?

Objectives of the Study

This study aims to investigate:

- a) the results of rhythmic gymnastics of grade 5 students at SDN 07 Indralaya Selatan;
- b) the learning by using audio visual method for grade 5 students at SDN 07 Indralaya Selatan
- c) the improvement in the learning outcomes of rhythmic gymnastics using audio visual media for grade 5 students at SDN 07 Indralaya Selatan.

Significance of the Study

The results of this study can provide significant impacts for several parties as follows:

- a) Students. The results of this study can motivate the students in doing rhythmic gymnastics.
- b) Physical Education, Sports, and Health teachers. The results of this study are supposed to be an alternative model for rhythmic gymnastics learning.
- c) School. This study can provide suggestions for designing and improving the achievement of Physical Education, Sports, and Health subject, particularly rhythmic gymnastics.
- d) Further research. This study can increase motivation and skills of the further research.
- e) Physical Education Program. This study can enrich the insight and broaden the knowledge, especially for rhythmic gymnastics learning.

II. METHODS

This study was action research due to its purpose to solve the problems in the classroom learning. In this study, classroom was not limited to a classroom and its wall, but to the learning activities of two or more students.

Research Subject

Research subjects were people who become the samples of research. Research subjects also discussed the characteristics of the subjects in the study, including the population, sample, and sampling technique. This study was conducted for grade 5 students SDN 07 Indralaya Selatan as many as 31 people, consisting of 19 male students and 12 female students. Further explanation of the research subject is presented in Table 1.

Table 1. Research Subject

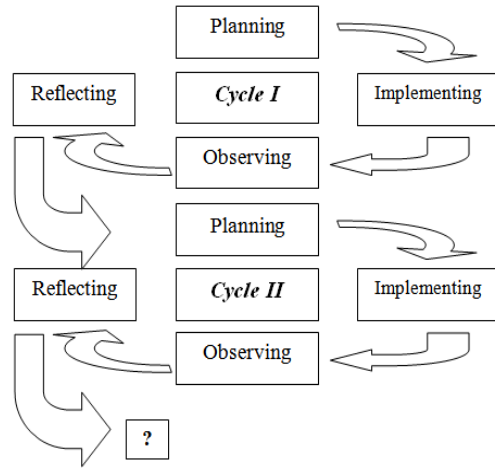
No	Grade	Male	Female	Total
1	5	19	12	31
Total		19	12	31

(Source: Administration of SDN 07 Indralaya Selatan)

Research Design

In this study, the researcher conducted two cycles, each of them consisted of one meeting. The

research design involved several cycles to achieve the research objectives, as described in the following model of action research:



(Source: Arikunto, 2009:27)

Figure 1. Action Research Cycle

III. RESULTS

Research Description

SDN 07 Indralaya Selatan is located at Jl. Pendidikan, Rt/Rw 06/00 Tanjung Dayang Selatan, Indralaya Selatan, Ogan Ilir, South Sumatera Province. SDN 07 Indralaya Selatan has 20 teachers which consists of 14 civil servants and 6 non-permanent teachers, and 245 students with 6 classes.

The vision of SDN 07 Indralaya Selatan is creating creative and innovative students who are faithful and pious to one and only God. While the missions of SDN 07 Indralaya Selatan are (1) increasing the discipline in the teaching-learning process, (2) cooperating in the organization which is aware of the environment, (3) familiarizing/increasing students' interest in reading.

Pre Cycle

Based on the results of rhythmic gymnastics before given an action for grade 5 students at SDN 07 Indralaya Selatan, there were only 14 students or 45.2% out of 31 students who passed the minimum accomplishment criteria (KKM) in their rhythmic gymnastics results, while 17 students or 54.8% still required further actions from the Physical Education, Sports, and Health teacher.

Cycle I

Actions in Cycle I included: planning, implementing, observing, and reflecting the actions. It is elaborated as follows:

1. Planning

In this step, the researcher prepared lesson plans,

observation sheet, equipment, and camera.

2. Implementing

Implementing the action was conducted in a meeting for 2x35 minutes. In the first meeting, every student in grade 5 at SDN 07 Indralaya Selatan obtained an explanation of SKJ 2012 and observed as well as listened to the video in front of class by using the prepared tools of how to do the movements well in SKJ 2012.

3. Observing

Based on the results of the research in action I, the researcher obtained the data on the grade 5 students at SDN 07 Indralaya Selatan. From the results of SKJ 2012 test of grade 5 students at SDN 07 Indralaya Selatan after using audio visual media, there were 21 students or 67.7% that passed the minimum accomplishment criteria (KKM) out of 31 students, while the other 10 students or 32.3% still needed actions from the Physical Education, Sports, and Health teacher by retaking the SKJ 2012 learning using audio visual media in Cycle II.

Cycle II

Actions in Cycle II included planning, implementing, observing, and reflecting the actions. Further explanation of each step is presented as follows:

1) Planning

Planning action II focused on solving the problems in cycle I. In cycle I, there were 10 students in the fifth grade of SDN 07 Indralaya Selatan who did not pass the minimum accomplishment criteria (KKM), so that planning action II prepared the syllabus, lesson plan, observation sheet, equipment, and camera.

2) Implementing

The implementation in cycle II was conducted similar to cycle I. The fifth graders of SDN 07 Indralaya Selatan were given directions of how to move in SKJ 2012 through audio visual media. The difference was in cycle I, the students focused more on watching the video of SKJ 2012 step by step, from the warming up, main activities, and cooling down. Meanwhile, the evaluation was conducted by the end of cycle II.

3) Observing

Based on the results of cycle II, the researcher obtained the data on the learning outcomes of grade 5 students at SDN 07 Indralaya Selatan and conducted the final test in cycle II. From the results of SKJ 2012 test for grade 5 students at SDN 07 Indralaya Selatan after using audio visual media, there were 26 students or 83.9% who passed the minimum accomplishment criteria (KKM) out of 31 students, while the other 5 students or 16.1% did not pass the KKM.

Cycle III

The actions in cycle III involved planning,

implementing, observing, and reflecting the actions. Further explanation of each step can be found in the following paragraph:

1) Planning

Planning in action III focused on solving the problems in cycle I and II. In cycle I and II, there were 5 students in grade 5 of SDN 07 Indralaya Selatan who did not pass the minimum accomplishment criteria (KKM). Planning III included preparing the syllabus, lesson plan, observation sheet, equipment, and camera.

2) Implementing

Implementing action cycle III was conducted to obtain the better result than cycle I and II. Grade 5 students of SDN 07 Indralaya Selatan were given directions how to do movements in SKJ 2012 through audio visual media step by step for the warming up, main activities, and cooling down.

3) Observing

Based on the results of observing action III, the researcher obtained the learning outcomes of grade 5 students at SDN 07 Indralaya Selatan and conducted the final test in action III. From the test of SKJ 2012 in grade 5 students at SDN 07 Indralaya Selatan after audio visual learning, there were 29 students or 93.5% who passed the minimum accomplishment criteria (KKM) out of 31 students, while the two students or 6.5% did not pass the KKM, they were student number 7 and 16.

From the results of the study, the students who did not pass the KKM rarely attended the class, moreover, one of the students had physical disability. Therefore, the two students who did not pass the KKM were given additional task. Although there were two students who did not pass the KKM, this study indicated that there was improvement in the learning accomplishment in cycle I, cycle II, and cycle III.

IV. DISCUSSION

Gymnastics is one of the sport branches that require flexibility and good coordination among the body parts. Gymnastics consists of three categories, including basic gymnastics, artistic gymnastics, and rhythmic gymnastics. According to Sayuti Syahara in F. Suharjana (2010: 4), rhythmic gymnastics is categorized as a dance in physical education, which is a process of creating students basic moves. Students will always feel eager to express themselves through movements.

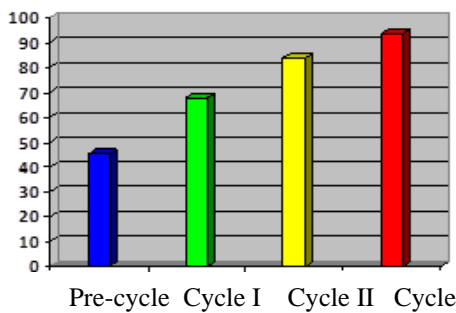
Based on the observation during rhythmic gymnastics lesson, particularly *Senam Kebugaran Jasmani* (SKJ) 2012 at SDN 07 Indralaya Selatan, the students were generally less interested in the rhythmic gymnastics because they tend to like physical education in the form of games, such as football, Indonesian baseball, and volleyball. The lack of students' interest in rhythmic gymnastics

made them not able to pass the KKM determined by the school.

Based on the above problems, the researcher would like to do learning modification using audio visual methods to increase the results of SKJ 2012. According to Yoyo Bahagia and Adang Suherman (2000: 1), in a learning process, particularly Physical Education, Sports, and Health learning at school, the teacher can do modification. Modification is one the attempts that a teacher can do in learning so that it reflects developmentally appropriate practice, meaning that the lesson should consider students' abilities and can encourage changes.

The study was conducted from May 4th 2017 to May 22nd 2017. This study was conducted at SDN 07 Indralaya Selatan. In this action research, there were four steps, including planning, implementing, observing, and reflecting the actions.

Based on the test result of SKJ 2012 for grade 5 students at SDN 07 Indralaya Selatan, students' learning outcomes can be improved. In pre-cycle or before using audio visual media in learning, there were 14 students or 45.2% who passed the KKM. The researcher used the pre-cycle data to implement audio visual media in learning to enhance students' learning outcomes in rhythmic gymnastics, particularly SKJ 2012. From the results of the study in cycle I, there were 21 students or 67.7% who passed the KKM, and in cycle II, it became 26 students or 83.9%, and in cycle III, almost all students passed the KKM, involving 29 students 93.5%.



(Source: Research , 2017)

Figure 2. Improvement in Students' KKM

V. CONCLUSION

Based on the results of the study and the discussion, since the first meeting until the last meeting, there is an improvement in students' abilities to do rhythmic gymnastics, particularly SKJ 2012 using audio visual learning model. The result of rhythmic gymnastics, particularly 2012 without audio visual media only obtained 45.2%, the test in cycle I using audio visual learning increased 67.7%, and the test in cycle II improved into 83.9%, and in cycle III, almost all students pass the KKM by using audio visual media, which was 93.5% students. From the results of the study, there were two students who have not pass the KKM due to the rare attendance, and one of them has physical disability.

Based on the results of the final test, there is an improvement. Therefore, it can be concluded that rhythmic gymnastics, particularly SKJ 2012 can be improved through audio visual learning methods in grade 5 students at SDN 07 Indralaya Selatan.

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