



The influence of audio-visual media in the kangg's escape athletic learning program on PE learning motivation

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Info article	Abstract
<p>Filed in: 2025-07-26 Accepted: 2025-11-30 Published: 2025-11-30</p> <p>Keyword: <i>audio visual media, athletic learning, learning motivation, Kangg's Escape, and learning media.</i></p>	<p>This study reveals the positive impact of using audiovisual media in teaching Kang's Escape athletics to fourth-grade students at SDN 2 Suka Mukti. The main findings indicate a significant influence of audiovisual media on students' learning motivation, evidenced by a strong significance value ($p < 0.05$). This suggests that the use of videos, animations, or multimedia presentations in athletics learning can stimulate students' interest and enthusiasm, thus encouraging them to learn more actively and enthusiastically. The results of this study are in line with the importance of the role of learning media in creating effective and efficient teaching and learning processes. Audiovisual media, with its ability to present information in an interesting and interactive format, has proven to be able to overcome students' passive behavior and encourage active participation in learning. The use of this media is also in line with the differentiated learning approach that recognizes the diversity of students' needs and abilities, providing opportunities for each student to reach their maximum potential. Overall, this study confirms that the integration of audiovisual media in learning, especially in the context of Kang's Escape athletics, has a significant positive impact on students' learning motivation. These findings provide empirical support for educators to make better use of the potential of audiovisual media in creating a more conducive learning environment and motivating students to learn more diligently.</p>

1. Introduction

Era of globalization, the fields of industry, science, and technology have rapidly developed, necessitating a skilled workforce, especially in education. Educators play a crucial role in creating effective and efficient teaching and learning processes by considering various aspects such as interaction with students, teaching conditions, chosen methods, types of learning media, and teaching aids. They must select and utilize learning media that align with the learning objectives.

In the 21st century, advancements in science and technology present both opportunities and challenges for educators to enhance learning quality. However, many educators still do not fully utilize available learning tools and often rely on conventional teaching methods, explaining or translating material without allowing students to practice or be creative. Consequently, students often become passive listeners or note-takers, leading to a lack of variation in learning.

According to Wulandari et al. (2023), learning media play a vital role in educational activities. The use of such media enhances learning effectiveness and assists teachers in delivering content. Media become essential due to the limitations of words, space, time, and size. Properly utilizing diverse educational tools can counteract passive student behavior (Sholihah et al., 2019), encouraging active interaction among students and stimulating their desire to learn based on their interests and abilities. Learning through media provides students with different knowledge in their learning processes (Sholihah et al., 2019). Among the various media, audio-visual tools, such as videos, help teachers convey material and are crucial in achieving learning objectives (Abdullah & Maryati, 2019). This aligns with differentiated learning approaches in the Merdeka curriculum, which recognizes that each student has unique needs and abilities. Differentiated learning provides varied choices in terms of content, teaching methods, and

assessments, aiming to ensure that every student can reach their maximum potential and remain motivated.

Students need encouragement and motivation to achieve desired academic performance (Rahman, 2021). Motivation plays a significant role in a student's personal development. A student lacking motivation will struggle with their activities, as motivation is essential for achieving goals. Without motivation, students may lack the desire or enthusiasm for learning (Kahfi et al., 2021).

Learning and motivation are critical in education, as teachers' ability to motivate students is essential for effective teaching and learning. Students need motivation linked to their physical and psychological needs, alongside the desire for rewards and specific targets. Educators must foster motivation that positively impacts students, driving them to achieve learning goals. The level of student motivation is influenced by various internal and external factors, as noted by Slameto in research by Naibaho et al. (2021). Internal factors relate to students' personal conditions, such as health and safety, while external factors pertain to their environment, such as home cleanliness and lighting.

Based on observations at SDN 2 Sukamukti, many students showed low motivation due to conventional teaching methods. However, enthusiasm surged when offered audio-visual media-based learning. Analysis of survey results indicated that students were largely unfamiliar with audio-visual media and had limited exposure to such learning methods. Many expressed boredoms with traditional methods but showed excitement for audio-visual lessons and a strong desire for more of this type of learning.

In Physical Education and Religious Education (PE), there are crucial targets that need to be achieved in each educational unit. Implementing PE lessons requires a significant refresh using modern learning media. As stated by Prof. Drs. Harsono, M.Sc., in his book on sports coaching, trainers must adapt to

change and be responsive to developments, resulting in better-trained coaches and improved coaching behaviors (Harsono, 2015).

Overall, this research plays a vital role in deepening understanding of the studied phenomenon. The findings not only contribute significantly to scientific advancement but also provide a foundation for improving policies, practices, or innovations across various fields. Therefore, this research is not merely an academic exploration but a valuable investment for societal progress and welfare.

2. METHOD

To ensure that the reader has a clear understanding of the study, it is important to provide a detailed description of the participants. This may include information such as their age range, gender identity, ethnicity, socioeconomic status, occupation, and any other relevant demographic factors. Additionally, it may be helpful to describe any inclusion or exclusion criteria that were used to select the participants, as well as any measures taken to ensure that the sample was representative of the population of interest.

The study was organized into three main phases: (1) Pre-Test: This phase involves measuring students' motivation levels before the intervention. Students' complete assessments to evaluate their existing motivation for learning. (2) Treatment: In this phase, students participate in the "Kangg's Escape" Physical Education (PE) lessons that utilize audio-visual media. This interactive approach aims to enhance their engagement and motivation in learning. (3) Post-Test: After the treatment, students' motivation levels are reassessed. This measurement helps determine the effectiveness of the audio-visual learning method in increasing their motivation to learn.

Statistical Analysis

Data collected from the pre-test and post-test assessments were analyzed using statistical software (e.g., SPSS). The primary outcome measures were the scores from the Bleep Test and the number of push-ups performed in one minute. Paired t-tests were employed to compare pre-test and post-test results, determining the significance of any changes in endurance. A p-value of less than 0.05 was considered statistically significant, indicating that the observed changes in endurance were unlikely to be due to chance. Results were presented as mean \pm standard deviation (SD), and confidence intervals were reported where appropriate.

3. RESULTS AND DISCUSSION

Based on research conducted on the influence of audio-visual media in athletic learning programs kangg's escape Regarding motivation, the data and information obtained will be described below. The data collected in this study was 20 participants, namely grade 4 students at SDN 2 Suka Mukti which included gender. Data on the characteristics of respondents will be presented as follows:

Table 1. Distribution of respondents by gender

No	Gender	Frequency	Percentage
1	Man	7	35%
2	Woman	13	65%
	Total	20	100%

From table 1, as many as 65% of students are female and the remaining 35% are male students.

Table 2. Descriptive Statistics Pre-Test Student Learning Motivation

Question	N	Range	Min	Max	Sum	Mean
P1	20	1	1	2	33	1.65
P2	20	2	1	3	33	1.65
P3	20	2	1	3	34	1.70
P4	20	2	1	3	33	1.65
P5	20	2	1	3	34	1.70
P6	20	2	1	3	31	1.55
P7	20	2	1	3	30	1.50
P8	20	2	1	3	33	1.65
P9	20	2	1	3	34	1.70
P10	20	1	1	2	29	1.45
P11	20	2	1	3	31	1.55
P12	20	2	1	3	36	1.80
P13	20	2	1	3	36	1.80
P14	20	2	1	3	35	1.75
P15	20	2	1	3	38	1.90
Average						1.67

Table 2 shows that student motivation is very bad with an average score of 1.67 because it is in the category of 1.00 – 1.79. This shows the lack of motivation of students in PE learning before treatment is carried out in the form of learning using audio-visual learning media.

Table 3. Descriptive Statistics Post-Test Student Learning Motivation

Question	N	Range	Min	Max	Sum	Mean
P1	20	1	4	5	93	4.65
P2	20	1	4	5	92	4.60
P3	20	2	3	5	91	4.55
P4	20	2	3	5	90	4.50
P5	20	1	4	5	93	4.65
P6	20	2	3	5	86	4.30
P7	20	2	3	5	88	4.40
P8	20	1	4	5	92	4.60
P9	20	1	4	5	93	4.65
P10	20	2	3	5	87	4.35
P11	20	2	3	5	85	4.25
P12	20	1	4	5	95	4.75
P13	20	1	4	5	93	4.65
P14	20	1	4	5	93	4.65
P15	20	2	3	5	91	4.55
Average						4.63

Table 3 shows that student motivation is very good with an average score of 4.63 because it is in the category of 4.20 – 5. This shows that there is a significant increase in student motivation after being treated in the form of PE kids athletic learning *kangg's escape*

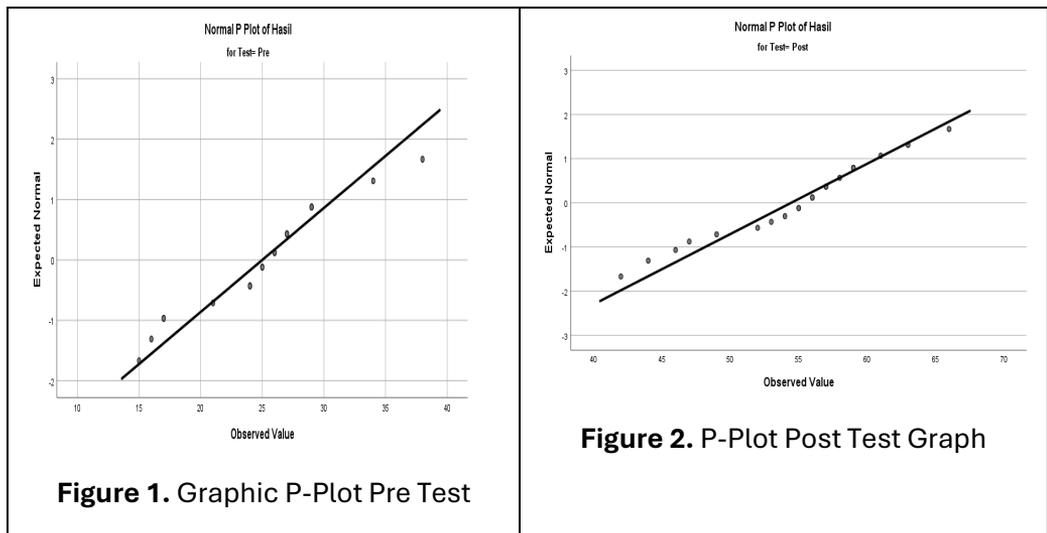
Normality Test

Table 4. Normality Test

Test	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Pre	.182	20	.083	.943	20
	Post	.135	20	.200*	.969	20

From table 4, the results were obtained that the level of significance in the research variables was normally distributed, this can be seen from the magnitude of the significance level which in the variables ranged above $\alpha = 0.05$. This shows that in the normally distributed research sample at the error rate of 5%.

After that, the researcher conducted a test by observing the P-P Plot graph which can be seen in the following figure:



From figures 1 and 2, the data spreads around the diagonal line and follows the direction of the diagonal line, thus proving that the data is normally distributed.

Homogeneity Test

Table 5. Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	.062	1	38	.804
	Based on Median	.024	1	38	.879
	Based on Median and with adjusted df	.024	1	37.685	.879
	Based on trimmed mean	.023	1	38	.879

From table 5, the results were obtained that the level of significance in the research variables was homogeneous, this can be seen from the magnitude of the level of significance which in the variable ranged above $\alpha = 0.05$ which was 0.804. This shows that the research sample is homogeneous at the level of error rate of 5%.

Hypothesis Test

The T test was carried out with the aim of finding out whether the audio-visual media variable had a partial effect on the motivation variable. From the calculation using SPSS, the following results were obtained:

Table 6. T Test (Hypothesis)

Levene's Test for Equality of Variances		t-test for Equality of Means					
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	.062	.804	-24.296	38	.000	-43.100	1.774
Equal variances not assumed			-24.296	37.813	.000	-43.100	1.774

Based on table 7, it is known that the significance values of the pre-test and post-test are $0 < 0.05$. Therefore, the audio visual media variable has a significant effect on student motivation so that H_0 is rejected and H_1 is accepted. So it can be concluded that there is an influence of audio-visual media in the kangg's escape athletic learning program on the motivation to learn PE in grade IV students at SDN 2 Suka Mukti.

4. CONCLUSION

The average motivation level of students before the treatment was 25.00, which increased by 43.10 to 68.10 after the treatment involving the use of audio-visual media in the "Kangg's Escape" Physical Education lessons. The significance value between the pre-test and post-test was 0, which is less than 0.05. This indicates that the audio-visual media variable significantly influences student motivation, leading to the rejection of H_0 and acceptance of H_1 . Therefore, it can be concluded that audio-visual media positively impacts student motivation in the "Kangg's Escape" athletic program for fourth-grade students at SDN 2 Suka Mukti.

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CONFLICT OF INTEREST

The authors declare that there are no conflicts of interest regarding the publication of this study.

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