

THE EFFECT OF USING AUDIOVISUAL MEDIA ON LEARNING OUTCOMES IN “INDONESIA HEBAT” CHILDREN’S RHYTHMIC GYMNASTICS AMONG YEAR 4 PUPILS

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Abstract

Rhythmic gymnastics learning in primary schools often faces challenges such as low student interest, boredom, and suboptimal learning outcomes due to monotonous teaching methods. This study aims to determine the effect of audiovisual media on learning outcomes (psychomotor, affective, and cognitive aspects) in rhythmic gymnastics among Year 4 pupils at SDN 01 Bukur. This research employed a pre-experimental design with a quantitative approach (one-group pretest-posttest). The subjects were 22 Year 4 pupils selected through total sampling. Data were collected through tests and observations and then analyzed using descriptive statistics, normality tests, paired sample t-tests, the Wilcoxon Signed Rank Test, and N-Gain analysis. The results revealed significant improvements in all three aspects. Psychomotor scores increased from 58.91 to 86.32 (N-Gain 0.66/moderate-high). Affective scores increased from 69.09 to 88.18 (N-Gain 0.58/moderate). Cognitive scores increased from 76.59 to 81.95 (N-Gain 0.15/low). Statistical tests validated significant differences between pretest and posttest ($p < 0.05$ for all aspects). In conclusion, the use of audiovisual media has a positive and significant effect on rhythmic gymnastics learning outcomes, particularly in psychomotor and affective aspects. Audiovisual media is recommended as an innovative and interactive learning strategy for physical education in primary schools.

Keywords: Audiovisual Media, Learning Outcomes, Rhythmic Gymnastics, Elementary School, Physical Education.

INTRODUCTION

Physical education is an integral part of the overall education system. Physical education is a subject that can help students develop critical thinking, stabilize their emotions, and instill the positive values inherent in sporting activities, such as discipline, honesty, and sportsmanship (Kusuma & Kresnapati, 2025). Education, as a lifelong human development process, plays a very important role in providing students with the opportunity to engage directly in various learning experiences through physical activities. Physical education is an integral part of education in

general, and through physical activities, it influences students' potential in cognitive, emotional, and psychomotor aspects (M. Riqyal Munadi.M.P et al., 2024). Physical Education, Sport and Health (PJOK) is a compulsory subject taught at all levels of education, from primary school to upper secondary school (Sari et al., 2024). The process of character education through teaching—including physical education in schools—is one of the efforts to foster the development of the whole person, taking place within educational institutions, whether formal or non-formal, at every level of education (Nafian T, 2023). Furthermore, physical education and health in schools aim to help pupils become fit and can assist them in developing new movements learned during physical education lessons (Soraya et al., 2024).

One of the important materials in physical education is rhythmic gymnastics. Rhythmic gymnastics consists of a series of movements that combine various forms of movement with the rhythm of the accompanying music. Through rhythmic gymnastics, children can exercise all parts of their bodies. When practicing rhythmic gymnastics, it is essential to master the basic postures and movements (Herlambang, 2017). Rhythmic gymnastics begins with the starting position, which is the fundamental stance. Rhythmic gymnastics begins with an erect posture, with the right leg bent at the knee and the tip of the foot contacting the floor in the center of the left sole. The left leg is straight as the weight-bearing leg (Muntiati, 2016).

However, in practice, rhythmic gymnastics learning often faces various obstacles. In this study, observations of the learning of students on the Sports Coaching Education Program (PKO) revealed that students still face difficulties in achieving satisfactory learning outcomes, particularly in the Rhythmic Gymnastics module, which employs the Merdeka Belajar Curriculum approach. These difficulties result in low marks achieved by students and contribute to feelings of boredom during the learning process (Pundasah & Bogor, 2021). Meanwhile, according to Nur Farida (2017), based on the results of her research titled 'The Effect of Audio-Visual Media on the Social Studies Learning Outcomes of Year 4 Pupils at Dharma Karya UT Primary School', it was stated that "the learning outcomes of pupils in the experimental class taught using audio-visual media were higher than those of pupils taught using conventional methods without audio-visual media" (Guthes, 2021).

Discussions at SDN 01 Bukur revealed similar problems. The primary school pupils generally showed little interest in learning rhythmic activities, as evidenced by their lack of enthusiasm when participating in lessons; many pupils still complained when asked to do exercises because they tended to prefer games. Based on discussions with the physical education teacher at SDN 01 Bukur, the lack of interest in rhythmic activities is caused by several factors, including: (1) boredom with the lessons provided, (2) feeling unable to perform the movements, (3) feeling afraid



whenever they are about to perform a movement, (4) the teacher's lack of skill in delivering the lessons, and (5) a lack of variety in the teaching of rhythmic activities.

The use of learning media is crucial for maximizing learning objectives. According to Yusantika et al. (2018), the use of media in learning is crucial for maximizing the learning objectives designed by teachers. Learning media serve as a medium used to convey information with the aim of stimulating students to learn. As explained by Wahyudi (2015), technological development is currently advancing at a rapid pace. One technological product in the form of media that can facilitate the delivery of material in physical education is audiovisual media. A further opinion states that audiovisual media is a tool used in learning situations to share knowledge, attitudes, and ideas, whether through text or spoken words (Hidayah et al., 2025).

Audiovisual media offer various advantages in learning. An explanation from Nurcahyanti & Tirtoni (2023) states that audiovisual media is a form of media that combines at least two of the human senses—hearing and sight—in a single activity. Audio-visual tools are a type of learning medium or aid for teachers and pupils to improve the efficiency and effectiveness of teaching and learning, such as: graphic media, reading books, pictures, real objects, and electronic media, such as slides, film strips, films, recordings, video cassettes, and even educational television. Whatever form audio-visual tools take, when created in an engaging and creative manner using the senses of hearing and sight, they do not become competitors or replacements for teachers (Muntiati, 2016). Presenting content in the form of images, photographs or videos aids students' understanding during learning. Audio-visual aids help students grasp techniques more effectively as they can observe demonstrations of movements in real time. This technology enables teachers to provide immediate feedback to students on their performance, allowing teachers to correct technical errors quickly (Muhammad Yanuar Khilman, 2024).

Learning outcomes are an important indicator of learning success. Budiarto and Jabar define learning outcomes as "a change that occurs in a learner, encompassing not only changes in knowledge but also in skills, habits, attitudes, understanding, mastery and appreciation within the learner's own person" (Budiarti & Jabar, 2016). Meanwhile, according to Jean Imaniar Djara et al. (2023), learning outcomes are achievements that demonstrate the extent to which students have successfully understood and mastered the material after participating in the learning process. Learning outcomes play a vital role in the learning process. The assessment of learning outcomes can provide teachers with information regarding students' progress in achieving their learning objectives through learning activities. Furthermore, based on this information, teachers can plan and develop further activities for students, whether for the whole class or for individuals.

The problems encountered in this study stemmed from the low level of interest and poor



learning outcomes among pupils in rhythmic gymnastics lessons. It was found that pupils lacked enthusiasm when participating in rhythmic activities. Many pupils felt bored, lacked confidence in performing the movements, and were afraid of making mistakes during rhythmic gymnastics practice. Furthermore, pupils preferred games to gymnastics lessons, which they considered monotonous. Another problem arose from the suboptimal learning process. Teachers still lacked variety in delivering the material, so lessons tended to use conventional methods without the aid of engaging media. The lack of learning media made it difficult for students to understand rhythmic gymnastics movements clearly and sequentially. Consequently, students' learning outcomes, particularly in the psychomotor aspect, remained low as they struggled to imitate the movements correctly. Given these circumstances, the use of audio-visual media was chosen as a solution to address the challenges in rhythmic gymnastics instruction. Audio-visual media is considered capable of helping pupils understand movements through video displays, images, and musical accompaniment, thereby making lessons more engaging, interactive, and easier for primary school pupils.

This issue is consistent with previous theories and research. The findings suggest that teaching rhythmic gymnastics often leads to boredom if it is not supported by engaging teaching materials. Pundasah's research explains that pupils struggle to achieve satisfactory learning outcomes in rhythmic gymnastics because the learning process is not innovative enough and causes pupils to become bored quickly. Furthermore, Soraya et al. (2024) note that low learning outcomes in rhythmic activities may be caused by a lack of variety in the teaching methods and media used by teachers.

METHODOLOGY

This study employed a quantitative method using a pre-experimental design, specifically a one-group pretest-posttest design. A quantitative method was chosen because the study aimed to objectively determine the effect of using audiovisual media on the learning outcomes of the 'Anak Indonesia Hebat' rhythmic gymnastics program among Year 4 pupils at SDN 01 Bukur through numerical measurement and statistical analysis. According to research conducted by Nurcahyanti & Tirtoni (2023), audiovisual media is effective in learning, as it can improve students' understanding and learning outcomes through a combination of engaging sound and images. Furthermore, research by Soraya et al. (2024) indicates that the use of audio-visual media in rhythmic gymnastics lessons can enhance students' motor skills and learning motivation.

Participants and Sampling

The research subjects were 22 people from grade 4 of SDN 01 Bukur. Total sampling was



employed, meaning the entire population was included in the study sample due to the relatively small number of pupils. The research was conducted during Physical Education lessons on the 'Anak Indonesia Hebat' rhythmic gymnastics module, utilising audio-visual media in the form of videos of the gymnastics movements and accompanying music.

Research Procedure

A one-group pretest-posttest design was chosen because the study was conducted on a single group without a control group. In this design, pupils were given a pretest before the intervention to assess their initial abilities, then received the intervention in the form of learning using audio-visual media, and subsequently took a posttest to assess changes in learning outcomes following the intervention. This design is consistent with the research conducted by Pundasah & Bogor (2021), who used audio-visual media in rhythmic activity learning to determine improvements in students' learning outcomes before and after the intervention.

Research Instruments

The research instruments used included assessments of psychomotor, affective, and cognitive aspects. The psychomotor aspect was used to measure students' motor skills in performing rhythmic gymnastics; the affective aspect was used to assess students' attitudes, motivation, and participation during the lesson, while the cognitive aspect was used to determine students' understanding of the rhythmic gymnastics material. According to research by Muntiati (2016), the use of audio-visual media in teaching rhythmic activities helps students understand the movements more clearly, thereby significantly improving psychomotor learning outcomes.

Data Collection Techniques

Tests and observation were used to gather data. While tests were utilized to gather information on cognitive and psychomotor learning outcomes through pre-test and post-test activities, students' affective features of the learning process were measured by observation. The psychomotor assessment involved observing students' ability to perform rhythmic gymnastics movements correctly, including coordination, flexibility, and rhythm. The cognitive assessment used written tests covering theoretical aspects of rhythmic gymnastics. The affective assessment measured students' participation, motivation, discipline, and cooperation during the learning process.

Data Analysis Techniques

Descriptive and inferential statistics were then used to analyze the collected data. To ascertain the distribution of the data, a normality test was initially performed using the Shapiro-Wilk test. A paired sample t-test was employed if the data were normally distributed, and the Wilcoxon Signed Rank Test was employed if the data were not normally distributed. To ascertain



the degree of improvement in students' learning outcomes following the intervention, this study also employed N-Gain analysis with the following criteria: high ($g \geq 0.7$), moderate ($0.3 \leq g < 0.7$), and low ($g < 0.3$).

Research Ethics

This study was conducted with ethical considerations, including obtaining permission from the school principal and the physical education teacher, ensuring the confidentiality of student data, and obtaining consent from parents or guardians of the participating pupils. All procedures were implemented with the students' safety and well-being as a priority.

RESULTS

Descriptive Statistics

The descriptive statistical analysis was conducted on the pretest and posttest scores across three learning domains: psychomotor, affective, and cognitive. The results are presented in Table 1 below.

Table 1. Descriptive statistic

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre test psikomotor	22	50	63	58.91	4.374
Post test psikomotor	22	72	99	86.32	9.618
Afektif pre test	22	50	83	69.09	9.660
Afektif post test	22	73	95	88.18	7.462
Kognitif pre test	22	36	100	76.59	14.689
Kognitif post test	22	55	100	81.95	11.312
Valid N (listwise)	22				

Based on the descriptive statistical analysis of 22 students, the findings revealed a positive trend in learning outcomes across all assessed domains. The mean psychomotor score increased from 58.91 during the pre-test to 86.32 in the post-test, representing an increase of 27.41 points. Similarly, the affective domain demonstrated an improvement, with the average score rising from 69.09 to 88.18, an increase of 19.09 points. An increase was also observed in the cognitive aspect, where the mean score improved from 76.59 to 81.95, an increase of 5.36 points. Collectively, these findings suggest that the implementation of audio-visual media was associated with enhanced student performance in the psychomotor, affective, and cognitive domains.



Normality Test

The descriptive statistical analysis was conducted on the pretest and posttest scores across three learning domains: psychomotor, affective, and cognitive. The results are presented in Table 1 below.

Psychomotor Normality Test

Table 2.1. Normality Test

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre test psikomotor	.275	22	.000	.832	22	.002
Post test psikomotor	.160	22	.146	.895	22	.024
a. Lilliefors Significance Correction						

The normality assessment of the psychomotor data using the Shapiro-Wilk test yielded significance values of 0.002 for the pre-test and 0.024 for the post-test. As both values were lower than 0.05, the assumption of normality was not satisfied. Consequently, subsequent data analysis was conducted using the non-parametric Wilcoxon Signed-Rank Test to evaluate changes in psychomotor performance between the pre-test and post-test measurements.

Affective Normality Test

Table 2.2. Normality test

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Afektif pre test	.184	22	.051	.931	22	.128
Afektif post test	.241	22	.002	.831	22	.002
a. Lilliefors Significance Correction						

Based on the results of the normality test on the affective data, the Shapiro-Wilk significance value for the pre-test was 0.128, indicating that the data were normally distributed, whereas for the post-test it was 0.002, indicating that the data were not normally distributed. As one of the datasets did not meet the assumption of normality, the subsequent analysis employed a non-parametric test, namely the Wilcoxon Signed-Rank Test.



Cognitive Normality Test

Table 2.3. Normality Test

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Kognitif pre test	.169	22	.104	.925	22	.095
Kognitif post test	.152	22	.200*	.945	22	.250

*. This is a lower bound of the true significance. a. Lilliefors Significance Correction.

a. Lilliefors Significance Correction

The results of the Shapiro-Wilk normality test indicated significance values of 0.095 for the pre-test and 0.250 for the post-test cognitive scores. As both values were greater than 0.05, the data met the normality assumption. Therefore, further statistical analysis was performed using a parametric approach, namely the paired-sample t-test, to assess differences between pre-test and post-test cognitive performance.

Hypothesis Testing Results

Table 3.1. Paired t-test (cognitive)

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Kognitif pre test	76.59	22	14.689	3.132
	Kognitif post test	81.95	22	11.312	2.412

The paired samples statistics table shows that the students' average cognitive score increased from 76.59 in the pre-test (N=22; SD=14.689) to 81.95 in the post-test (N=22; SD=11.312). This increase of 5.36 points indicates an improvement in learning outcomes following the intervention.

Table 3.2 Paired tes

Paired Samples Correlations			
		N	Correlation
Pair 1	Kognitif pre test & Kognitif post test	22	.861
			.000

Based on the Paired Samples Correlations table, the correlation coefficient between the cognitive pretest and posttest was found to be 0.861, with a significance level of 0.000. This indicates a very strong and significant relationship between the pretest and posttest scores in the



cognitive domain, suggesting that changes in students' scores tended to be consistent following the intervention.

Table 3.2. Paired test

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Kognitif pre test - Kognitif post test	-5.364	7.600	1.620	-8.733	-1.994	-3.310	21	.003

The paired-sample t-test analysis produced a significance value of 0.003 ($p < 0.05$), indicating a significant difference between students' cognitive pre-test and post-test scores. The negative mean difference (-5.364) reflects an increase in post-test scores relative to pre-test scores. Therefore, the findings provide evidence that the use of audio-visual media was effective in improving students' cognitive achievement.

Wilcoxon Signed-Rank Test (Psychomotor)

Table 4. Wilcoxon test

Ranks				
		N	Mean Rank	Sum of Ranks
Posttest_Psikomotor - Pretest_Psikomotor	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	22 ^b	11.50	253.00
	Ties	0 ^c		
	Total	22		
a. Posttest_Psikomotor < Pretest_Psikomotor				
b. Posttest_Psikomotor > Pretest_Psikomotor				
c. Posttest_Psikomotor = Pretest_Psikomotor				

The results of the Wilcoxon test on the ranks table show that all the pupils tested (22 pupils) achieved better psychomotor scores; there were no negative ranks or ties. This indicates that the scores of the entire sample improved from the pre-test to the post-test.



Table 5. Statistical tests

Test Statistics	
Posttest_Psikomotor - Pretest_Psikomotor	
Z	-4.110 ^b
Asymp. Sig. (2-tailed)	.000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

The findings of the Wilcoxon Signed-Rank Test yielded a Z-value of -4.110 with an asymptotic significance (2-tailed) value of 0.000. Since the obtained significance value was lower than the predetermined alpha level of 0.05 ($p < 0.05$), a statistically significant difference was identified between the pre-test and post-test psychomotor scores. This result suggests that the instructional treatment implemented during the learning process had a meaningful effect on students' psychomotor learning outcomes.

Test Wilcoxon Signed Rank Test (Afektif)

Table 6. Test Wilcoxon

Ranks				
		N	Mean Rank	Sum of Ranks
Posttest_Afektif - Pretest_Afektif	Negative Ranks	1 ^a	1.50	1.50
	Positive Ranks	20 ^b	11.48	229.50
	Ties	1 ^c		
	Total	22		
a. Posttest_Afektif < Pretest_Afektif				
b. Posttest_Afektif > Pretest_Afektif				
c. Posttest_Afektif = Pretest_Afektif				

Based on the results of the analysis of the affective aspect using the Wilcoxon Signed Ranks Test, it was found that 20 students achieved higher scores (positive ranks), one student achieved a lower score (negative ranks), and one student's score remained unchanged (ties). The mean rank for improvement was 11.48 with a total rank of 229.50, while the mean rank for decline was 1.50 with a total rank of 1.50.



Analysis of N Gain

Table 7. Analysis of N Gain

	N	Minimu m	Maximu m	Mean	Std. Deviation
N Gain Psikomotor	22	.270	.974	.66189	.238747
N Gain Afektif	22	-.316	.889	.57880	.313864
N Gain Kognitif	21	-2.000	1.000	.15271	.575535
Valid N (listwise)	21				

The results of the N-Gain analysis indicate that the degree of improvement differed among the measured learning domains. The highest gain was observed in the psychomotor aspect, which attained an average score of 0.66189 and was categorized as moderate to high. The affective aspect also experienced a notable increase, as evidenced by a mean N-Gain score of 0.57880, falling within the moderate category. By comparison, the cognitive aspect exhibited a lower level of improvement, with an average N-Gain score of 0.15271. These outcomes suggest that the learning intervention generated greater benefits in developing students' psychomotor and affective competencies than in enhancing their cognitive performance.

DISCUSSION

Based on the results of the data analysis, the use of audio-visual media in teaching 'Indonesian Great Children' rhythmic gymnastics to Year 4 pupils at SDN 01 Bukur had a positive and significant effect on all three aspects of learning outcomes. The following discussion elaborates on the findings for each learning domain.

Psychomotor Aspect

The psychomotor aspect showed the most substantial improvement among all domains. The average psychomotor score increased from 58.91 (pre-test) to 86.32 (post-test). The Wilcoxon test results showed a significance of 0.000 ($p < 0.05$), with all 22 pupils showing an improvement. The N-Gain value of 0.66189 falls into the moderate to high category, indicating an optimal improvement in motor skills.

These findings are consistent with previous research conducted by Muntiati (2016), which demonstrated that audio-visual media helps students understand rhythmic movements more clearly through visual demonstrations. The use of video media allows students to observe



movements repeatedly, thereby improving their ability to imitate and practice the movements correctly. This is also in line with the opinion of Muhammad Yanuar Khilman (2024), who stated that audiovisual aids help students grasp techniques more effectively as they can observe demonstrations of movements in real time.

The significant improvement in psychomotor outcomes can be attributed to several factors. First, video media provides clear visual examples of the correct movements, allowing students to understand the proper techniques. Second, students can pause and replay the videos to focus on specific movement sequences they find challenging. Third, the combination of visual and auditory stimuli enhances motor learning through multiple sensory channels. Fourth, the use of rhythmic music accompanying the gymnastics movements helps students maintain proper timing and coordination.

The high effectiveness of audio-visual media in improving psychomotor skills is particularly relevant for rhythmic gymnastics, which requires precise body movements and coordination. Students who previously had difficulty performing the movements demonstrated significant improvement after being exposed to the video demonstrations. This finding reinforces the importance of using appropriate media in physical education lessons, especially for motor skill development.

Affective Aspect

The affective aspect also showed a significant improvement. The average affective score increased from 69.09 to 88.18. The Wilcoxon test indicated a significant improvement in student scores ($p = 0.000 < 0.05$), with 20 students showing positive gains and only 1 student showing a decrease, while another student's score remained unchanged. The N-Gain score of 0.57880 was categorized as moderate, indicating an improvement in students' attitudes and motivation.

This improvement aligns with the findings of Soraya et al. (2024), who noted that the use of audio-visual media in rhythmic gymnastics lessons can enhance students' motor skills and learning motivation. The engaging nature of audio-visual media helps capture students' attention and reduces boredom, which was one of the main problems identified in the initial observations. Students who were previously reluctant to participate in rhythmic gymnastics activities became more enthusiastic and actively engaged in the learning process.

The enhancement in affective learning outcomes can be understood through the following mechanisms. The visual and auditory appeal of the media stimulates students' interest and curiosity. The video format makes abstract movements more concrete and easier to understand, thereby reducing students' fear and anxiety about performing the movements. Furthermore, the music accompaniment creates a pleasant learning atmosphere, fostering positive attitudes towards



the lesson. The ability to see peers or models performing the movements correctly also increases students' self-confidence and willingness to participate.

The improvement in the affective domain is particularly important for primary school students, as positive attitudes and motivation are crucial for sustained engagement in physical activities. When students enjoy the learning process and feel confident in their abilities, they are more likely to participate actively and continue practicing outside of formal lessons. This finding suggests that audio-visual media can serve as an effective tool not only for skill development but also for building positive attitudes towards physical education.

Cognitive Aspect

The cognitive aspect demonstrated a significant but relatively modest improvement. The average cognitive score increased from 76.59 to 81.95. The paired-sample t-test revealed a significant difference ($p = 0.003 < 0.05$), indicating a statistically significant improvement. Nevertheless, the N-Gain score of 0.15271 was categorized as low, indicating that the improvement in cognitive learning outcomes was less pronounced than that observed in the psychomotor and affective domains.

This finding is somewhat consistent with previous research by Hidayah et al. (2025), which showed that audio-visual media can improve primary school students' learning outcomes. However, the relatively low improvement in cognitive aspects may be explained by several factors. First, the nature of rhythmic gymnastics learning is more practical and motor-skill oriented; students might have focused more on imitating movements rather than understanding theoretical concepts. Second, the cognitive assessment included theoretical knowledge that may require more direct instruction and explanation beyond the video demonstration.

The lower improvement in cognitive outcomes may also be attributed to the fact that students' initial cognitive scores were already relatively high (76.59), leaving less room for improvement compared to the psychomotor domain (58.91) and affective domain (69.09). Additionally, the type of cognitive knowledge assessed—theoretical understanding of rhythmic gymnastics concepts—may require different instructional approaches such as discussion, explanation, and questioning, which were not as extensively incorporated in the intervention.

Nevertheless, the statistically significant improvement in cognitive scores indicates that audio-visual media does contribute to students' understanding of theoretical concepts. The video presentations likely helped students connect theoretical concepts with practical movements, facilitating better comprehension. For future interventions, it would be beneficial to combine audio-visual media with other instructional strategies such as direct explanation, discussion, and guided questioning to optimize cognitive learning outcomes.



CONCLUSION

Based on the results of the data analysis and discussion, it can be concluded that the use of audiovisual media has a positive and significant effect on the learning outcomes of the *Anak Indonesia Hebat* rhythmic gymnastics program among Year 4 pupils at SDN 01 Bukur. Significant improvements were observed across the psychomotor, affective, and cognitive domains, indicating that audiovisual media effectively addresses issues of low student interest, boredom, and suboptimal learning outcomes. The psychomotor aspect showed the greatest improvement, followed by the affective aspect, while the cognitive aspect demonstrated a significant but relatively lower increase. These findings suggest that audiovisual media is particularly effective in enhancing motor skills and fostering positive learning attitudes through engaging visual demonstrations and interactive learning experiences. The study highlights the practical value of audiovisual media as an innovative and effective instructional strategy in physical education and supports its wider implementation to improve the quality of teaching and learning outcomes in primary schools, while future research should further explore its long-term effectiveness and integration with other instructional approaches.

CONFLICT OF INTEREST

The authors declare that there is no conflict of interest in this research.

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