STUDENTS' LEARNING INTERESTS WITH AUDIO-VISUAL MEDIA IN PJOK SUBJECTS

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ABSTRACT

Increasing interest in something is basically helping students see how the material they are expected to learn relates to themselves as individuals. The use of audio-visual media with liquid crystal display is not used frequently, namely because the learning facilities and infrastructure are not yet complete; there is no liquid crystal display (LCD) in each class; therefore, teachers always develop creativity in using audio-visual learning media. The goal of this study was to determine students' interest in learning with audiovisual media (LCD) in the subject of PJOK. The descriptive quantitative nature of this study stems from its numerical focus and the use of statistical analysis for data management. The study was conducted in class 6 at MI Ma'arif NU Sekaran, totaling 17 students. The results of the study indicated that 13 students who like PJOK learning using audio-visual media (LCD) had a percentage of 76.5%, and only 4 students who do not like PJOK learning using audio-visual media (LCD) had a percentage of 23.5%. Therefore, we conclude that the use of audiovisual media, specifically liquid crystal displays, significantly influences students' interest in learning, particularly in PJOK subjects.

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1. INTRODUCTION

Learning media in the world of education is one of the supporting elements in the learning process because it is one of the intermediaries for teachers to present lesson materials effectively and help students more easily understand the discussion (Roemintoyo & Budiarto, 2021; Wijaya et al., 2022; Murphy et al., 2023). Media is a tool in the learning process because it is an intermediary for teachers in conveying learning messages to students. Besides that, instructors also realize that, without the help of media, learning materials will be difficult for students to understand, especially complicated and complex ones (Hill & Charalambous, 2012).

Interest is a feeling of preference and attachment to something or an activity without anyone telling you. Students can express their interest by expressing their preference for something over something else; passion is not innate but rather acquired over time. Student interest in the learning process is critical because if students have an interest in

following the learning process, it means that awareness is already within them (Fryer et al., 2021; Renninger & Hidi, 2022). A strong interest in learning will certainly support a student's academic success (Wahyuni et al., 2020; Toli & Kallery, 2021). And for the smooth learning of students, situational interest is also very much needed because someone who has a reasonable relationship with the people around them will have peace of life, and this will affect their concentration and learning activities.

Increasing interest in something is basically helping students see how the material they are expected to learn is related to themselves as individuals (Sutarto et al., 2020; Quinlan & Renninger, 2022). This process means showing students how certain knowledge or skills affect them, serve their purposes, and satisfy their needs. To achieve this, a tool or medium is needed to increase students' interest in learning (Puspitarini & Hanif, 2019; Yu et al., 2022).

The importance of using learning media in schools should be a concern for teachers (Mahdum et al., 2019; Aksir et al., 2024). In addition to the phenomena described above, it is also often found that not all learning media are used in schools (Lawrence & Tar, 2018; Abdurrahmansyah et al., 2022). These findings can be caused by various factors such as incomplete facilities and infrastructure, lack of teacher mastery of technology so that they only deliver learning materials through lectures without any variation, and so on. In addition, audio-visual media is not used frequently, namely because the learning facilities and infrastructure are incomplete (Putra et al., 2024); there is no LCD in each class; therefore, teachers always develop creativity in using visual learning media.

Audiovisual media is a teaching and educational medium that activates the eyes and ears of students during the teaching and learning process (Nicolaou, 2021; Aprianto et al., 2022). Audio-visual media is a type of media that, in addition to containing sound elements, also contains image elements that can be seen, such as video recordings, various film sizes, sound slides, and so on (Fuady & Mutalib, 2018; Nicolaou et al., 2019). This type of audiovisual media has better capabilities because it combines sound and visual elements. This media is divided into two: 1) Silent audiovisual: namely media that displays sound and still images, such as sound frame films (sound slides), sound sequence films, and sound printing. 2) Motion audiovisual: namely media that can display elements of sound and moving images, such as sound films and video cassettes.

The advantages of using audiovisual media include teaching materials that will have clearer meanings so that they can be better understood by students and allow them to master teaching objectives (Rodríguez-Almagro et al., 2021). Teaching will be more varied, not merely verbal communication through words spoken by the teacher. This approach ensures that students remain engaged and teachers maintain their energy, particularly when teaching every lesson (Nicolaou et al., 2019). Students do more learning activities because they do listen to the teacher's explanation and observe, do, demonstrate, and so on. Teaching will attract more students' attention so that it can foster learning motivation, especially in PJOK subjects (Putra et al., 2024).

Physical education is an inseparable part of education in general that influences the potential of students in terms of cognitive, affective, and psychomotor through physical

activity (Stolz, 2014; Metzler, 2017). Through physical activity, children will gain various valuable experiences for life, such as intelligence, emotion, attention, cooperation, skills, and so on. You can use sports or non-sports as a form of physical education. The focus is on improving human movement. More specifically, physical education is related to the relationship between human movement and other areas of education: the relationship between the development of the physical body with the mind and soul. The focus on the influence of physical development on the growth and development of other aspects of humans is what makes it unique.

Sports education is an education that fosters students' mastery of certain sports (Bessa et al., 2019; Siedentop et al., 2019). We introduce students to various sports to help them master their skills. Here, we emphasize the "result" of learning, which dictates the teaching method and the way children learn. In practice, the characteristics of sports training infiltrate the learning process. What often happens in sports education is that teachers pay less attention to the abilities and needs of students (Rekaa et al., 2019; Lohmann et al., 2021). When teaching volleyball to students, teachers directly impart technical skills without taking into account their individual needs or abilities. Basic techniques in such lessons are emphasized more by presenting the subject matter with a drilling approach, and the stages of presenting movement tasks are not adjusted to the child's abilities.

Building upon the background and previous relevant studies, this study bridges the gap that occurred in several previous studies. The aim of this study is to ascertain how students' interest in learning with audio-visual media relates to their PJOK subjects in elementary school. This research is quite interesting because it demonstrates how teachers can maximize the role of visual media with various forms of creativity to increase students' interest in learning.

2.   METHOD

This type of research is descriptive quantitative because the data in this study is centered on numbers, and data management uses statistical analysis to be able to reach conclusions from the research results. Participants in this study were in Class 6 at MI Ma'arif NU Sekaran. The research steps taken were: (1) Collecting data and reading literature related to the role of using visual learning media in increasing students' interest in learning in PJOK subjects. (2) Investigating and scrutinizing literature pertinent to the issues under discussion. (3) Conducting field surveys to analyze field situations and identify the role of using visual learning media to increase students' interest in learning PJOK subjects.

Related to the design of this study, the author will describe the role of using visual learning media in increasing students' interest in learning in PJOK subjects. The data collection method used by the author in this study is observation. The observation method used by the author in the study is non-participant observation; namely, the author collects data that does not play a role in his daily activities but only as an independent observer. Based on the types of observation methods above, the object of

observation in this study is direct observation that the author conducted at MI Ma'arif NU Sekaran Lamongan regarding the role of using visual learning media in increasing students' interest in learning. The reason the author uses non-participating observation is because the author wants to watch without influencing the participants or being involved in their activities. After the data is collected, it is then analyzed using descriptive quantitative data analysis. This study's objectives guide the data analysis process.

3. RESULTS AND DISCUSSION

This study aims to describe the role of using visual learning media in increasing students' interest in learning PJOK subjects. We carried out the initial survey activity in class 6 of MI Ma'arif NU Sekaran, where a total of 17 students took the PJOK subject material. Students were given a questionnaire and filled it out to assess how visual learning media impacts students' interest in PJOK subjects for Class 6 at MI Ma'arif NU Sekaran Lamongan.

We presented the questionnaire as a checklist, asking students to fill in the provided columns with their statements or opinions. Table 1 shows the results of the student questionnaire analysis.

Table 1. Descriptive Statistics Results

No	Value Range	Frequency		
		Total students	Percentage	Category
1	$80 \leq x \leq 100$	5	29,42%	Very good
2	$70 \leq x < 80$	7	41,17%	Well
3	$60 \leq x < 70$	1	5,88%	Enough
4	$x < 60$	4	23,5%	Not good

Table 1 shows that in learning using LCD audio-visual media with indicators, namely, 5 students (29.42%) answered very well, 7 students (41.17%) answered in the good category, 1 student (5.88%) answered in the fairly good category, and 4 students (23.5%) answered in the bad category. Below is a diagram of the results of the student interest questionnaire in Figure 1.
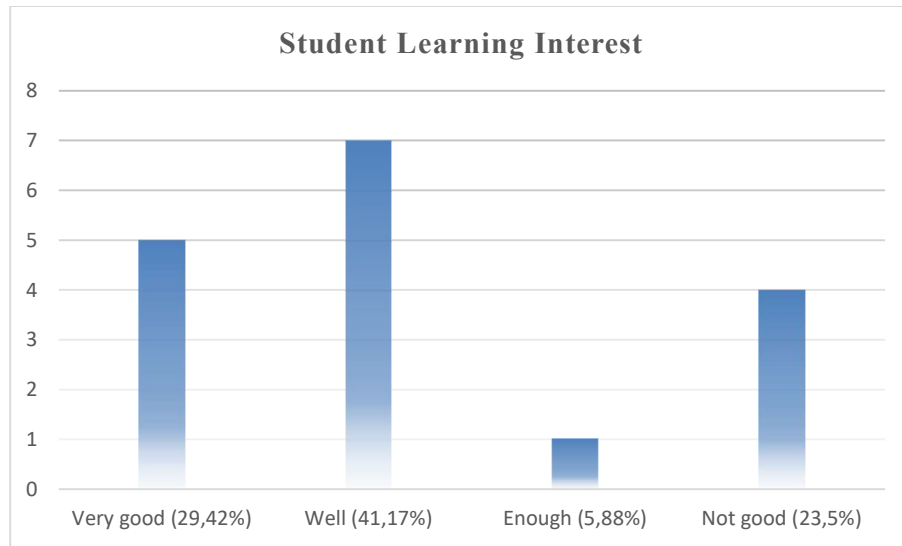
Figure 1. Student Learning Interest Questionnaire Results Diagram

According to Table 2 and Figure 2, the results show that when using LCD audio-visual media, 67.5% of the 17 students recognized the benefits of audio-visual media, 61.5% found it easy to use, 72.5% felt that learning with LCD media was easy, 65.5% saw benefits in learning with LCD media, and 76.5% thought it was effective for learning. Furthermore, 5 students (29.42%) answered very well, 7 students (41.17%) answered in the good category, 1 student (5.88%) answered in the fairly good category, and 4 students (23.53%) answered in the bad category (see Figure 1).

Table 2. Learning with LCD Media

No	Indicator	Frequency
		Percentage
1	Benefits of Audio - Visual Media	67,5 %
2	Ease of Media Audio - Visual	61,5 %
3	Ease of Learning using LCD Media	72,5 %
4	Benefits of Learning using LCD Media	65,5 %
	Learning Effectiveness using LCD Media	76,5 %

The following is the distribution of the percentage of students' interest in learning PJOK using LCD audio-visual media, presented in Figure 2.
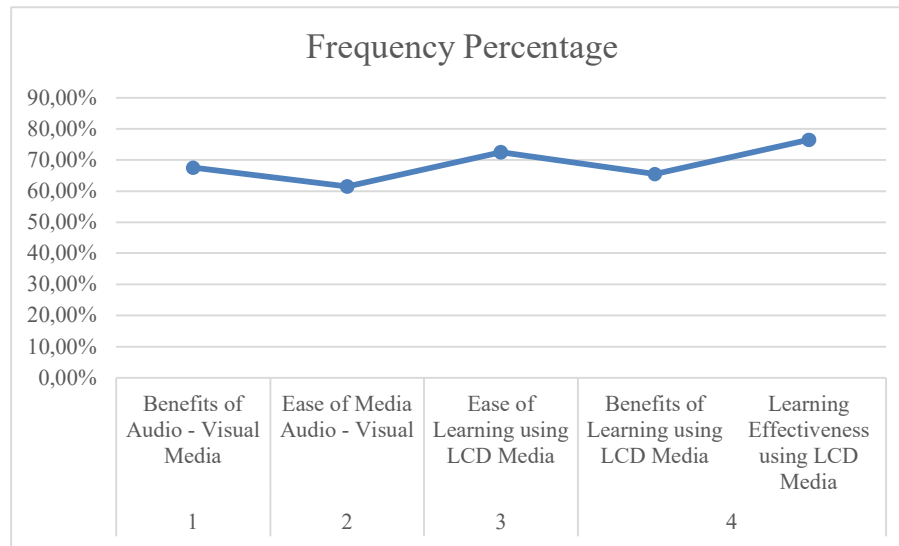
Figure 2. Distributiaon Learning with LCD Media

From the results of data collected from the questionnaire of 17 students, it was found that students who like PJOK learning using audio-visual media (LCD) were 13 students with a percentage of 76.5%. And only 4 students did not like PJOK learning using audio-visual media (LCD), with a percentage of 23.5%. The results of this study are relevant to several previous studies, namely Pranata et al. (2021), Rahmani et al. (2022), Rohman et al. (2022), Widiawati et al. (2022), and Wijaya et al. (2022).

There are three factors underlying the emergence of interest in learning; some of these factors include the following: (1) An internal motivation factor, namely the encouragement from the individual himself, so that an interest arises to carry out certain activities or actions to fulfill it. For instance, encouragement to learn can spark an interest in learning. (2) Social motivation factor, namely the factor to carry out an activity to be accepted and recognized by the environment. This interest represents a compromise between the individual's desires and societal expectations. For example, he is interested in studying because he wants to make his parents proud. (3) Emotional factors, such as interest, are closely related to emotions because they always accompany a person when engaging with the object of their interest. A person succeeds in an activity when it creates feelings of pleasure or satisfaction, whereas failure leads to displeasure and diminishes interest in the activity.

4.   CONCLUSION

Building upon the results of the analysis and discussion, the author concludes that PJOK learning using audio-visual media (Liquid Crystal Display) can provide motivational stimulation for students towards learning. The data is shown from 17 students who participated; there were students who liked PJOK learning using audio-visual media (Liquid Crystal Display), as many as 13 students with a percentage of 76.5%, and only 4 students

who did not like PJOK learning using audio-visual media (Liquid Crystal Display) with a percentage of 23.5%.

Therefore, as a suggestion for other teachers or educators, the results of this study can be considered to increase student motivation in learning, especially PJOK learning.

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