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Efforts to Improve Learning Outcomes of Low-Achieving Students in Grade X-3 Through the Application of Audio Visual Media

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ABSTRACT

This study aims to improve the learning outcomes of underhand passing in volleyball through the application of audiovisual media in the Physical Education, Sports, and Health (PJOK) subject in class X-3 at Martapura 2 State Senior High School. This research is Classroom Action Research (CAR) conducted in two cycles with 35 students as subjects (17 male, 18 female). Data were collected through psychomotor performance tests, observation sheets of teacher activity and student participation, as well as documentation. The research results showed consistent improvement between cycles: the pre-cycle average was 69.76 with a completeness of 54.29%; Cycle I increased to 76.35 with a completeness of 68.57%; and Cycle II reached 80.40 with a completeness of 91.43%, exceeding the success indicator of 80%. Teacher activity increased from 65% (Good) to 95% (Very Good), while student participation increased from 50% (Sufficient) to 83.33% (Very Good). This finding confirms that the systematic application of audiovisual media, particularly the strategy of showing videos segment by segment interspersed with hands-on practice, significantly improves learning outcomes of lower volleyball passing skills in physical education learning in secondary schools.

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INTRODUCTION

Physical Education, Sports, and Health (PJOK) is a subject that plays an important role in developing students comprehensively, both from physical, mental, social, and emotional aspects. PJOK aims to improve physical fitness through various planned and systematic physical activities, such as games, sports, and fitness exercises (Mashud, 2019). In addition, physical education not only focuses on physical abilities, but also encompasses a social dimension, where students learn to work together, uphold sportsmanship, discipline, and responsibility in every learning activity (Aisyah et al.,

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2025). In the context of sports science, human movement becomes the main object that is not only understood as a physical activity, but also as a form of social interaction. Therefore, the goal of physical education is not only to develop the physical abilities of students (Dirgontoro et al., 2023), but also improve cognitive and affective aspects, so that students are able to understand movement concepts, apply strategies, and have a positive attitude in daily life. Based on the current Merdeka Curriculum, PJOK learning is directed so that students are able to master basic movement skills, especially in the branch of volleyball games, both in theory and practice. One of the competencies that X-grade students must master is the basic technique of underhand passing, which is the main foundation in volleyball games (Mustafa & Dwiyogo, 2020).

Volleyball is one of the team sports that is very popular and taught at all levels of education in Indonesia. Yulia et al., (2020) explain that volleyball is a team sport played by two teams with six players each on a court separated by a net. Mustofa & Surakarta, (2024) emphasize that basic skills such as serving, passing, and spiking are key factors that affect team performance in matches, so mastery of basic underhand passing techniques must be mastered by every student in Physical Education learning. However, the reality found in the field shows a different condition. Based on the initial observation conducted in class X-3 of Martapura 2 State Senior High School during the pre-cycle stage, the data on learning outcomes for underhand volleyball passing were still relatively low. Out of 35 students participating in the lesson, only 19 students (54.29%) were deemed to have passed or reached the Minimum Competency Criteria (KKM) of 75, while 16 students (45.71%) had not met the established KKM. The class average score of 69.76 falls into the Poor category. The obstacles encountered included students having difficulty positioning their hands and arms when receiving the ball, lacking understanding of the correct body position, and low learning motivation due to an uninteresting teaching method.

This gap occurs because learning still relies on conventional approaches, namely lectures and direct demonstrations without supporting media, which have proven to be less effective in improving students' understanding of sports movement techniques. Nawir et al., (2023) stated that the use of conventional learning methods without the support of innovative media results in low students' ability in volleyball underhand passing. As an effort to overcome this problem, the researcher chose the use of audiovisual media as a solution. According to Fauzan & Rahmat, (2024), learning with audiovisual media in physical education consistently provides a positive contribution to learning effectiveness, ranging from instructional videos, animations, to movement simulations, proven to enhance material comprehension and active student participation. Based on these considerations, this study aims to examine whether the application of audiovisual media can improve lower passing skills in volleyball in the PJOK subject for class X-3 at Martapura 2 State Senior High School.

METHODS

This research is a Classroom Action Research (CAR) that is collaborative and participatory in nature. CAR is research conducted by teachers in the classroom with the aim

of improving and enhancing the quality of the learning process and outcomes, as stated by (Arikunto & Suhardjono, 2021). In this study, the teacher acted as both the researcher and the action implementer, while the supervising teacher served as the observer. Each cycle consisted of four stages: planning, implementation, observation, and reflection. In Cycle I, planning included the preparation of an audiovisual-based teaching module, preparation of a video for learning underhand volleyball passing, as well as supporting devices such as a laptop, projector, screen, and speakers. Implementation was carried out in two meetings: first, the full video was shown followed by guided practice, and secondly, the video was repeated accompanied by variation exercises and a final test. Reflection on Cycle I revealed several weaknesses, which were then improved in Cycle II through the use of multi-angle videos, slow-motion techniques, segment-based learning, the addition of accuracy drills, and the enhancement of individual feedback. The population in this study is the students of class X-3 at Martapura 2 State Senior High School. This study uses a total sampling technique (Maulana et al., 2024), where the research sample is all the students of class X-3 at Martapura 2 State Senior High School, totaling 35 students, consisting of 17 male students and 18 female students. The study was conducted in the even semester of the 2025/2026 academic year, specifically from April to May 2026. Each meeting lasted 2 × 45 minutes according to the PJOK subject schedule. The subjects were selected entirely (total sampling) because this study aims to improve the learning process in a particular class, so all students were involved as active participants in the actions carried out.

The data collection technique in this study used two main methods. First, structured observation to measure teacher activity (5 indicators, maximum score 20) and student activeness (3 indicators, maximum score 12) with assessment categories ranging from "Poor" to "Very Good." Second, a psychomotor performance test in the form of a underhand passing practice conducted 5 times, assessed using a rubric of 9 indicators, covering the initial phase, main phase, and final phase of the movement. The final score is calculated using the formula (Total Score / 36) × 100, with a minimum mastery criteria (KKM) of 75. The instruments used were developed based on the indicators of underhand passing technique skills and adjusted to the learning objectives.

RESULTS AND DISCUSSION

Result

Pre Cycle Results

Before the implementation of the action, baseline data were collected through conventional learning (without audio-visual media) followed by a psychomotor performance test. Table 1 presents a summary of the pre-cycle results.

Table 1.
Pre-Cycle Psychomotor Test Results

Description	Result
Students Completed	19 siswa (54,29%)
Students Not Completed	16 siswa (45,71%)
Average	69,76
Highest Score	80,56
Lowest Score	55,56

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Based on the results of the performance test in the pre-cycle stage, students' ability to perform the underhand passing technique in volleyball is still considered low. Out of 35 students, 19 students (54.29%) were declared competent with scores ≥ 75, while 16 students (45.71%) were not yet competent. The class average score of 69.76 falls into the inadequate category, with the highest score being 80.56 and the lowest score being 55.56. This data indicates that, on a class-wide basis, learning completeness has not been achieved, so improvements in the learning process are necessary to enhance students' skills in the next cycle.

Table 2.
Observation Results of Pre Cycle Teacher Activities

No	Assessment Indicator	Score
1	Pre-learning (field readiness, tools, media, students)	3
2	Opening the lesson (apperception, objectives, warm-up)	3
3	Main activities (mastery of material, competencies, time allocation, student responses)	2
4	Closing activities (reflection, follow-up, cool down, praying)	3
5	Class management (tools, formation, position, class control)	2
Total Score / Percentage		**13 (65%)**

Based on the observation of teacher activities in the pre-cycle, a total score of 13 out of a maximum score of 20 was obtained, with a percentage of 65% which falls into the Good category. The weaknesses identified were in the aspects of core activities and classroom management, where the readiness of learning media was not optimal because audiovisual media were not used.

Table 3.
Observation Results of Student Activeness Pre Cycle

No	Assessment Indicator	Score
1	Opening (active interaction, line/prayer, warm-up, help with preparation)	2
2	Main activities (attention, tasks, asking questions, underhand passing practice)	2
3	Closing (cool down, reflection, line/prayer, put away equipment)	2
Total Score / Percentage		6 (50%)

The results of the observation of student activity in the pre-cycle showed a total score of 6 out of a maximum score of 12, with a percentage of 50%, which falls into the Fair category. The low student activity is influenced by conventional learning methods, so students' motivation and enthusiasm in participating in learning are still low.

Results of Cycle I Research

After implementing audiovisual media through the complete video presentation followed by guided practice, the psychomotor test at the end of Cycle I showed a significant improvement. Table 4 presents a summary of the results of Cycle I.

Table 4.
Psychomotor Test Results Cycle I

Description	Result
Students Completed	24 siswa (68,57%)
Students Not Completed	11 siswa (31,43%)
Average	76,35
Highest Score	86,11
Lowest Score	63,89

Based on the table above, the psychomotor test results of Cycle I showed an improvement compared to the pre-cycle. The class average score increased from 69.76 to 76.35, the highest score was 86.11, and the lowest score was 63.89, with the number of students achieving mastery increasing from 19 students (54.29%) to 24 students (68.57%). This 14.28% increase in mastery indicates that the implementation of audiovisual media has started to have a positive impact on students' learning outcomes.

Table 5.
Observation Results of Teacher Activities Cycle I

No	Assessment Indicator	Score
1	Pre-learning (field readiness, tools, media, students)	4
2	Opening the lesson (apperception, objectives, warm-up)	3
3	Main activities (mastery of material, competencies, time allocation, student responses)	3
4	Closing activities (reflection, follow-up, cool down, praying)	3
5	Class management (tools, formation, position, class control)	3
Total Score / Percentage		**16 (80%)**

The results of the observation of teacher activities in Cycle I showed a total score of 17 out of a maximum score of 20, with a percentage of 80% which falls into the Good category. Compared to the pre-cycle (65%), there was an increase of 15%. This improvement is mainly seen in the pre-learning aspect which already covers all the indicators.

Table 6.
Observation Results of Student Activeness Cycle I

No	Assessment Indicator	Score
1	Opening (active interaction, line/prayer, warm-up, help with preparation)	3
2	Main activities (attention, tasks, asking questions, underhand passing practice)	3
3	Closing (cool down, reflection, line/prayer, put away equipment)	3
Total Score / Percentage		**9 (75%)**

Student activity in Cycle I increased to 75% (Good) from 50% (Fair) in the pre-cycle. Students appeared more enthusiastic and active in participating in the learning, especially when watching videos and discussing the techniques presented.

Cycle II Research Results

Table 7.
Psychomotor Test Results Cycle II

Description	Result
Students Completed	32 siswa (91,43%)
Students Not Completed	3 siswa (8,57%)
Average	80,40
Highest Score	90,44
Lowest Score	66,67

Based on the table above, the psychomotor test results of Cycle II show a very significant improvement. The class average score increased from 76.35 (Cycle I) to 80.40 (Cycle II). The number of students achieving mastery increased from 24 students (68.57%) in Cycle I to 32 students (91.43%) in Cycle II. This 91.43% mastery percentage has surpassed the minimum target of 80% set as an indicator of research success.

Table 8.
Observation Results of Teacher Activities Cycle II

No	Assessment Indicator	Score
1	Pre-learning (field readiness, tools, media, students)	4
2	Opening the lesson (apperception, objectives, warm-up)	4
3	Main activities (mastery of material, competencies, time allocation, student responses)	4
4	Closing activities (reflection, follow-up, cool down, praying)	3
5	Class management (tools, formation, position, class control)	4
Total Score / Percentage		**19 (95%)**

The results of observing teacher activities in Cycle II reached a percentage of 95%, which falls into the Very Good category. Almost all assessment indicators were met in this cycle, indicating that the teacher successfully carried out learning using audiovisual media optimally.

Table 9.
Observation Results of Student Activeness Cycle II

No	Assessment Indicator	Score
1	Opening (active interaction, line/prayer, warm-up, help with preparation)	3
2	Main activities (attention, tasks, asking questions, underhand passing practice)	4
3	Closing (cool down, reflection, line/prayer, put away equipment)	3
Total Score / Percentage		**10 (83,33%)**

Student activity in Cycle II reached a percentage score of 83.33%, increasing from 75% (Good) in Cycle I to the Very Good category. This increase reflects the students' growing enthusiasm and active participation, especially when watching videos segment by segment interspersed with hands-on practice.

Discussion

Based on the research results described above, it is proven that the consistent use of audio-visual media can improve the learning outcomes of underhand volleyball passing for students of class X-3 at Martapura 2 State Senior High School from cycle to cycle. The increase in the percentage of learning completeness from the pre-cycle (54.29%) to Cycle I (68.57%) and Cycle II (91.43%) indicates the effectiveness of the actions taken. The improvement in learning outcomes that occurred in Cycle I can be explained by the advantages of audiovisual media in presenting techniques demonstrations in a concrete manner and can be repeated. Fauzan & Rahmat, (2024), in their systematic review, concluded that the use of audiovisual media in physical education consistently provides a positive contribution to the effectiveness of learning, as videos, animations, and movement simulations are proven to enhance material understanding and active student participation. This aligns with the findings of this study, where the class average score increased from 69.76 (pre-cycle) to 76.35 (Cycle I), and the number of students who passed increased from 19 to 24 students.

A more significant improvement in Cycle II (91.43% mastery) can be associated with the improvement of the video presentation strategy implemented, namely segment-by-segment presentation interspersed with hands-on practice. Nawir et al., (2023) in their

research on the use of audiovisual media in learning volleyball underhand passing found that learning with structured, student-centered audiovisual media significantly improved students' underhand passing skills. The segment-by-segment strategy applied in Cycle II allowed students to immediately internalize each phase of the movement through practice carried out right after watching the visual demonstration, thus minimizing the gap between conceptual understanding and practical ability.

This study is also supported by the findings of Zaenudin et al., (2023), who found that the implementation of audiovisual learning media has a significant effect on students' underhand volleyball passing skills. Meanwhile, research conducted on 11th-grade students of SMA Negeri 3 Wajo (Global Journal Sport Science, 2024) shows a similar pattern, where the use of audiovisual media in teaching underhand volleyball passing resulted in an increase in mastery from 62% in Cycle I to 86% in Cycle II. The similarity in this pattern of increase strengthens the validity of the findings of the study conducted at Martapura 2 State Senior High School. The consistent increase in student activeness from the Fair category (50%) in the pre-cycle, to Good (75%) in Cycle I, and reaching Very Good (83.33%) in Cycle II also reflects the positive impact of audiovisual media on students' motivation and learning engagement. This aligns with the statement by Hasan et al., (2021) that audiovisual media, which can engage more of the students' senses (sight and hearing) simultaneously, makes the process of information absorption more effective and increases learning motivation.

The increase in teacher activity from 65% (Good) in the pre-cycle to 80% (Good) in Cycle I and 95% (Very Good) in Cycle II also contributed to the improvement of student learning outcomes. Teachers who became more skilled in optimally utilizing audiovisual media, including managing the flow of video playback, guiding discussions, and providing individual feedback, created a more conducive learning environment for enhancing students' psychomotor skills. Overall, the findings of this study confirm the formulated action hypothesis, which is that the application of audiovisual media can improve lower passing learning outcomes in volleyball in the PE subject for grade X-3 students at Martapura 2 State Senior High School. The continuous improvement from the pre-cycle to Cycle II, with a final completeness of 91.43% exceeding the minimum target of 80%, is concrete evidence of the effectiveness of audiovisual media as a learning innovation in Physical Education.

CONCLUSION

The implementation of audiovisual media in learning underhand passing in volleyball in class X-3 at Martapura 2 State Senior High School has been proven to significantly improve the learning process and learning outcomes in two cycles of Classroom Action Research. Teacher activity increased from 65% (Good) in the pre-cycle to 80% (Good) in Cycle I and 95% (Very Good) in Cycle II. Student participation increased from 50% (Fair) to 75% (Good) and 83.33% (Very Good). The class average score increased from 69.76 to 76.35 and 80.40, while classical completeness increased from 54.29% (19 students) to 68.57% (24 students) and 91.43% (32 students), exceeding the success

indicator of 80%. PJOK teachers are advised to routinely apply audiovisual media in teaching sports techniques, especially by using a strategy of showing videos segment by segment interspersed with direct practice and intensive individual feedback. Schools are advised to support the provision and maintenance of adequate learning media technology facilities (laptops, projectors, speakers) and to encourage teachers to innovate in teaching through Classroom Action Research for the continuous improvement of education quality.

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