

Audio-Visual Media as an Innovation in Learning Basic Volleyball Passing Movements to Increase Interest in Learning

Nada Amelia Prasetyanti¹, Mochamad Ridwan²

¹Faculty of Sports and Health Sciences, Universitas Negeri Surabaya, Indonesia.

E-mail: nada.23162@mhs.unesa.ac.id¹, mochamadridwan@unesa.ac.id²

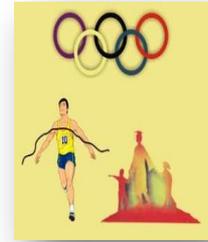
Abstract

The use of audio-visual media is crucial for increasing the effectiveness of the learning process because it combines images and sounds that engage students. The purpose of this study was to determine changes in students' learning interest in learning using audio-visual media. This study aimed to determine the effect of applying audio-visual media on increasing students' learning interest in learning basic volleyball overhead passing movements. Researchers collected data using a quantitative approach and pre-experimental design using a one-group pretest-posttest design. Treatment was given for four meetings using audio-visual media with 60 eighth-grade students at MTs Sunan Giri. To measure students' learning interest, whose validity and reliability had been tested, researchers used a Likert scale questionnaire. Researchers used the SPSS application to analyze data with the Kolmogorov-Smirnov and Shapiro-Wilk normality tests. After implementing learning using audio-visual media, students' learning interest increased significantly. When compared, the posttest results were higher than the pretest results, indicating that during the learning process, the use of audio-visual media was effective in increasing students' enthusiasm. Students benefit greatly from audiovisual media, enabling them to understand the basic movements of the overhead pass more concretely through engaging and clear visual displays. It can be concluded that the use of audiovisual media can make learning more effective and innovative, increasing student interest in learning. Therefore, it can be concluded that the use of audiovisual media is an effective learning innovation for increasing student interest in learning.

Keywords: Audio-Visual Media, Physical education, Volleyball basic skills, learning interest, Learning innovation

INTRODUCTION

Audio-visual media plays an important role in conveying messages through various communication channels (Amaliyah et al., 2021). According to (Aci Primartadi et al., 2025), students have a lack of enthusiasm in participating in the learning process at the educational level; this is due to the lack of interesting audio-visual media displayed. (Muhammad Ikhsan & Muhammad Syafiq Humaisi, 2021), audio-visual media distributed during the learning process can stimulate students' interest, attention, feelings, and thoughts to achieve a goal in the learning process. The application of audio-visual media is less than optimal, causing students to become bored and have difficulty understanding the learning process, one part of which is learning about the basic movement of the upper pass. According to (Sulistiadinata, 2020), learning that is considered boring for students can apparently be transformed into enjoyable learning by using audio-visual media balanced with several games in the learning process of the upper pass in volleyball. An overhand pass is defined as passing the ball using two hands with strong fingers to a teammate. According to (Nugraha & Yuliawan, 2021), an overhand pass is a basic movement performed to control attacks during strategy execution. Therefore, overhand passing is a movement that volleyball players must master. Therefore, to facilitate the learning process



related to overhand passing, engaging audio-visual media are needed to help students develop a strong interest in learning.

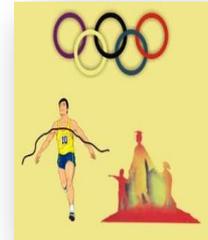
Interest in learning is a feeling of pleasure and fascination with something without coercion (Aprijal et al., 2020). Students will be reluctant to learn due to a lack of interest, so interest in learning is crucial in the implementation of learning (Islamiah, 2019). Interest in learning is a supporting factor in the learning process that contributes to success; therefore, interest in learning requires special attention (Pratiwi, 2015). Learning activities are less than optimal or become hampered without student interest (Mekar & Kab, 2023). Whether or not students' academic performance is good depends on their strong interest in learning (Charli et al., 2019). Teachers must also enhance and develop students' interest in learning to foster enthusiasm for the teaching and learning process (Iskandar & Nurulita, 2023). In reality, according to (Reski, 2021), each student has different interests. Students with a strong interest in learning are able to direct their behavior positively, leading to successful and enjoyable learning. Some students with less interest in learning tend to get bored during the learning process. Therefore, to foster student interest and foster a sense of passion in learning, especially basic volleyball passing movements, teachers need innovation during the learning process to foster student interest. This research is necessary because, during volleyball passing lessons, students' interest and desire to learn are still relatively low. Consequently, they often feel bored and find the lessons provided by instructors monotonous and lacking variety, making them less engaging and enjoyable. This is because instructors often use lecture-based learning methods or assign assignments without visual explanations. This situation makes it difficult for most students to learn and understand the material taught at school. This lack of understanding can lead to low student motivation and negatively impact their skills and achievement. To reduce this low level of student interest in learning, the implementation of audio-visual media is necessary to make learning activities more effective and innovative and positively impact all students. This media is expected to present realistic illustrations through a combination of sound and moving images, making them easier to understand. Audio-visual media is believed to foster student interest in learning, deepen understanding of the material, improve learning outcomes, and maximize learning achievement (Rohmah & Syifa, 2021).

Research (Nesia¹ et al., 2022) explains that audio-visual media has a positive effect on improving students' skills, particularly in basic volleyball movements, such as underhand passing. However, this study only focused on one technique, namely underhand passing, and emphasized the results of students' psychomotor skills. Meanwhile, research (Kuswara, 2020) suggests that to reduce student boredom during learning,

METHOD

Researchers collected data using a quantitative approach with an experimental research type, which was carried out at one of the MTs in Gresik to determine the relationship through audio-visual media and learning interest. According to (Tikulimbong et al., 2024) a quantitative approach is defined as an approach commonly referred to as a model or nuance of research with processing to presenting data using statistical methods that allow researchers to determine accurately. The method used is a pre-experimental design, in which there is no control group involved in the study. While the research design uses a one-group pretest-posttest design with a population of 60 eighth-grade students, a pretest was conducted before the treatment through audio-visual learning to measure students' abilities, and a post-test was conducted after being given treatment through audio-visual media to determine the comparison. The instrument used was a Likert scale in a questionnaire adopted from (Sulistyo Handyaningrum & Mochamad Ridwan, 2023) which has a validity value between 0.378 and 0.763 with a table value of 0.355 and has a reliability test of 0.853. This research was conducted over four meetings, using inferential statistical analysis techniques.

Sample answer table

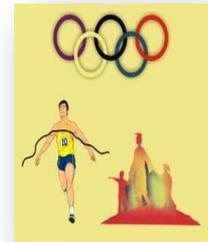


Answer	Skor	
	Favorable Statement	Unfavorable Statement
Strongly agree	4	1
Agree	3	2
Don't agree	2	3
Strongly disagree	1	4

The research subjects answered by marking (√) one of the answers provided by the researcher according to their personal opinion with 4 possible answers with favorable and unfavorable statements, namely favorable (strongly agree) 4, (agree) 3, (disagree) 2, (strongly disagree) 1. While unfavorable (strongly agree) 1, (agree) 2, (disagree) 3, (strongly disagree) 4. This scale modification was used to collect information about students' learning interests when participating in the PJOK learning process obtained using an audio-visual media approach.

Instrument grid

Variables	Indicator	Descriptor	Item		Amount
			+	-	
Feeling Happy		Student's opinions about learning	1,8	4	3
		Student's impressions of learning and teachers	3	2,17	3
		Student's feelings during learning	5,2	6	2
		Student's pay attention when learning using media	11	7	2



Interest in learning	Attention	Attention when following learning	22		1
		Student's pay attention when learning using media	19,15		2
	Interest	Students' curiosity when participating in learning	12		1
		Interested in learning media		21	1
		Student acceptance of materials during learning	13,14	9	3
	Student involvement	Awareness about learning at school	18,10		2
		Student activeness in participating in learning	16,20		2
	Amount		16	7	22

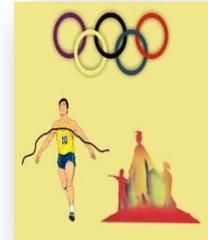
RESULT AND DISCUSSION

Research Result

Based on the pretest and posttest results, students' interest in learning the basic volleyball overhead passing movement increased after being exposed to video. Data analysis was performed using SPSS using the Kolmogorov-Smirnov and Shapiro-Wilk Normality Tests to determine the normality of the data distribution.

Normality Test Results

Kolmogorov-Smirnov				Shapiro-Wilk		
	statistic	df	sig	statistic	df	sig



V1	.100	.27	.200	.965	.27	.468
V2	.131	.27	.200	.971	.27	.634

The results of the Kolmogorov-Smirnov and Shapiro-Wilk Normality Test analysis, the pretest obtained a result of 468, the posttest obtained a result of 634. Because the posttest results were greater, it can be concluded that the treatment of learning basic volleyball passing movements using audio-visual media had a significant influence on students' interest in learning, so that the research data were declared normal.

Discussion

This study, conducted at Sunan Giri Islamic Junior High School (MTs), aimed to determine students' learning interest before and after the treatment. Based on the description of pretest data on basic volleyball overhead passing movements, it was apparent that students' interest in volleyball learning was still relatively low (Sari, 2023). To mitigate these shortcomings, the researchers provided a treatment for basic volleyball overhead passing movements using audio-visual media (Penelitian et al., 2024). This audio-visual media treatment demonstrated a change in students' interest in the basic volleyball overhead passing movements taught by the researchers (Amila et al., n.d.).

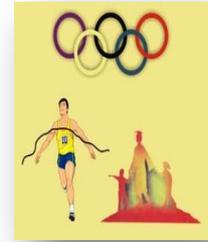
This increase in learning interest was influenced by the audio-visual media, which captured students' attention through engaging video and audio displays. Interactive learning between teachers and students increased student enthusiasm (Rosadi et al., 2014). Students could raise questions to the teacher if they didn't understand the material (Ibnu Rozaq, 2023). Overall, the increase in student interest in learning was driven by the teacher's active, creative, effective, and enjoyable teaching style, utilizing audio-visual media to maintain student focus (Collins et al., 2021).

The results of this study revealed that the use of audio-visual media not only increased student interest and learning but also positively impacted conceptual understanding and mastery of basic volleyball passing skills (Nupus et al., 2021). The use of audio-visual media in learning is crucial. Students will more easily understand material, particularly basic volleyball passing movements, because they can directly see the correct movements through the video presentation (Pradilasari et al., 2020). This study, demonstrating an increase from the low to high category, indicates that audio-visual media is an effective learning strategy for character education (Siregar et al., 2025).

Conclusions and suggestions

This treatment demonstrated that movement in teaching and learning significantly increased student interest in learning, particularly in the basic volleyball overhead pass. Prior to the treatment, student interest was low due to the lack of engaging learning. After the use of audio-visual media, student interest significantly increased, as evidenced by higher post-test scores compared to the pre-test. The combination of sound and images in this media helped students understand the movements more easily and created an active and enjoyable learning environment. Therefore, the audio-visual media treatment was an effective teaching and learning innovation that increased student interest in learning, particularly in the basic volleyball overhead pass.

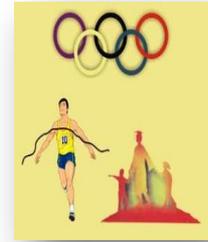
The research findings provided several recommendations. Physical education teachers are encouraged to incorporate audio-visual media more frequently into their learning process, making teaching and learning more engaging, interactive, and motivating for active student participation. Schools are advised to add more facilities and infrastructure, such as projectors and audio equipment, to each classroom. At MTs Sunan Giri, there is only one projector per floor, which makes it difficult for



teachers to present material using audio-visual media. For future researchers, it is hoped that they can expand this study by including additional variables so that the research results are more in-depth and varied, such as learning motivation or psychomotor learning outcomes, as well as using a research design with a control group to obtain in-depth results.

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