



Transforming Physical Education: Audio-Visual Media as a Catalyst for Engaging and Effective Learning



Sri Nuraini¹

¹Universitas Negeri Jakarta, Indonesia

Mas'odi²

²STKIP PGRI Sumenep, Indonesia

Introduction

Physical education (PE) is essential to the school curriculum to develop students' motor skills

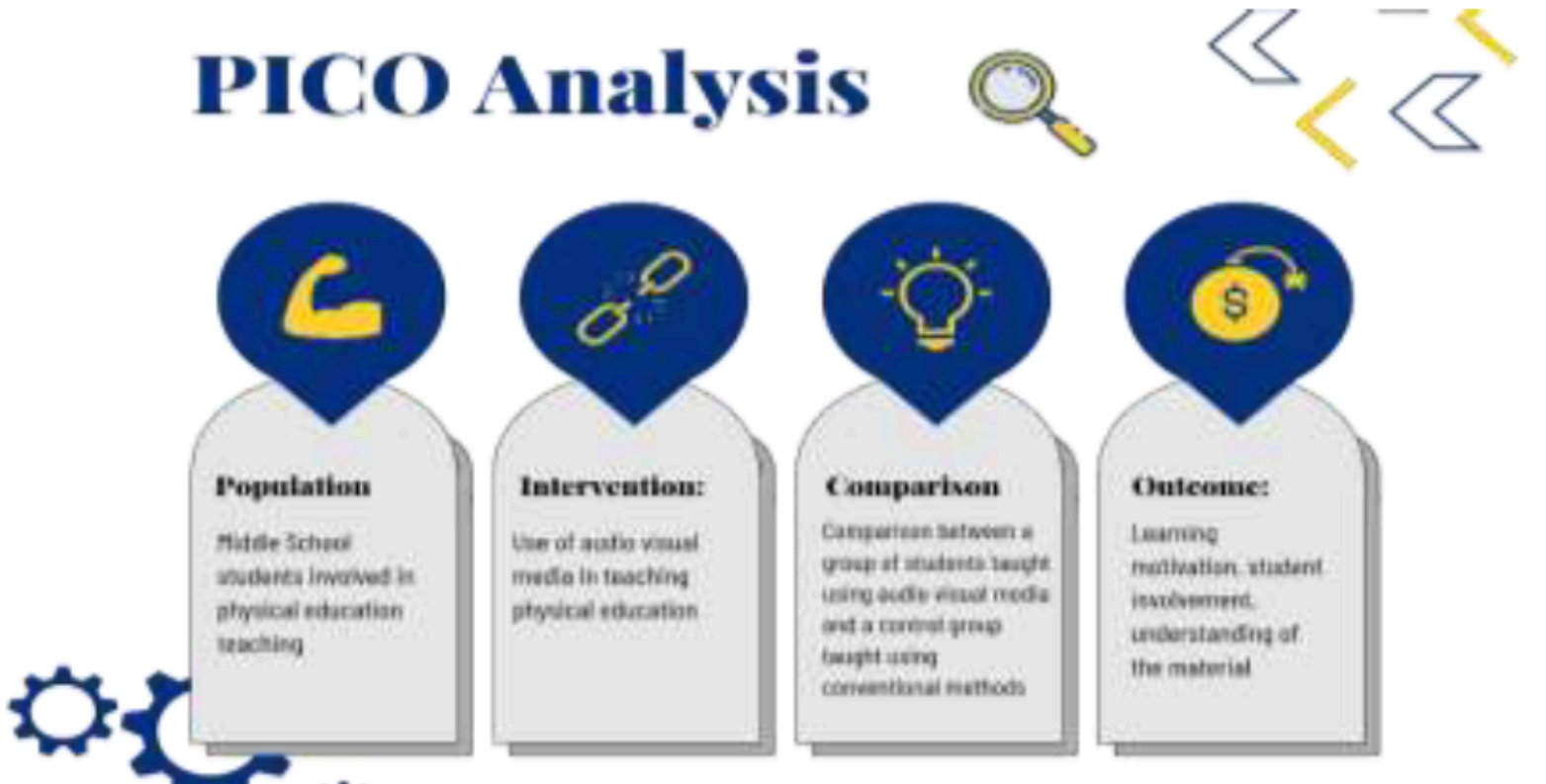
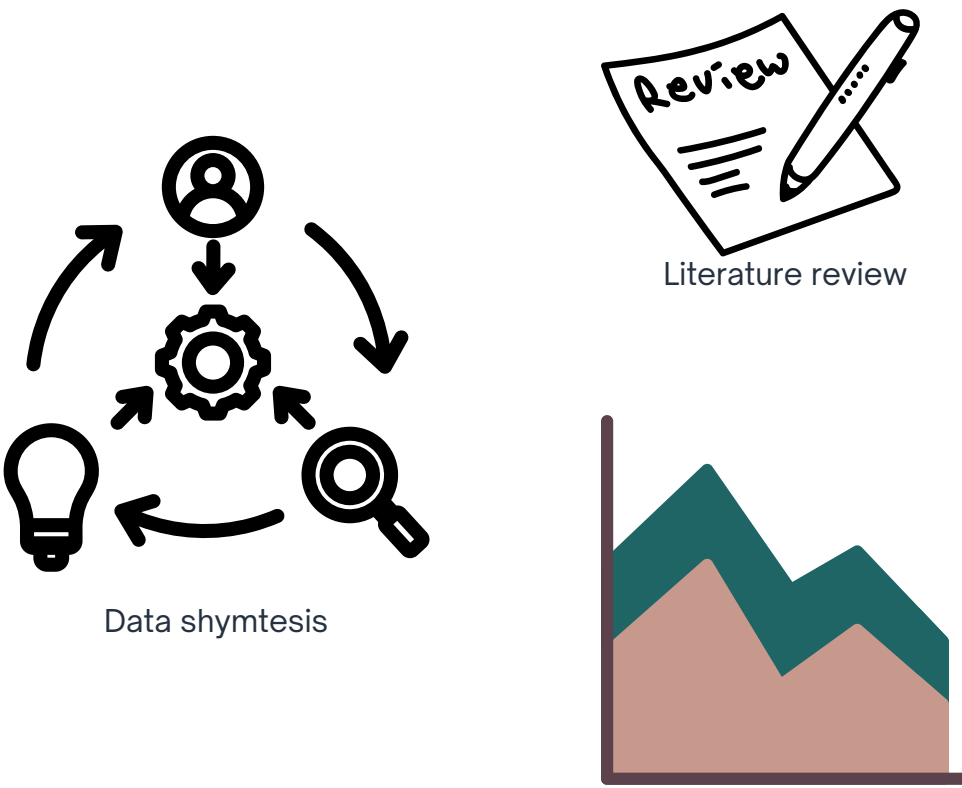


Figure 1. The SLR technique used is PICO to evaluate the effectiveness of using audio-visual media in teaching physical education in secondary schools

Research posters are an effective medium for presenting findings concisely and visually. In this study, we explore the implementation of audio-visual media in PE classes to address the gap between theory and practice. The primary research question is: How can audio-visual media enhance the quality of learning and student outcomes in physical education?

ANALYSIS



- Literature Review: Evaluating the effectiveness of audio-visual tools.
- Data Synthesis: Summarizing findings from multiple studies.
- Graphical Representation: Illustrated data using graphs and charts for clarity.

CONCLUSION

this research confirms the importance of integrating audio-visual media in physical education to improve the quality of learning and student learning outcomes. By overcoming existing challenges through training, providing technological access, and supporting policies, audio-visual media can become an effective tool for bridging theory and practice in physical education. This research also suggests that further studies be carried out to evaluate the long-term impact of using audio-visual media in teaching and develop the best strategies for implementing it in various educational contexts

Objective

The study aims to assess the impact of audio-visual media on student motivation and involvement in PE classes and to propose strategies for effective implementation..



Study Identification and Selection

The literature search process begins by exploring major academic databases like Google Scholar, PubMed, and ScienceDirect, and extends to additional databases and local journals. Automated tools assist in identifying further relevant studies. The search focuses on keywords such as "audio-visual media," "physical education," "teaching," "learning motivation," and "effectiveness." Inclusion criteria specify studies on secondary school students using audio-visual media in physical education, published between 2020 and 2024. The criteria can be broadened to include diverse methods and student backgrounds. Initially, 68 studies were identified, but only 21 met the final criteria.

Synthesis of Findings:

This research also identified several main challenges in implementing audio-visual media, such as lack of adequate training for teachers, limited access to technological devices, and suboptimal policy support. Based on these findings, the research recommends concrete steps such as increasing specific teacher training on the use of audio-visual media, providing more comprehensive access to this technology, and establishing policies supporting technology integration in the physical education curriculum. Thus, this research provides empirical evidence regarding the effectiveness of audio-visual media and offers practical solutions to overcome existing obstacles to bridge theory and practice in teaching physical education. In other words, prepare a practical guide or toolkit for teachers that includes concrete steps, case studies, and examples of audio-visual media applications. In addition, holding training and workshops can help teachers feel more prepared and confident in using this technology

Methodology

The study employs a systematic literature review approach, analyzing:

- Interviews: Gathered insights from teachers on technology use in PE.
- Surveys: Collected data from students regarding their engagement with audio-visual media.
- Comparison Studies: Evaluated differences in outcomes between traditional and media-integrated PE classes.

Key references include studies on visual learning theory and motivation in educational contexts.

Data collection

Data analysis used a meta-analysis approach to identify general trends and significant differences among the reviewed studies. This analysis compares the group of students taught using audio-visual media and the control group taught using conventional methods. The results of the analysis show that the use of audio-visual media consistently increases student motivation and engagement. For example, a study by Chuang (2021) showed a 25% increase in understanding of material in students taught using instructional videos compared to traditional teaching methods



References

