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## Learners' responses to teachers' use of visual media physical education sports and health Class V Golo elementary school Kapanewon Umbulharjo city Yogyakarta

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### Abstract

This study aims to determine the responses of students the use of visual media for PJOK teachers in upper grade students of SD Negeri Golo. This research is quantitative descriptive research. Population the population of this study were 5th grade participants of SD Negeri Golo, totaling 28 people. This study uses a survey type method. The sampling technique used total sampling. The instrument in this study was a data collection technique using a questionnaire as a non-test measuring instrument used to obtain supporting data. The results showed that the Learner's Response to the Use of Visual Media of PJOK Teacher Grade 5 SD Negeri Golo each in the category, namely, the "Very High" category of 11%, the "High" category of 11%, the "Fair" category of 61%, the "Low" category of 14%, and the "Very Low" category of 4%. From these results it can be concluded that the Learner's Response to the Use of Visual Media by the 5th Grade PJOK Teacher at SD Negeri Golo is in the Fair category with an average final percentage of 61%.

**Keywords:** SD Golo, visual media, physical education

### 1. Introduction

In learning physical education sports and health education, visual media becomes a teacher's tool in delivering delivery of material. Because with visual media visual media, students will more easily understand what is conveyed by the teacher. In the age category of elementary school children visual media will be more easily absorbed for example by looking at pictures, posters, photos, videos, and props. Forms of visual media form of visual media that is attractive will make it easier for students to concentrate on the material presented by the teacher. Delivered by the teacher. Visual media can also arouse the interest of students to always pay attention to the materials that are delivered.

Learning becomes fun when learning activities involve all learners in the class to participate in unique and interesting ways. Interesting ways of course, guided by the teacher to the material and the readiness of the learning process in the classroom with the help of learning process in class with the help of visual media.

According to Rosada (2016, p. 15) <sup>[1]</sup>, visual media are visual media are grouped into picture media representations (drawings and photographs), diagrams that show the relationship between concepts and content material, maps that show the relationship between elements in the content of the material, and graphs (tables, charts, chart). Visual media can be defined as media that combines facts and ideas in a clear, strong, and unified manner, through the combination of expressing words and images. This media is very appropriate for the purpose of conveying information in the form of summarized Miftah *et al.* (2016, p 47) <sup>[2]</sup>.

Visual media is also often referred to as images or parables, plays a very important role in the learning process. Very important in the learning process. Visual media can facilitate understanding (e.g. through elaboration of structure and organization) and strengthen memory. Organization) and strengthen memory. Media visual media can also foster learners' interest of learners and can provide a connection between the content of the subject matter with the real world.

Learning is a set of actions designed to support process learning participants learners, with taking into account the internal events that take place in the learner's experience. Learning is any effort that done by educators so that the learning process occurs learning process in students. Learning must make students learn, then the goal must be must be set first before the process is process is carried out.

Learning (instruction) is the arrangement of external events in a learning situation learning situation that is intended to facilitate learning, storage (the ability to recall of information) or transfer of knowledge and skills of learners. Learning is also can be said to be an effort of educators or other adults to help learners and achieve optimal learning outcomes (Yamin, 2018, p. 21) [3]. Learning is the process of student interaction with educators and learning resources in a learning environment learning environment, learning is a support for educators so that the process of acquiring knowledge, skills, mastery skills, habits, attitude formation, and self-confidence in confidence in learners can take place (Ahdar & Wardana, 2019, p. 13) [4].

Learning can be defined as consisting of three main elements: initiation, facilitation and enhancement of the learner's learning process. This shows that there is an element of intentionality parties outside the individual who carries out the learning process, in this case educators, both individually and collectively in a system, is the main characteristic of the concept of learning concept. Learning theories are divided into 3, namely behaviorism theory, humanistic theory, and constructionism theory. Theory behaviorism is a theory of development behavior, which can be measured, observed, and generated through learner responses to stimuli. Response to stimuli can be reinforced with positive or negative feedback regarding the behavior desired (Ahdar & Wardana, 2019, p. 14) [4]. Humanistic is to humanize human beings. The learning process learning process is said to be successful when learners understand environment and themselves. Learning process

must try so that learners in the learning process must try so that they can gradually perceive themselves as well as possible. Theory learning theory this seeks to understand learning behavior from the perspective of the aggressor, rather than from the perspective of the observation (Ahdar & Wardana, 2019, p. 17) [4]. Constructivism theory defines learning as a truly active activity where participants learners construct their own knowledge, find their own meaning, discover what they themselves, discover what they are learning and infer new concepts and ideas with their existing knowledge (Ahdar & Wardana, 2019, p. 20) [4].

As one of the important components in learning, learning media has several benefits for the learning process learning process. Learning media not only facilitates the continuity of the learning process learning process, learning has several benefits for the learning process such as arouse motivation and stimulation of motivation and stimulation of students to learn, communication between educators and learners, as well as the similarity of information obtained by students.

## 2. Materials and Methods

This research is a descriptive quantitative research. The method descriptive method is part of quantitative, characteristic of research quantitative research is collecting data from test results which then explained using narrative in the results of his research.

The population in this study were students of SD Negeri Golo. Sampling technique used is total sampling. Total sampling, meaning sampling on the based on certain characteristics or traits have a specific characteristic in accordance with research needs.

Makbul's opinion (2021, p. 102-113), research instruments are tools that selected and used by researchers in activities to collect data so that these activities become systematic and made easier by him SED as follows:

**Table 1:** Grid of visual media comprehension test instrument

| Variable     | Indicator    | Indicator Description   | Question Item | Number of Questions |
|--------------|--------------|---|---------------|---------------------|
| Visual Media | Relevance    | Learners' ability to understand learning materials.                                       | 1-4           | 4                   |
|              | Ease of Use  | Learners' ability to implement learning materials.  | 5-8           | 4                   |
|              | Availability | The school's ability to improve students' learning ability through school infrastructure. | 9-12          | 4                   |
|              | Usability    | Learners' ability to utilize learning media.  | 13-17         | 5                   |

In this study, researchers used the statistical test method Cronbac'h Alpha. Cronbac'h Alpha is acceptable if > 0.6. The closer Cronbac'h Alpha to 1, the higher the internal consistency reliability. Internal consistency reliability. Based on the validity test carried out, the reliability coefficient of 0.819 because the reliability coefficient is more than 0.700 then it can be stated that the instrument to measure students' responses students' responses to the use of visual media for PJOK teachers are reliable.

Data analysis the data analysis used from this research uses descriptive quantitative analysis techniques quantitative analysis technique with a percentage, the formula used is as follows:

$$P = \frac{F}{N} \times 100\%$$

Description,

P = Percentage sought (relative frequency)

F = Frequency

N = Number of respondents

In this study, how to calculate the norm on learner data is explained in the table as following.

**Table 2:** Norma Penelitan

| No | Interval                       | Category  |
|----|--------------------------------|-----------|
| 1  | $M + 1,5 S < X$                | Very High |
| 2  | $M + 0,5 S < X \leq M + 1,5 S$ | High      |
| 3  | $M - 0,5 S < X \leq M + 0,5 S$ | Fair      |
| 4  | $M - 0,5 S < X \leq M - 0,5 S$ | Low       |
| 5  | $X \leq M - 1,5 S$             | Very Low  |

## 3. Results and Discussion

Descriptive statistics of data on the results of research on students' responses to the use of visual media for physical education, sports and health teachers in grade 5 SD Negeri Golo obtained the lowest score (minimum) 38, the highest score (maximum) 60, the average (mean) 46.86, the median (median) 45.5, the value that often appears (mode) 45,

standard deviation (SD) 4.633. The complete results can be seen in the table as follows.

**Table 3:** Statistical Description of Grade 5 SD Negeri Golo

| Statistic      |       |
|----------------|-------|
| N              | 28    |
| Mean           | 46,86 |
| Median         | 45,5  |
| Mode           | 45    |
| Std. Deviation | 4,633 |
| Minimum        | 38    |
| Maximum        | 60    |

From the test results, the categories of students' responses to the use of visual media for physical education, sports and health teachers in the upper grades of SD Negeri Golo are presented in the table as follows:

**Table 4:** Frequency Distribution of Grade 5 SD Negeri Golo

| Interval    | Category  | F  | %    |
|-------------|-----------|----|------|
| > 53,81     | Very High | 3  | 11   |
| 49,18-53,80 | High      | 3  | 11   |
| 44,54-49,17 | Fair      | 17 | 61   |
| 39,91-44,53 | Low       | 4  | 14   |
| < 39,90     | Very Low  | 1  | 4    |
| Total       |           | 28 | 100% |

From the table above, it can be seen that the responses of students to the use of visual media for physical education and health teachers in grade 5 SD Negeri Golo are fair with a frequency consideration of 17 people or 61%. the application of visual media for physical education and health subjects in the upper grades of SD Negeri Golo which is categorized as very high 3 people or 11%, high 3 people or 11%, fair 17 people or 61%, low 4 people or 14% and very low 1 person or 4%. The following is a graph of the application of visual media in physical education, sports and health subjects in the upper grades of SD Negeri Golo.

#### 4. Conclusions

The results showed that the Learner's Response to the Use of Visual Media of PJOK Teacher Grade 5 SD Negeri Golo each in the category, namely, the "Very High" category of 11%, the "High" category of 11%, the "Fair" category of 61%, the "Low" category of 14%, and the "Very Low" category of 4%. From these results it can be concluded that the Learner's Response to the Use of Visual Media by the 5th Grade PJOK Teacher at SD Negeri Golo is in the Fair category with an average final percentage of 61%.

#### 5. Acknowledgments

**Based on the conclusion of the above research, there are remarks that can be conveyed, namely:**

- For physical education teachers, it can be used as teaching material and input for physical education teachers of SD Negeri Golo in improving PJOK knowledge.
- For students, it can make it easier for students to increase knowledge, reasoning and skills in participating in learning and in achievement.

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