

ABSTRACT

Efforts to Improve the Learning Outcomes of Dribbling Football Using the Inner Feet Through Learning Audio Visual Media in Grade VIII Students of Mts. Nurul Iman Ellak-Daya Lenteng Year 2021/2022; 2023: Ainoer Rifka Annisak

Keywords: deep leg dribbling, audiovisual media

In practice in the field, it is often found that physical education, sports and health lessons are less effective and efficient and teaching material, most teachers do not use information aids or messages that will be conveyed more effectively and efficiently, this is allegedly due to the unavailability of these tools. and the lack of teacher creativity, the unavailability of these tools and the lack of tools from schools are one of the factors causing teachers to be lazy and less creative in managing learning with only talk and chalk. This research will be a solution and reference for physical education teachers in choosing effective learning methods and media, namely by using audio-visual media.

The study's research methodology is the One Group Pretest-Posttest Design with the acquisition of data from observations made to find out the initial conditions or problems that occur in schools, especially in learning PJOK, the second pretest football material. Pretest data is taken at the first meeting to Obtain students' psychomotor data by means of students doing an inner-foot soccer dribbling test. Third, the treatment was carried out twice by showing a video about dribbling and finally the posttest data was taken at the third meeting to obtain students' psychomotor data the same as during the initial meeting, namely students doing the inner leg soccer dribbling test.

The use of audio-visual media can assist in the teaching process in physical education and sports, especially dribbling. Learning outcomes and achievement of learning objectives will be greatly influenced by the use of innovative audio-visual media, which of course can significantly improve learning outcomes and increase students' interest in participating in learning compared to the presentation of material that is so-so and seems monotonous.

From the results of field research, there was a large increase in student learning outcomes in the pretest and posttest, it was found that there was an increase in learning by 7 with a pretest percentage of 18.9%, while in the posttest it was 22 with a percentage of 59.5%. So the increase from the start of the study to completion is around 40.6%