

Audiovisual Media to Improve Football Passing Learning Outcomes among Elementary School Students: A Classroom Action Research

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ABSTRACT

This study aimed to improve students' learning outcomes in the football passing technique through the application of audiovisual media among fifth-grade students at Elementary School Inpres Tallo Tua I, Makassar, Indonesia. The main problem addressed was the low psychomotor learning outcomes of students, most of whom had not reached the Minimum Mastery Criterion (*Kriteria Ketuntasan Minimal*, $KKM = 75$). A Classroom Action Research (CAR) design was employed, implemented in two cycles, each consisting of planning, action, observation, and reflection phases. The participants were all 31 fifth-grade students (17 boys and 14 girls), selected through total sampling. Data were collected through observation, performance tests, and documentation, and were analyzed descriptively using mastery-learning percentages. The results showed that the application of audiovisual media significantly improved students' passing performance. The classical mastery percentage increased from 64.52% in Cycle I (mean score = 73) to 96.77% in Cycle II (mean score = 88), exceeding the pre-determined success indicator of 85% classical mastery. This improvement indicates that audiovisual media enhanced students' comprehension, motivation, and motor skills in performing the inside-of-the-foot passing technique correctly. It can be concluded that audiovisual media is an effective instructional tool for improving football passing learning outcomes among elementary school students. This study implies that the use of innovative and engaging instructional media is essential for improving the quality of physical education in primary schools.

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1. INTRODUCTION

Physical education (PE) serves as a cornerstone of the contemporary school curriculum, operating as an integrative pedagogical vehicle designed to cultivate holistic student development (Hasmyati et al., 2024; Yusuf et al., 2026). Beyond the mere acquisition of physical fitness, PE systematically fosters motor proficiency, health-

literate behaviors, cognitive comprehension of kinetic concepts, and prosocial sportsmanship through structured physical activities (Aksir et al., 2024; Saqinah et al., 2025; Setyawan et al., 2022). Within the domain of school-based sports instruction, football consistently commands a primary pedagogical role due to its universal appeal and its inherent capacity to simultaneously enhance fundamental movement skills (FMS), team-oriented collaboration, and self-discipline (Mao et al., 2022; Suryansyah et al., 2025). Among the array of technical competencies required in football, passing—defined as the precise, intentional transfer of ball possession to a teammate—constitutes the foundational mechanic upon which complex team play and strategic execution are constructed (Dello Iacono et al., 2018).

In the context of competitive and recreational play, passing is widely recognized as the primary tactical link that enables team cohesion and dictates the operational tempo of the match (Caicedo-Parada et al., 2020). Effective passing requires players to execute biomechanically sound movements, utilizing the inside of the foot to strike the ball with optimal force, trajectory, and directional accuracy (Setiawan & Raharja, 2025). Despite its critical role in gameplay, empirical observations reveal that mastery of fundamental passing techniques among elementary-aged students remains persistently subpar. This deficit in motor-skill acquisition is frequently compounded by a combination of systemic instructional challenges, including redundant and unengaging pedagogical designs, highly constrained practice durations within standard school hours, and a pronounced decline in student motivation resulting from conventional, teacher-centered instructional models.

To mitigate these instructional deficiencies, contemporary educational paradigms have increasingly turned to instructional technology, positioning audiovisual media as a highly effective intervention for psychomotor skill development (Budiman, 2025; Nicolaou et al., 2019). Audiovisual platforms merge synchronized acoustic and dynamic visual stimuli, which not only capture and sustain the cognitive attention of young learners but also offer a highly concrete, observable representation of abstract movement patterns that verbal instruction alone fails to convey (Gu et al., 2024). By leveraging this multisensory delivery mode, young learners can mentally map correct movement trajectories, dissect the sequential phases of the football passing motion in real time, and proactively identify common biomechanical errors before physical execution.

Scholarly literature supporting video-based instructional strategies indicates that structured visual aids significantly enrich the cognitive-motor interface in young cohorts (Möding et al., 2022). Specifically, research demonstrates that interactive video content assists children in constructing robust conceptual frameworks and expanding their cognitive understanding of kinetic tasks (Hudain et al., 2023). Furthermore, a strong positive correlation has been established between internal student motivation and psychomotor performance in football passing tasks, indicating that instructional methodologies capable of elevating learner engagement are highly likely to yield superior technical execution (Budi et al., 2021). Consequently, integrating dynamic

digital modeling can serve as a catalyst for both psychological engagement and motor proficiency.

However, despite the acknowledged theoretical benefits of multimedia integration in physical education, there remains a notable dearth of empirical research documenting the systematic, cycle-based application of audiovisual tools to specific fundamental football mechanics within elementary school populations. Most existing literature tends to examine audiovisual media within general early-childhood pedagogy (Anggraini, 2025; Hudain et al., 2023) or evaluates the passive correlation between learner motivation and sports outcomes without deploying a structured, technology-driven intervention (Budi et al., 2021; Clemente-Suárez et al., 2024; Li et al., 2026). This conspicuous empirical gap underscores the critical need for practitioner-led, classroom-based action research that directly connects iterative, cycle-by-cycle media interventions with objective, criterion-referenced measures of motor-skill mastery.

Addressing this gap, the present study systematically investigated the utility of audiovisual media in optimizing the football passing proficiency of fifth-grade elementary school students. This investigation is positioned to advance pedagogical practices in physical education by illustrating how innovative instructional technologies can be leveraged to maximize student learning outcomes. Indeed, physical education and sports are deeply interconnected through their shared capacity to foster social cohesion and functional developmental values, reflecting concepts that transcend classroom boundaries and embed themselves into the daily lives of school communities (Chaudhary, 2024; Gerdin et al., 2020). Guided by this socio-pedagogical framework, this study pursued a specific research objective: to evaluate the efficacy and extent of audiovisual media in enhancing fifth-grade students' learning outcomes in the football passing technique using a structured, two-cycle classroom action research (CAR) design.

2. METHOD

This study employed a Classroom Action Research (CAR) design, which is descriptive in nature and aimed at improving students' learning outcomes in football passing through the application of audiovisual media. Classroom action research has been described as a process of examining classroom instructional problems through self-reflection, undertaken by implementing a series of planned actions in real classroom situations and analyzing the effect of each action. Complementing this view, classroom action research has also been defined as a means by which a group organizes conditions that allow its members to learn from their own experience and to make that experience accessible to others. Drawing on both perspectives, classroom action research in the present study is understood as a planned, cyclical inquiry conducted to solve an instructional problem within the classroom while simultaneously improving the quality of learning experienced by the students under study. The study followed the CAR cycle model comprising four interrelated phases within each cycle: (1) planning, (2) action implementation, (3) observation, and (4) reflection (Arikunto, 2010). The research was

conducted across two cycles, with the outcomes of each cycle's reflection informing the refinement of the subsequent cycle's action plan.

The study was conducted at Elementary School Inpres Tallo Tua I, Makassar, Indonesia. A population refers to the entire group or sets of elements sharing characteristics relevant to the phenomenon under investigation. The population of this study consisted of all 31 fifth-grade students enrolled at the school. A sample is a sub-group selected from the population for use in a study. Because the population size was relatively small and manageable, the researcher applied a total sampling technique, in which the entire population was included as the research sample. The final sample therefore comprised 31 students (17 boys and 14 girls).

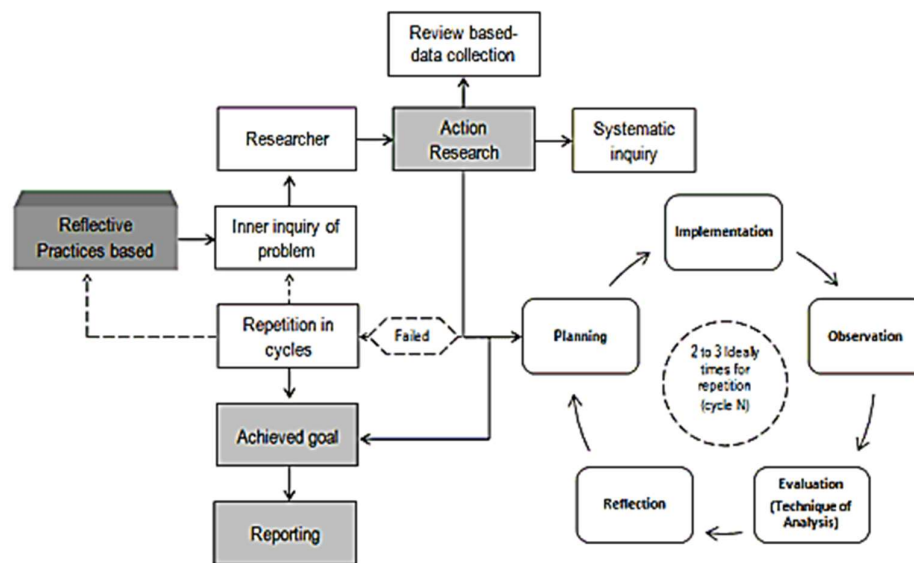


Figure 1. Classroom Action Research (CAR) Design

Cycle I was implemented across four meetings held in January 2026: three meetings devoted to instructional sessions and one meeting devoted to the passing-skill performance test, with each session lasting 80 minutes. Each meeting comprised three stages: (a) opening activities (10 minutes), consisting of greetings, prayer led by the class leader, attendance checking, and an apperception in which the teacher explained the objectives of learning the inside-of-the-foot passing technique; (b) core activities (60 minutes), in which the teacher presented a 15-minute instructional video illustrating the correct phases of the passing technique, followed by a question-and-answer session, teacher elaboration, and guided practice on the field; and (c) closing activities, including a recap of the lesson and reinforcement of key teaching points. Cycle II followed an equivalent four-meeting structure and instructional sequence, with the addition of supplementary video material intended to further enhance student engagement and motivation, informed directly by the problems identified during the Cycle I reflection.

Data were collected through three complementary techniques: (1) direct classroom observation of student attention, engagement, and motivation during instruction; (2) a performance-based passing-skill test administered at the end of each cycle, assessing the psychomotor, affective, and cognitive dimensions of the inside-of-the-foot passing

technique; and (3) documentation of the learning process. The Minimum Mastery Criterion (KKM) applied by the school, set at a score of 75, served as the benchmark for individual student mastery.

Data were analyzed using a quantitative descriptive approach, expressed as the percentage of students achieving mastery (score ≥ 75) relative to the total number of students, together with the class mean score for each cycle. Students were categorized as either "mastered" (Tuntas) or "not yet mastered" (Tidak Tuntas) based on the KKM threshold. Action research was considered successful, and further cycles unnecessary, once classical mastery reached a pre-determined success indicator, operationalized in this study as at least 85% of students achieving individual mastery, consistent with common classroom action research conventions.

3. RESULTS AND DISCUSSION

Results

Baseline (Pre-Cycle) Condition

Prior to the implementation of the action research, the researcher conducted a preliminary observation to determine students' initial condition in performing the inside-of-the-foot passing technique. The baseline data obtained at Elementary School Inpres Tallo Tua I are presented in Table 1.

Table 1. Baseline Distribution of Students' Learning Outcomes

Score Range	Category	Frequency	Percentage
0 – 74	Not Mastered	21	67.74%
75 – 100	Mastered	10	32.26%
Total		31	100%

The initial diagnostic assessment presented in Table 1 highlights a pronounced deficiency in the students' fundamental soccer skills prior to the implementation of the pedagogical intervention. Specifically, a mere 10 students, constituting 32.26% of the total cohort, successfully achieved the predetermined mastery criterion for the inside-of-the-foot passing technique. Conversely, most of the participants—comprising 21 students or 67.74% of the class—failed to reach the minimum proficiency standard (*Kriteria Ketuntasan Minimal* / KKM). This substantial skew toward underperformance underscores systemic difficulties within the cohort regarding mechanical execution, spatial awareness, or ball control during passing drills, establishing a critical baseline of low proficiency.

This pronounced disparity between current student capabilities and institutional benchmarks serves as empirical justification for a targeted pedagogical restructuring. The high percentage of students falling below the competency threshold confirms that traditional or existing instructional methods were insufficient for fostering technical mastery in motor skills. Consequently, these baseline metrics validate the critical necessity of introducing a structured instructional intervention. By deploying a systematic, data-informed intervention strategy, the study aims to directly address these documented technical deficits, mitigate learning gaps, and systematically elevate the students' overall passing performance to meet required academic and athletic standards.

Cycle I Results

Cycle I was implemented over four meetings in January 2026, comprising three instructional sessions and one testing session, each lasting 80 minutes. During implementation, several instructional problems were identified through classroom observation: (a) some students paid insufficient attention while the teacher was explaining the material; (b) some students engaged in off-task conversation during instruction; (c) some students remained hesitant to attempt the passing technique; and (d) students generally displayed low enthusiasm during the lesson. These problems were most pronounced during the first meeting and diminished by the second meeting, when a larger proportion of students demonstrated seriousness and active participation.

At the end of Cycle I, students achieved a mean score of 73, categorized as "sufficient." The distribution of mastery outcomes for Cycle I is presented in Table 2.

Table 2. Distribution of Students' Learning Outcomes in Cycle I

Score Range	Category	Frequency	Percentage
0 – 74	Not Mastered	11	35.48%
75 – 100	Mastered	20	64.52%
Total		31	100%

The empirical findings generated during Cycle I, as delineated in Table 2, demonstrate a measurable upward trajectory in student proficiency, though full pedagogical mastery remained unrealized. Following the initial implementation of the action research, 20 students—accounting for 64.52% of the total cohort—successfully met the technical benchmarks for the inside-of-the-foot passing technique by scoring at or above the minimum criteria threshold (Kriteria Ketuntasan Minimal / KKM) of 75. Despite this positive shift, 11 students (35.48%) continued to perform below the mandated standard. Because this collective outcome fell short of the pre-determined classical mastery target of 85%, Cycle I could not be deemed fully successful, thereby necessitating a systematic post-cycle reflection to isolate the persistent barriers to student learning.

The subsequent reflective analysis revealed two primary instructional and behavioral impediments that hampered optimal skill acquisition during this initial phase. First, a subset of students failed to achieve technical proficiency due to cognitive disconnects during the modeling phase, specifically stemming from a lack of sustained attention and engagement during the instructor's explicit explanations. Second, psychological hesitance significantly degraded motor execution; several learners exhibited a pronounced lack of confidence during the physical execution of the passing motion, which directly resulted in decoupled biomechanics and suboptimal ball control. Pinpointing these specific deficits in attentional focus and movement deceleration provides a targeted diagnostic framework, allowing the subsequent intervention in Cycle II to explicitly address these behavioral and psychological bottlenecks.

Cycle II Results

Cycle II was implemented using the same four-meeting structure as Cycle I, with the fourth meeting again devoted to the performance test, which assessed the psychomotor,

affective, and cognitive dimensions of student learning. Based on the Cycle I reflection, the teacher supplemented instruction with additional video material to further strengthen student engagement. Observation during Cycle II indicated that students attended closely to the teacher's explanations, executed the passing movement with markedly less hesitation, and demonstrated greater enthusiasm, attributable in part to the additional video reference material provided.

The Cycle II performance test yielded a mean score of 88. The distribution of mastery outcomes for Cycle II is presented in Table 3.

Table 3. Distribution of Students' Learning Outcomes in Cycle II

Score Range	Category	Frequency	Percentage
0 – 74	Not Mastered	1	3.23%
75 – 100	Mastered	30	96.77%
Total		31	100%

The empirical data gathered during Cycle II, as detailed in Table 3, demonstrates a profound and statistically significant advancement in student skill acquisition, marking the successful culmination of the instructional adjustments. A striking 30 students, representing 96.77% of the total cohort, successfully surpassed the minimum proficiency standard (*Kriteria Ketuntasan Minimal/KKM*), leaving only a single participant (3.23%) below the established threshold. This overwhelming shift in proficiency indicates that the pedagogical refinements introduced in the second cycle effectively mitigated the previously identified bottlenecks, namely attentional drift and psychological hesitance. The rigorous focus on targeted modeling and biomechanical confidence-building successfully enabled most of the class to master the structural nuances of the inside-of-the-foot passing technique.

Crucially, this substantial surge in student performance far exceeded the study's predetermined success indicator of 85% classical mastery. By surpassing this benchmark by more than 11 percentage points, the intervention proved highly effective in fostering both individual technical competence and collective academic growth. Consequently, having fulfilled and exceeded the empirical criteria required to validate the instructional framework, the action research cycle was formally concluded. The definitive attainment of these benchmarks rendered the continuation into a third cycle methodologically redundant, confirming that the iterative pedagogical adjustments made in Cycle II were sufficient to achieve sustained, high-level motor skill proficiency across the cohort.

Discussion

Considered together, the results across the baseline, Cycle I, and Cycle II demonstrate a consistent and substantial improvement in students' passing learning outcomes following the application of audiovisual media. Classical mastery rose from 32.26% at baseline to 64.52% in Cycle I, and further to 96.77% in Cycle II—an overall gain of 64.51 percentage points, with the largest single-cycle gain (32.25 percentage points) occurring between Cycle I and Cycle II. Correspondingly, the mean class score

increased from 73 in Cycle I to 88 in Cycle II, and the proportion of students who did not reach mastery fell sharply from 35.48% to 3.23%.

Two mutually reinforcing explanations account for this pattern. First, the audiovisual video allowed students to repeatedly observe a correct, standardized demonstration of the inside-of-the-foot passing technique broken into discrete phases, which plausibly supported more accurate mental modeling of the skill than verbal or single-demonstration instruction alone—consistent with the broader claim that video-based instruction deepens learners' conceptual understanding of the material being modeled (Ghorbel et al., 2026; Hudain et al., 2023; Sirregar et al., 2025). This pattern of learning through structured observation of a modeled skill is broadly consistent with observational-learning accounts of motor-skill acquisition by Bandura, in which learners construct an internal representation of a modeled behavior prior to reproducing it (Han et al., 2022). Second, the qualitative observations recorded during the two cycles—declining off-task behavior, reduced hesitation in attempting the skill, and rising enthusiasm—suggest that the intervention operated partly through a motivational pathway, in line with prior evidence that motivation is positively related to learning outcomes in football passing instruction (Agustiani et al., 2024; Budi et al., 2021). Because the Cycle II revision consisted specifically of adding further video material in response to the Cycle I reflection, the additional improvement observed in Cycle II is plausibly attributable to the combined strengthening of both the observational and motivational pathways, rather than to either mechanism alone.

These findings are broadly consistent with, and extend, prior work on passing-technique instruction and instructional media in physical education. Whereas previous research has examined passing-technique proficiency largely in isolation from a specific media-based intervention (Adil et al., 2024; Bernhardin, 2023) or has examined audiovisual media chiefly in general or early-childhood classroom contexts rather than in psychomotor, sport-skill instruction (Arfi et al., 2024; Hudain et al., 2023; Siregar & Sari, 2023), the present study provides cycle-by-cycle, criterion-referenced evidence that audiovisual media can directly and substantially improve a specific fundamental football skill among upper-primary students within an authentic classroom setting.

From a practical standpoint, these results suggest that physical education teachers in elementary schools can adopt short, phase-structured instructional videos as a low-cost, readily implementable strategy for improving students' mastery of fundamental football techniques, particularly in contexts where practice time is limited and conventional demonstration-based teaching has proven insufficient. From a theoretical standpoint, the findings reinforce the relevance of observational learning and media-enhanced instruction as complementary, rather than substitutive, components of psychomotor skill pedagogy in physical education.

This study is not without limitations. First, it was conducted with a single, relatively small class ($n = 31$) at one school, using a total sampling approach without a comparison or control group, which limits causal inference and generalizability. Second, the outcome measure combined psychomotor, affective, and cognitive components into a single performance score without reporting the psychometric properties (e.g., inter-rater

reliability) of the assessment instrument. Third, the two-cycle CAR design, while appropriate for practitioner-oriented classroom improvement, does not permit disentangling the relative contribution of the audiovisual media itself from other concurrent instructional adjustments made between cycles. Future research should therefore consider quasi-experimental or randomized designs with control groups, larger and multi-site samples, validated and reliability-tested assessment instruments, and follow-up measurement to determine the retention of passing-technique mastery over time.

4. CONCLUSION

This classroom action research, conducted in two cycles among fifth-grade students at Elementary School Inpres Tallo Tua I, demonstrated that the application of audiovisual media effectively improved students' learning outcomes in the football passing technique. Classical mastery increased from 64.52% (20 of 31 students) in Cycle I, with a mean score of 73, to 96.77% (30 of 31 students) in Cycle II, with a mean score of 88—exceeding the pre-determined success indicator and rendering a third cycle unnecessary. These findings indicate that audiovisual media can enhance both students' technical mastery and their motivation and engagement in physical education, and they underscore the importance of adopting innovative, media-based instructional strategies to improve the quality of physical education teaching at the elementary school level.

As a suggestion, it is highly recommended that elementary physical education practitioners systematically integrate interactive audiovisual media into their pedagogical frameworks, particularly when teaching complex motor skills like the football passing technique. School administrators and curriculum developers should support this transition by providing targeted professional development programs and investing in accessible digital teaching aids to foster more innovative, media-rich learning environments. Furthermore, future research should expand upon these results by conducting large-scale longitudinal or experimental studies across diverse demographic contexts to investigate the long-term retention of motor skills acquired through audiovisual instruction, as well as its specific psychological impact on student motivation and engagement.

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