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THE INFLUENCE OF LEARNING VIDEO ON STUDENTS' UNDERSTANDING OF SHORT-DISTANCE RUNNING MATERIAL

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Abstract

This study aims to explore the influence of using audiovisual media in the form of learning video on students' understanding of short-distance running material in Grade VIII at SMP Negeri 1 Banjarbaru. This study employs a quantitative approach with a one-group pretest-posttest design, involving 33 students as the sample selected through purposive sampling technique. The research instruments consisted of tests (pretest and posttest), observation, and documentation, and were analyzed using normality tests, t-tests, and descriptive statistical analysis with the assistance of SPSS. The results of the study showed a significant increase in the students' average scores from 48.03 to 71.59, with an N-Gain value of 46% (moderate category). This improvement covers four indicators of understanding: (1) comprehension of basic short-distance running techniques, (2) physical benefits of short-distance running activities, (3) the role of leg muscle strength in enhancing running performance, and (4) training programs to improve students' running performance. The paired sample t-test showed a significance value of 0.000 (< 0.05), indicating a significant influence of using learning video on improving students' understanding. Therefore, learning video are recommended as an effective alternative medium to enhance the quality of physical education learning, particularly in short-distance running material.

Keywords: *Learning Video, Student Comprehension, Short-Distance Running, Physical Education*

INTRODUCTION

In the context of education, the curriculum plays a crucial role in determining the methods and materials taught, including in the subject of Physical Education, Sports, and Health (PJOK), which plays an important role in enhancing students' physical fitness (Winda et al., 2024). In addition to its impact on students' physical abilities, PJOK also has a significant influence on character development, making it an integral aspect of education (Kamaruddin et al., 2023). Furthermore, PJOK instruction is not merely about physical activities; it also involves sufficient theoretical understanding to enable students to effectively apply techniques and strategies in sports activities, such as short-distance running, which is one of the branches of athletics (Raihan et al., 2022).

There are three aspects that must be assessed in physical education: the cognitive aspect, the psychomotor aspect, and the affective aspect. Each of these three aspects has different objectives (Salasiah et al., 2020). In carrying out learning activities, a teacher must be guided by a curriculum that has been adapted to achieve learning objectives, one of which is the short-distance running material included in athletic sports. Short-distance running is a track event covering a distance of 50 to 400 meters, performed at full or maximum speed along the entire length of the track (Henjilito, 2017). To understand short-distance running effectively, students need to have sufficient knowledge of the basic concepts, rules, benefits, and strategies used in the competition. Several important aspects that students need to understand include the definition of short-distance running, competition rules, factors that affect running speed, and the role of technique in enhancing athletic performance (Kurniasari et al., 2023a).

Based on a review of the literature, studies have shown that many students experience difficulties in understanding the fundamental principles and rules of short-distance running (Raihan et al., 2022). Understanding refers to an individual's ability to comprehend the principles, concepts, and facts that have been learned (Furkon et al., 2020). A student is considered to have understood a material if they are able to explain or elaborate on it in greater depth using their own words and manner of expression. Based on a review of previous studies, many students

experience difficulties in understanding the basic principles and rules of short-distance running. The study by Putra et al. (2019) showed that most students lack an understanding of the differences between various starting techniques, the importance of the acceleration phase, and the strategies for maintaining optimal speed. In addition, the study by Yusuf Pramono et al. (2022) revealed that many students do not know how to maintain rhythm and step efficiency while running, which affects their overall understanding of the material. This difficulty may be caused by ineffective teaching methods in explaining the theories and fundamental concepts of short-distance running. Based on these issues, it is important to find an effective solution to overcome this problem.

To enhance students' understanding, a more innovative teaching method is needed, one of which is through the use of audiovisual media such as learning video (Amirudin, 2018). Based on the research conducted by Rahmadi et al. (2021), learning video is able to significantly improve students' understanding of physical education materials, especially during online learning, where direct interaction between teachers and students is limited. Learning video allows students to see clearer visual illustrations of the short-distance running theory, thereby helping them understand the concept more deeply. Moreover, this video can be replayed multiple times, enabling students to review and reinforce the material at their own pace. It also caters to various learning styles, particularly visual and auditory learners, making the content more accessible. Several studies have shown that the use of learning video in education can enhance students' memory retention of the material, provide a more interactive learning experience, and help them connect theoretical concepts with real-life situations (Rahmawati et al., 2022; Amilia, 2022; Mega et al., 2020). With flexible access, learning video also allows students to review the material as needed (Murcahyanto et al., 2022).

Based on an interview conducted by the author with a teacher at SMP Negeri 1 Banjarbaru on Friday, October 4, 2024, regarding eighth-grade students, it was found that their understanding of the basic concepts of short-distance running was still limited. Many students are still unable to accurately explain the rules and strategies of short-distance running, and they experience difficulties in recalling the

information that has been taught by the teacher. This is due to a learning approach that focuses more on direct practice without adequate media support in explaining the theory. Therefore, it is necessary to use more effective learning media, such as learning video, so that students can understand the material more systematically and enhance their knowledge of short-distance running.

In line with the explanation above, this study aims to explore the impact of using learning video on students' understanding of short-distance running at SMP Negeri 1 Banjarbaru. By using learning video, it is expected that students will find it easier to understand the basic concepts of short-distance running, thereby improving their learning outcomes in the cognitive aspect (Budiman, 2017; Maghfiroh & Yasri, 2022).

METHOD

This study employs a quantitative approach because it focuses on the measurement of numerical data to examine the relationship between variables. The type of research used is experimental, employing a one-group pretest-posttest design, as conducted by Nadzifah et al., (2024) as shown in Figure 1 below.

$$O_1 \times O_2$$

Figure 1. One-Group Pretest and Posttest Design

The research design involved a pretest and posttest to assess students' understanding of short-distance running. The pretest score (O_1) was collected before the treatment was administered and served as a measure of the students' initial understanding of the short-distance running material. The treatment ($\times$) consisted of providing students with a learning video focused on short-distance running techniques and concepts. After the treatment, a posttest (O_2) was conducted to evaluate any improvement in the students' comprehension of the material. This design was chosen because it involves administering a pretest before the treatment, allowing the researcher to make a more accurate comparison between the initial condition and the results after the treatment. In this study, learning video serves as the independent variable, while the understanding of short-distance running material

is the dependent variable observed to assess the effectiveness of the treatment. The learning objectives contained in the learning video include students' understanding of the basic techniques of short-distance running, the benefits of short-distance running, the role of leg muscles in short-distance running, and the design of a training program for short-distance running activities. In addition to providing understanding, the learning video is also equipped with direct demonstrations and visualizations, allowing students not only to grasp the theory but also to understand how the skills are practiced in relation to short-distance running material.

In this study, the population serving as the research subjects includes all eighth-grade students at SMP Negeri 1 Banjarbaru during the 2024/2025 academic year, consisting of 10 classes with a total of 324 students. The research sample was selected using the purposive sampling method, specifically the eighth-grade class VIII I consisting of 33 students, in accordance with the research objectives and based on recommendations from the physical education teacher and the vice principal in charge of the curriculum. The class was recommended because many students had not yet achieved sufficient understanding of the running material, particularly in short-distance running.

The instruments used in this study consisted of tests (pretest and posttest), observation, and documentation. The test instrument consisted of multiple-choice and essay questions, which were developed based on the indicators of understanding short-distance running. These indicators referred to the cognitive levels in Bloom’s Taxonomy. The test developed has undergone a validation and trial process. The validation process, specifically expert validation, involved one physical education teacher and one university lecturer. Before being administered to the students who served as research subjects, the test instrument was first trialed to assess its feasibility by considering the difficulty level of the questions. The distribution of questions for each indicator can be seen in Table 1 below.

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Table 1. Question Distribution Based on Indicators of Understanding Short-Distance Running

Research Variables	Indicator	Multiple Choice Items	Essay Items	Amount
Students' understanding of short-distance running material	1. Students' understanding of the basic techniques of short-distance running	1, 2, 3	1	4
	2. The physical benefits of short-distance running activities for students	4, 5	2	3
	3. The role of leg muscle strength in improving students' running performance	6, 7	3	3
	4. Training programs to improve students' running performance	8, 9, 10	4	4
	Amount			14

The overall assessment of students' learning outcomes is made on a scale of 1 to 100. Then, each indicator is assessed by giving a score of 1 for each correct answer in the multiple-choice questions. The total score for each indicator will be divided by the maximum score and then multiplied by a weight of 100. For essay questions, each question under each indicator has a scoring range of 1 to 3, which will be summed for each indicator and then divided by the maximum score. The results of each indicator from both multiple-choice and essay questions will be averaged on a scale ranging from 0 to 100. An ordinal scale was used to categorize students' understanding into four levels: "Very High", "High", "Low", and "Very

Low". Each category represents a ranked level of comprehension without assuming equal distance between them.

The data analysis in this research followed a series of structured steps. Initially, a normality test was conducted using the **Kolmogorov-Smirnov** method to assess whether the dataset followed a normal distribution. This test relies on the **significance level (P-value)**; when the P-value exceeds 0.05, the **null hypothesis (H_0)** is accepted and the **alternative hypothesis (H_a)** is rejected, suggesting that the data are normally distributed. However, if the P-value is 0.05 or below, H_0 is rejected while H_a is accepted, indicating a non-normal distribution. After this, hypothesis testing was carried out to objectively evaluate the intervention's effectiveness by employing a **t-test** within a **pretest-posttest** design. This test aimed to determine whether a significant difference exists between scores before and after the implementation of short-distance running instructional videos. In cases where the normality assumption was not fulfilled, the analysis proceeded with a **non-parametric alternative**, namely the **Wilcoxon test**. All stages of the data analysis were performed using **SPSS software**. The hypothesis proposed in this study is as follows: The null hypothesis (H_0) proposes that "there is no meaningful difference between the pretest and posttest results, suggesting that the use of instructional videos does not influence students' comprehension." In contrast, the alternative hypothesis (H_1) asserts that "a significant difference exists between the pretest and posttest scores, indicating that the learning video contributes for improving students' understanding."

RESULTS AND DISCUSSION

Overall Student Understanding Scores Before and After Being Given the Learning video Treatment

The understanding of Grade VIII I students on the short-distance running material before being given the learning video treatment is presented in a bar chart recap as shown in Figure 2 below.

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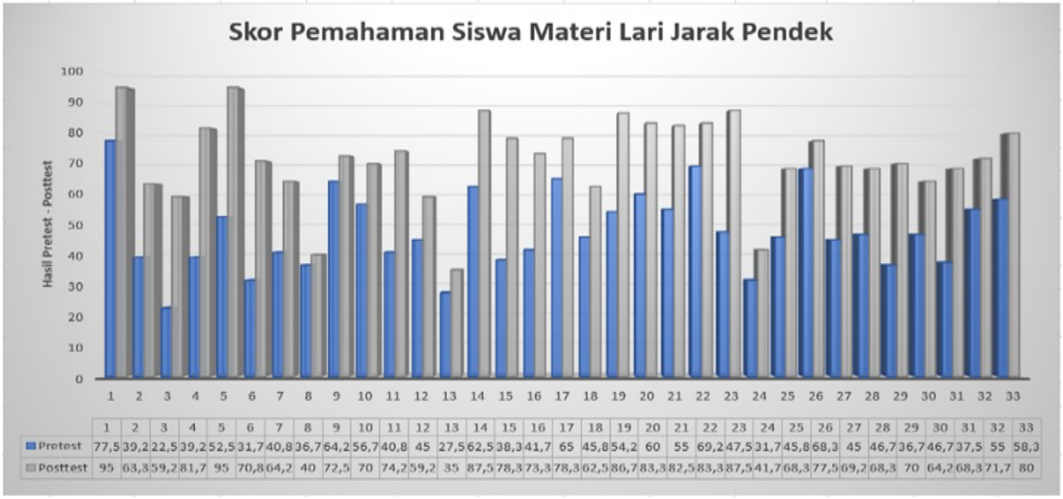

Figure 2. Pre-test and Post-test Scores of Understanding in Short-Distance Running

Based on the bar chart presented, there is a noticeable increase in students' understanding scores after being given the treatment in the form of learning video. Before the treatment, most students' pretest scores were below 70, indicating that their initial understanding was still in the low to moderate category. After being given the treatment using learning video as the medium, the posttest scores showed a significant increase in most students. For example, the second student, who previously scored 39.22, improved to 63.33, and the fourth student increased from 22.53 to 59.16. Moreover, several students showed an increase to scores above 80, such as the first and fifth students who achieved 95 and 81.66 respectively on the posttest. This pattern of improvement indicates that the learning video had a positive impact on the understanding of Grade VIII students at SMPN 1 Banjarbaru in the short-distance running material.

Students' understanding of each indicator of short-distance running comprehension

After calculating the overall student comprehension scores, the average scores were also measured based on the four comprehension indicators that are presented in Table 3 below.

Table 3. Students' Understanding of Each Indicator of Short-Distance Running Material

Indicator	Average		N-Gain	Category
	Pre-test	Post-test		
Students' understanding of the basic techniques of short-distance running	54,545	77,273	50%	Medium
The physical benefits of short-distance running activities for students	54,545	76,768	49%	Medium
The role of leg muscle strength in improving students' running performance	46,465	62,626	30%	Medium
Training programs to improve students' running performance	46,212	75	53%	Medium

Based on the analysis results of the four indicators of short-distance running material comprehension, all showed an increase in average scores after the treatment in the form of learning video was given, with N-Gain values falling into the medium category. The indicator "training programs to improve running performance" showed the highest increase with an N-Gain of 53%, followed by "understanding of basic running techniques" (50%), "physical benefits" (49%), and the lowest was "the role of leg muscle strength" (30%). This finding indicates that learning video are more effective in delivering material that is concrete and applicable compared to material that is physiological or abstract.

Students' overall comprehension in the form of categories

To determine the distribution of students' comprehension levels after being given the treatment in the form of learning video on short-distance running material, categorization was carried out based on the post-test scores. The distribution of students' comprehension is presented in the form of a bar chart in Figure 3 below.

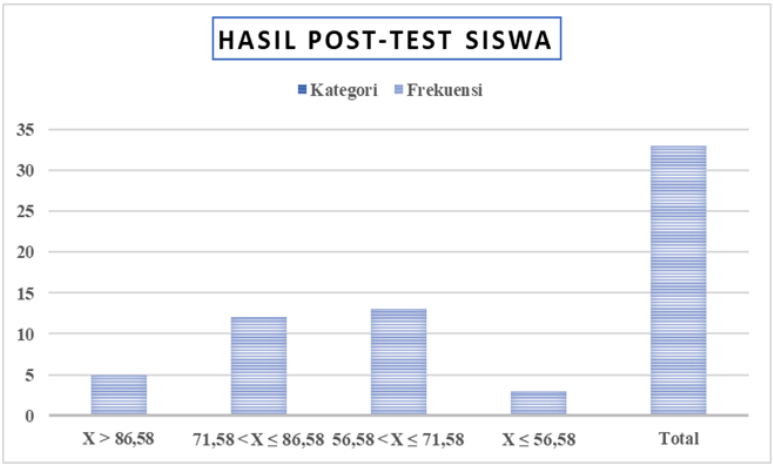

Figure 3. Categories of Students' Comprehension After the Use of Learning video

Based on the post-test analysis of 33 students, the distribution of students' understanding levels after using video-based learning on the topic of short-distance running was categorized into four levels: Very High, High, Low, and Very Low. The results showed that the majority of students were in the Low category, with 13 students (39.39%). This indicates that many students still had not fully understood the material, despite the use of video learning. Meanwhile, 12 students (36.36%) were in the High category, demonstrating a fairly good understanding of the topic after the learning session. In addition, 5 students (15.15%) were categorized as Very High, showing excellent comprehension of the material. On the other hand, 3 students (9.09%) fell into the Very Low category, indicating significant difficulties in understanding the lesson. Overall, the results reflect a varied distribution of students' comprehension levels. Although video learning had a positive impact on some students, additional strategies are needed to support those in the lower categories in order to improve their learning outcomes.

Results of Descriptive Statistical Analysis, Normality Test, and t-Test

The results are presented in three parts: descriptive statistics, normality testing, and the results of the paired t-test.

Descriptive Statistical Analysis Results

Based on the results of the descriptive analysis, the average pre-test score of the students was 48.03, while the average post-test score increased to 71.59. An average score increase of 23.56 points indicates a positive effect of using audiovisual

media on students' understanding. When calculated using the N-Gain formula, this increase is equivalent to 46%, which falls into the medium category according to the N-Gain score interpretation. In addition, the minimum score increased from 22.50 in the pre-test to 35.00 in the post-test, and the maximum score also rose from 77.50 to 95.00. The standard deviation slightly increased from 12.95 to 14.12, indicating a slight rise in the variation among students in the post-test results. This data reinforces the finding that the use of audiovisual media can enhance students' understanding of short-distance running material, with quantitative evidence shown by the increase in average scores and an N-Gain value of 0.46 or 46%.

Normality Test Results

The normality of students' understanding on the short-distance running material was assessed using the Kolmogorov-Smirnov test. The test results showed a significance value of 0.200 for the pre-test and 0.126 for the post-test data. Since both values exceed the 0.05 significance level, it indicates that the pre-test and post-test data are normally distributed. Therefore, the data are suitable for analysis with a parametric test, specifically the paired sample t-test.

T-test Statistical Results

Table 4. Results of the Paired Sample T-test

	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Pretest-Posttest	-23,56091	11,08653	-12,208	32	0,000

Moreover, Table 4 presents the results of the paired sample t-test, which reveal a mean difference of -23.56, indicating that post-test scores were higher than the pre-test scores on average with a t-value of -12.208 and a significance level (Sig. 2-tailed) of 0.000. Since the significance value is below 0.05, it indicates a statistically significant difference between the pre-test and post-test results. Therefore, it can be concluded that the use of **learning video** has a significant impact on enhancing students' understanding of **short-distance running material**.

These results also indicate a better understanding of the basic techniques of short-distance running, the physical benefits of the activity, the role of leg muscle strength in enhancing running performance, and appropriate training programs to improve students' running abilities.

Discussion

The research results show that the use of learning video has a positive impact on students' understanding of short-distance running material among eighth-grade students of Class VIII-I at SMP Negeri 1 Banjarbaru. This includes understanding the basic techniques of short-distance running, the physical benefits of short-distance running, the role of leg muscle strength in improving students' running performance, and training programs to enhance students' running performance. The overall increase in average scores, the improvement in each specific indicator of short-distance running, and the significant t-test results (Sig. 0.000 < 0.05) indicate the effectiveness of using learning video. These findings are in line with the research conducted by Siregar (2024) and W. Putri et al. (2024) which stated that learning video are effective in enhancing students' conceptual understanding because they present information by combining audio and moving visuals, making it easier to comprehend compared to verbal explanations alone. More specifically, the average N-Gain score increase of 46%, which falls into the medium category, indicates that the use of learning video has successfully helped students build a better understanding. In line with the study by (Mufti & Dinata, 2019) which showed that the use of audiovisual media significantly improved short-distance running learning outcomes among seventh-grade students at SMP Negeri 2 Gedangan Sidoarjo, there was a 14.06% increase in learning outcomes, with the t-value (8.34) is greater than the t-table (1.69), indicating a significant effect of using audiovisual media on students' learning outcomes.

Based on the analysis results according to the comprehension indicators, the indicator "short-distance running training program" obtained the highest N-Gain score (53%), while the indicator "the role of leg muscle strength" received the lowest score (30%). This indicates that learning video are more effective in delivering general and concrete information compared to physiological information (Rodrigues

et al., 2019). The distribution of students' understanding after the use of learning video also shows a relevant pattern. A total of 39,39% of students were in the "low" category, and 36,36% were in the "high" category, 15,15% were in very high category, and 9.09% were in the "very low" category. This indicates that although there was an improvement, there are still variations in understanding among students. Nowels & Hewit (2018) stated that the use of videos in physical education not only serves as a medium for understanding but also as a reflection tool to improve students' skill performance. Desai & Kulkarni (2022) added findings regarding the effectiveness of interactive learning video, highlighting their advantage in encouraging active student participation and enhancing learning outcomes, including skills at higher levels of Bloom's taxonomy. Sitepu & Yuliawan (2024) also reinforced these findings by demonstrating that the use of learning video in 100-meter sprint training significantly improved students' skills. Learning video provides a real depiction that helps students correct and refine their techniques. In addition, visual media such as learning video accompanied by sound effects can create a more engaging and enjoyable learning atmosphere. Learning video provides accurate examples of movements, allowing students to understand and practice them directly (Telaumbanua et al., 2025).

Based on the findings from hypothesis testing and several previous studies, this confirms that the use of audiovisual media in the form of learning video not only enhances students' cognitive understanding—namely, their ability to grasp concepts and theories—but also improves motor skills, as students can directly imitate the movements demonstrated in the videos. In other words, this medium is effective in bridging the gap between theory and practice, both of which are essential in physical education learning. The effectiveness of audiovisual media is also evident in other sports such as football (Nadzifah et al., 2024), swimming (Nughroho & Khory, 2020), badminton (Telaumbanua et al., 2025), floor gymnastics (V. D. Putri et al., 2024), and basketball (Pranata et al., 2021; Yarly et al., 2025). Thus, the results of this study reinforce that learning video, as a form of audiovisual media, play an important role in enhancing students' cognitive understanding and motor skills across various materials, including short-distance running. This medium not only

makes it easier for students to understand the material but also supports the internalization of movements through observation and direct practice, making it one of the most relevant and effective learning strategies in the context of 21st-century physical education.

CONCLUSION

Based on the results of the study, it can be concluded that using learning video has a significant impact on improving students' understanding of short-distance running material, including the understanding of basic short-distance running techniques, the physical benefits of short-distance running, the role of leg muscle strength in enhancing students' running performance, and training programs to improve students' running performance. These findings are supported by previous studies that demonstrate the effectiveness of audiovisual media in enhancing both the cognitive aspects and skills of students. Thus, learning video are worth recommending as an effective alternative learning medium to improve the quality of physical education learning, especially for materials that require both conceptual understanding and mastery of movement skills simultaneously.

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