



The influence media in learning: the effect of videos and posters on learning concentration on the kihon ability of karate extracurricular students

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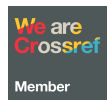
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The influence media in learning: the effect of videos and posters on learning concentration on the kihon ability of karate extracurricular students

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ABSTRACT

Student study Kihon karate basics. Karate basics include blocks, blows, jabs, and kicks. Beginning karate students must master kihon, or basic techniques. Students get bored with intense, repeated training. Visuals assist students learn kihon. This study examines how video media and poster image learning affect extracurricular karate students' Kihon ability in high- and low-concentration groups. This study used a 2x2 factorial design. The study included 60 extracurricular karate students. A sample of 16 students was split into two groups. The data were analyzed utilizing two-way ANOVA and the T-test. Conclusions of the investigation. The impact of video media and poster images in the classroom on the kihon abilities of students varies, irrespective of their placement in the high-concentration or low-concentration group under instruction. Students' kihon abilities are not influenced by the utilization of video media and poster images to acquire knowledge, irrespective of their placement in the high-concentration or low-concentration group. The mean difference in learning outcomes between video media and poster images was notably greater in both the high-concentration and low-concentration groups when compared to learning via poster images.

Keywords:

Learning concentration,
Kihon ability,
Karate,
Extracurricular,
Student

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Introduction

One method of fostering and enhancing physical and spiritual well-being is through participation in athletic activities (Roychowdhury, 2019). Physical activity enhances cardiovascular health and cardiac performance, as well as strength, flexibility, stamina, and speed, among other attributes (Abdullah et al., 2017). Furthermore, when viewed through a spiritual lens, a well-conditioned body undoubtedly necessitates emotions of self-assurance, zeal, and optimism. While the body experiences physical development, the mind (mental) must acquire knowledge and progress; this will influence the social development of the child (Siegel, 2020). Consequently, physical activity-based education is required to encompass all facets of educational development.

Karate is a sport that has recently gained a lot of popularity among students, as seen by the vast number of karate extracurricular activities that are offered at all different levels of education. Karate is a Japanese martial system that is composed of two syllables: Kara, which means empty, and Te, which means hand. If these two syllables are combined into a single syllable, the result is Karate, which means empty hand (Gottner, 2022). Through the use of the hands and feet as weapons, karate is a form of martial art. Karate, according to (Cynarski, 2019), is a martial art in which skill and spirit

become one. The learning objectives for karate include training students in all areas of themselves, including skills, knowledge, and attitudes (Piepiora et al., 2016). Karate training helps students develop all of these qualities (Padulo et al., 2014).

The karate learning process teaches students to master basic karate movement skills (Kihon) (Piepiora et al., 2016). Rielly (2011) explains that the basics of karate-do logically consist of blocks, punches, blows and kicks, which are a series of certain movements. Basic techniques or kihon in karate are very important, especially for beginners, from this basic technique training we develop further training for karate (Piepiora et al., 2016). From these explanations, it can be said that learning Kihon is very important for a karateka. Kihon is a sort of fundamental technical training that is required for both beginners and experienced students (Capulis et al., 2015; Kretschmer, 2020). This is due to the fact that kihon includes technical training that can provide assistance for a kata athlete or a kumite athlete. Kihon training is something that karateka need to perform on a regular basis because if they stop training, the techniques that they use in karate, such as stances, punches, kicks, and parries, would not be as effective as they may be. In order to successfully do the kihon, it is necessary to have a number of different skills and abilities, including strength, speed, agility, precision, rhythm of movement, breathing, and hips.

Extracurricular activities serve as a platform for students to cultivate their talents and interests beyond the confines of the classroom (Lestari, 2016). Extracurricular activities enable students to cultivate a unique array of competencies, including but not limited to leadership, collaboration, and creativity (Lestari, 2016). Extracurricular activities, as defined in Regulation No. 62 (2014) of the Minister of Education and Culture regarding Extracurricular Primary and Secondary Education, are those engaged in by students outside of designated study hours. Personality and intracurricular activities, under the direction and supervision of the education unit, aim to optimally develop the potential, talents, interests, abilities, personality, cooperation, and independence of students in order to facilitate the attainment of educational objectives (Hambali, 2021).

Participation in extracurricular activities has the potential to have a favorable impact on academic scholastic achievement. According Craft (2012), children who took part in extracurricular activities had a tendency to have higher grades and a stronger inclination to study. This was the case regardless of whether or not they participated in the activities. In general, students who take part in extracurricular activities outside of school hours are more likely to be interested and diligent while they are in school (Rahayu & Dong, 2023) This is because they are able to devote more of their attention and energy to their studies.

The training process was carried out well in accordance with the schedule, as demonstrated by the observations that were carried out at SMP Negeri 23 Pekanbaru. However, the training program was not operating at its ideal level, as training was only carried out once a week. In order to reap the benefits of training and make progress in the field, it is recommended that training be performed at least three times per week. Aside from that, the training methods that are carried out continue to be based on the explanation provided by the trainer. Therefore, kids are only able to accept without improving their abilities in accordance with their unique comprehension. Therefore, it is inevitable that the training process will become tedious and repetitive as a consequence of this (Audie, 2019).

Students who are participating in the martial art of Karate may have difficulty comprehending the Kihon training due to the conditions described above. There is a wide variety of approaches that can be taken to enhance the pupils' capacity to do Kihon (Sukendro & Syahrta, 2018). One method that can be utilised is the utilisation of visual media, which includes activities such as viewing video shows while browsing the internet or making use of graphics depicting fundamental Kihon movements (Echeverria & Santos, 2021; Sukendro & Syahrta, 2018). Students will be more excited and driven to follow every movement or punching technique that is taught by the instructor if they are exposed to learning situations that make use of this various forms of media, So in this case, one of the novelties that can be raised in this research is the use of interesting media in kihon training.

In order to learn, one must acquire skills. In the context of knowledge acquisition through physical education at school, skills refer to a person's capacity to demonstrate their knowledge through actions (Metzler, 2017). students will engage in more activities that need abilities, particularly movement responsibilities that skills can be viewed as tasks, such as comprehending and measuring (Duval-Couetil et al., 2016). On top of that, skill can also be viewed in terms of the characteristics that distinguish high-skill games from low-skill games. On the basis of this argument, it is possible to assert that skills are activities that involve movement and are performed in a prominent manner. In addition, skill is a criterion that can discriminate between proficiency in mastering a movement task and mastery of the task itself, so in this research diberikan penekanan untuk bagian novelty pada pembelajaran kihon dengan menggunakan media yang menarik.

The objective of this study is to compare the impact of video media and poster image learning in high-concentration and low-concentration groups on the Kihon ability extracurricular karate students.

Method

Research Design

This study use an experimental methodology to establish a cause-and-effect link between research variables (Sugiyono, 2016). The most appropriate approach is to utilise the experimental method. Experimental research is a distinct form of research when the dependent variable is directly affected by deliberate efforts or interventions. Furthermore, experimental research is the sole approach that effectively examines hypotheses pertaining to cause-and-effect interactions.

The research design used is a 2x2 Factorial Design. According to Adnan and Latief (2020), a factorial experiment is a development of an experimental design with two or more independent variables and paying attention to the presence of moderator variables that influence the treatment of the results or dependent variables.

Table 1. 2x2 Factorial Research Design

	Learning Techniques	Training Media (A)	
		Model Video (A1)	Poster Media (A2)
Concentration (B)			
High (B1)		A1B1	A2B1
Low (B2)		A1B2	A2B2
Ability of Kihon (Result)			

Research population and sample

Based of the purposes of this study, the population consists of all 60 students who participate in extracurricular karate at Junior High School 23 Pekanbaru. The sample is a portion of the population or is representative of the population. The method of sampling that was utilised in this investigation was known as purposive random sampling, which is another name for random sample from the actual population. Junior High School 23 Pekanbaru students who participate in karate as an extracurricular activity make up the population of this study.

The Grid Concentration Exercise Test (GCET) will be administered to 60 individuals, and the greatest and lowest scores will be sorted following the collection of results. The sampling methodology employed in this study is random assignment. The random assignment sampling method involves the allocation of groups or individuals to various treatment conditions in a random fashion. In accordance with the theory of Lavrakas et al. (2019), sample determination entails selecting 27% from the highest-ranking group and 27% from the lowest-ranking group. This aligns with the research requirements, which allocated 16 individuals to the high concentration group and 16 individuals to the low concentration group, respectively.

The Grid Concentration Exercise Test (GCET) will be administered to each of these 60 individuals. And once the results have been obtained, the top score and the lowest score are arranged in descending order. For the purpose of this investigation, the samples will be separated into 2 groups, with group A consisting of 16 samples and group B consisting of 16 samples. After that, they will be split into 2 groups once more inside group A. group B is similarly separated into 2 groups, namely groups B1 and B2, both of which consist of 8 samples apiece. Group A1 and group A2 both have 8 samples in their respective memberships. Consequently, there are 2 groups for high concentration and 2 groups for low concentration, and each group is comprised of eight individuals on average.

Data collection

This research was conducted at SMPN 23 Pekanbaru over the course of sixteen meetings, three of which were held each week during extracurricular hours on Mondays, Wednesdays, and Saturdays. It is anticipated that this investigation will require a duration of around one month and two weeks. computed prior to collecting initial data.

Regarding the instrument's operation during the grid concentration exercise, the sample is required to sequentially attach the numbers to the lines. Commencing with the numeral 00, proceed to 01, 02, 03, 04, and so forth. Each sample is timed for sixty seconds or one minute. The sample value is the number of consecutive integers that can be connected in a given amount of time. An indicator of a sample's concentration level is its capacity to mark or connect numerals 20 to 30 or greater within 1 minute/60 seconds, which is regarded as satisfactory.

Data analysis

The data analysis used in this research is descriptive statistics and inferential statistics for the purposes of testing research hypotheses. Descriptive statistics are intended to get a general picture of the data which includes total value, range, average, standard deviation, minimum value, maximum value and frequency distribution of each variable (Sugiyono, 2016; Yellapu, 2018). Independent Sample T-Test is a statistical technique employed to compare the means of two distinct groups derived from separate samples. The foundation for making decisions relies on the significance (2-tailed) value, which has a significance level (sig.) of 0.05.

Results and Discussion

The research findings mentioned in this study encompass all the data collected and the outcomes of the analysis. The research data was collected by calculating scores utilising research instruments such as the Grid Concentration Exercise Test, as well as utilising video media and poster graphics to assess the kihon abilities of extracurricular karate students.

Students' kihon ability using video media and poster images in the high concentration group.

Video media data on students kihon abilities in the practice group yielded 640 from 8 samples. The mean was 80 and the sd was 4.65986. The difference in data between the greatest value of 88 and the minimum value of 74 yields Range 14. Data on practice group students' kihon ability utilizing poster images, 8 samples yielded 459. The mean was 57.3750 and the sd was 3.06769. For a range value of 10, it is the difference between the maximum and minimum values of 62 and 52.

Students' kihon ability using video media and poster images in the low concentration group.

Video media data on pupils' kihon abilities in the practice group yielded 620 from 8 samples. The mean was 77.5 and the sd was 3.81725. A range value of 10 is the difference between the highest and minimum values of 81 and 71. The practise group's kihon abilities were counted using poster images from 8 examples, totaling 455. The mean was 56.8750 and the sd was 2.29518. Difference in data between maximum 60 and minimum 53 for range 7.

Table 2. Descriptive Statistics on the Use of Video Media and Poster Images in High Concentration Groups

		Video Media in the High Concentration group	Poster Media in The High Concentration group
N	Valid	8	8
	Missing	0	0
Mean		80.0000	57.3750
Median		80.0000	57.0000
Std. Deviation		4.65986	3.06769
Range		14.00	10.00
Minimum		74.00	52.00
Maximum		88.00	62.00
Sum		640.00	459.00

Table 3. Descriptive Statistics on the Use of Video Media and Poster Images in Low Concentration Groups

		Video Media in the Low Concentration group	Poster Media in The High Concentration group
N	Valid	8	8
	Missing	0	0
Mean		77.5000	56.8750
Median		79.0000	56.0000
Std. Deviation		3.81725	2.29518
Range		10.00	7.00
Minimum		71.00	53.00
Maximum		81.00	60.00
Sum		620.00	455.00

Average Differences Between Video Media and Poster Images in the High Concentration Group and the Low Concentration Group

The analysis used to test the average difference between two or more variables is the Analysis of Variance. The analysis of Variants used is 2x2 factorial analysis with Two Way Anova. The results of the analysis of Two Way Anova can be described in the following table.

Evident from the data presented in Table 4, the research model demonstrates validity. This is evident from the significance level (sig.) of the Corrected Model, which is 0.000, which is below the threshold of 0.05 ($0.000 < 0.05$). Thus, it can be deduced that the ability of pupils is influenced by an interaction between the variables of media, group, and media * group.

The mean disparity in students' kihan proficiency outcomes when utilizing instructional videos and poster images, the first hypothesis is supported by the fact that the significance value (sig.) of the media (video media and poster images) is 0.000, which is less than 0.05 ($0.000 < 0.05$), as shown in Table 4. Thus, it can be deduced that H_a was denied admission while H_o was granted, indicating that the mean scores of students who acquire knowledge through media-based instruction (specifically, poster images and video media) differ. The mean disparity in the kihan ability achievements of pupils between the high concentration and low concentration groups, As shown in Table 4. Based on the significance values (sig.) of the groups (high concentration group and low concentration group) presented above, it can be inferred that the second hypothesis holds true ($0.245 > 0.05$). Thus, it can be deduced that H_a was granted acceptance while H_o was denied, indicating that the mean scores of students' kihan abilities in the two groups (high concentration and low concentration) were identical.

The mean discrepancy in students' kihan proficiency when learning with poster images and video media, as well as between groups with high and low concentration, the third hypothesis is supported by the significance values (sig.) for the media and group, which are both 0.435, which is greater than 0.05 ($0.435 > 0.05$), as shown in Table 5 Based on the findings, it can be inferred that H_a was accepted

while H_0 was rejected, indicating that the mean scores of students' kihon abilities did not differ when utilizing media (video media and poster images) or working in groups (high concentration group and low concentration group).

Table 4. Two Way Anova Test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3767.125 ^a	3	1255.708	98.556	.000
Intercept	147696.125	1	147696.125	11592.128	.000
Media	3741.125	1	3741.125	293.627	.000
Kelompok	18.000	1	18.000	1.413	.245
Media * Kelompok	8.000	1	8.000	.628	.435
Error	356.750	28	12.741		
Total	151820.000	32			
Corrected Total	4123.875	31			

a. R Squared = .913 (Adjusted R Squared = .904)

Table 5. Differences in Average Results of Students' Kihon Ability Based on Media and Group

Media	Group	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Video Media	High Concentration Group	80.000	1.262	77.415	82.585
	Low Concentration Group	77.500	1.262	74.915	80.085
Poster Media	High Concentration Group	57.375	1.262	54.790	59.960
	Low Concentration Group	56.875	1.262	54.290	59.460

Differences in Average Results of Students' Kihon Ability Based on Media and Group

The average results of students' kihon abilities do not differ between the study groups and learning media in karate instruction (including poster images and video media, in addition to high concentration and low concentration groups), according to the results of the aforementioned tests. The mean value acquired was 80,000 for video media included in the high concentration group. The mean value obtained for video media belonging to the low concentration group was 77,500. The mean value achieved for poster images in the high concentration group was 57.375. In contrast, the mean value acquired for poster images belonging to the low concentration group was 56.875.

It is possible to deduce from the preceding explanation that the variance in the mean (average) of video media between the low concentration group and the high concentration group is 2.5. The average difference between groups exposed to video media with high concentration and low concentration is negligible. Consequently, it can be deduced that the mean scores of students' kihon abilities do not differ when comparing video media viewed in the high concentration and low concentration groups. Similarly, there is a 0.5 difference between the mean values of poster images in the group with the highest concentration and the group with the lowest concentration. Extremely little difference exists between the average differences of poster images in the high concentration and low concentration categories. As a consequence, it can be deduced that the mean scores of students' kihon abilities do not differ significantly when comparing poster images created in the high concentration and low concentration groups.

Conclusion

The students' kihon abilities are affected differently by the use of video media and poster images in the classroom, regardless of whether they are in the high-concentration group or the low-concentration group being taught. Knowledge acquisition through the use of video media and poster

images does not have an impact on the kihon abilities of students, regardless of whether they are in the high-concentration group or the low-concentration group. When compared to learning through the use of poster images, the average difference between learning through the use of video media and learning through the use of poster images was significantly higher in both the high-concentration group and the low-concentration group.

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