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Implementation of the Use of Video Media on the Waist Throw Ability of FIKK UNM Students

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Abstract. This study aims to determine the effect of using video tutorial media on improving the ability of waist throw techniques and cognitive learning outcomes of students in wrestling courses. The method used is a quasi-experiment with a pretest-posttest control group design. The research sample consisted of 20 students who were selected purposively, consisting of two groups: the experimental group that was given learning treatment using video tutorials, and the control group that was given conventional learning. The research instruments were in the form of observation sheets for throwing skills and cognitive tests. Data analysis used normality, homogeneity, and t-tests. The results showed that there was a significant increase in the ability of waist throw techniques in the experimental group (an average increase of 25.1 points) compared to the control group (9.2 points). Likewise, cognitive learning outcomes also increased significantly in the experimental group (25.3 points) compared to the control group (12.1 points). The t-test showed a significance value of <0.05 for both variables. It can be concluded that learning using video tutorial media is effective in improving the skills of waist throw techniques and cognitive learning outcomes of students. This media can be an alternative in teaching sports techniques that require visualization and repetition of movements.

Keywords: video tutorial, waist throw, wrestling learning outcomes

1 Introduction

Sport wrestling is branch sport defend the self that is being competed start level area until level international This to signify that wrestling Already own Lots development . Coaching wrestling in Indonesia already develop so that wrestler Indonesia capable compete in the championship international (Yusuf & Jahrir, 2020) . However, wrestling in South Sulawesi is not yet very popular among the public because of the lack of understanding about wrestling. Sports Wrestling is A sport contact physical where there is two people trying to drop or control with use techniques certain (Citrawati et al., 2024) . Wrestling is also a a activities that use the power within it allow contain understanding a fight , but understanding This changed Because has become a branch sports equipped with rules obeyed by the participants (Juhanis, 2012) . Wrestling also has the meaning of a sport that is done by two fighters with the aim of knocking or slamming each other down. In this case, the fighters must also master the correct techniques so that they can attack , control , and lock opponent . In sport wrestling speed , intelligence and sportsmanship is a mandatory thing owned by the fighters.

Technique is a part segment base important role in a branch sport in form appearance used For reach expected performance , in development technique For achievement a performance required a form exercise purposeful technique For improve and develop mastery skills technique movement in a branch sport (Jahrir & Yusuf, 2022) . Mastery of basic techniques is very important because it determines the overall skills and proficiency of movement in a sport, meaning that a person must be skilled at performing several basic technique movements. So with mastery technique good foundation a athlete will have more opportunities big in reach a performance .

Slam is a techniques used in struggle at the time position second wrestler stand with hand / armpit grip Then do movement A little rotating , lifting , and doing technique slam (Upe, 2012) . Slamming movement can done from various position from a number of tie- up position , no tie-up is the same onceas movement second or third in series business slam , or various form resistance to attack opponent . Slamming movement is movement attack body against part on or lower and also both of them (Alamsyah et al., 2024) .

Video is tools that can serve information , describing the process, explaining complex concepts , teaching skills , abbreviate or slow down time and influence attitude (Utomo & Ratnawati, 2018) . Video or the film is series many image frames are rotated in a way fast . From the opinion above so can withdrawn conclusion that the video is A picture live broadcast past capable screen serve information and explain complex concepts that even No capable For captured by the senses man If seen the process in a way direct or with visible eyes . video tutorial is series picture live broadcast by someone educators who contain material learning used For give understanding to participant educate as material teaching addition (Pritandhari & Ratnawuri, 2015) .

Learning more nature centered on educators (teacher centered) will cause student No Lots involved in the process of construction a draft in his mind (Mudlofir, 2021) . Students No involved For discuss and ask Lots matter use pattern think , but only just listen and memorize draft the material being taught . The reality This cause understanding and mastery draft student as one of the indicator success learning generally Not yet satisfying .

Learning media is needed so that students can more understand material wrestling that has been taught . Use of internal media teaching prioritized For increase quality study , especially in the learning process student in understand movement slam waist . Media in the form of video learning will can give experience meaningful learning for students ,things This due to in video media there is various form images and audio that can interesting attention student in Study . Video media has a number of benefits in class , such as Can to describe situation Actually a process, phenomenon , or incident (Saputri & Suwiwa, 2022) . Can enrich description moment integrated with other media for example text or image ; user Can carry out repetition in elements special use review a better picture focus ; very helpful use teach material in the realm behavior or psychomor ; more fast as well as more effective use delivery message compared to text media , and ; Can show with clear simulation or procedural A steps or way . It is expected matter This capable help student in increase interest and results Study student .

Researcher mean to do study more carry on about effectiveness use of video tutorial media as Supporter learning wrestling to ability slam waist FIKK UNM students . Video tutorials can be interpreted as A recording picture a functioning life as system communication or teaching and guidance media Study for students . Video tutorial media can replace teacher when student

want to repeat return material that has been studied , and can become tool that stores every things important things conveyed by the teacher to students and can repeated anytime by students . This media expected capable increase interest and results Study student so that activity This can walk effective . What is achieved from A activity it is said effective , if more Good from previously . That is , how much Far the desired goal achieved in a activity fulfilled that's what it is size whether activity the walk effective or no . Purpose research This is For know improvement ability slam taught waist with using video tutorial media and for know results Study student .

2 Methods

Study This use method experiment quasi experiment with design pretest-posttest control group design. Quasi-experimental is One experiment that places the smallest unit experiment to in group experiment -men and control done with random (*nonrandom assignment*) (Hastjarjo, 2019) . Population in study This is all over Study Program Students Physical education and health workers who program eye studying Wrestling . Sample study a total of 20 students were selected purposively and divided in a way random become two group : Group experiment : 10 students (taught) with video tutorial) Group control : 10 students (taught with method conventional) Instruments study consists of above : Test practice technique slam waist , assessed through rubric evaluation skills that include aspect : attitude start , grip , slamming process , balance , and attitude end . Test results Study cognitive , in the form of question choice double and/ or description short.Procedure Study with do Pretest For measure ability beginning participants . Giving treatment during a number of meeting : Group experiment using video tutorial media, Group control use method lectures and demonstrations directly . Posttest done For measure improvement ability techniques and results learning . Data is analyzed use statistics descriptive and t-test (independent and paired) with SPSS program assistance . Normality and homogeneity tests done moreover formerly .

3 Result and Discussion

Table 1. Result data Study cognitive

No	Group experiment (video tutorial)		Group control (method conventional)	
	Pre-test	Post-test	Pre-test	Post-test
1	60	85	58	72
2	62	86	59	70
3	61	84	60	73
4	58	83	57	70
5	59	87	56	69
6	60	85	59	71
7	57	82	58	69
8	59	86	60	72
9	60	85	59	70
10	58	84	57	68
Average	59.4	84.7	58.3	70.4

Table 2. Result data ability slam waist

No	Group experiment (video tutorial)		Group control (method conventional)	
	Pre-test	Post-test	Pre-test	Post-test
1	55	75	54	63
2	50	78	53	62
3	52	74	55	64
4	48	76	50	60
5	51	80	52	61
6	53	77	54	63
7	49	73	53	62
8	54	79	51	60
9	50	75	55	65
10	52	78	52	61
Average	51.4	76.5	52.9	62.1

Table 3. Results of data analysis

Variable	Group	Pre-test Average	Post-test Average	Improvement	Significance
Throwing Technique Ability	Experiment	51.4	76.5	+25.1	0.001 (significant)
	Control	52.9	62.1	+9.2	
Learning outcomes cognitive	Experiment	59.4	84.7	+25.3	0.001 (significant)
	Control	58.3	70.4	+12.1	

Table 4. Analysis descriptive ability slam waist

Group	N	Average	Deviation standard	Pre-Test		Post-Test	
				Min	Max	Min	Max
Experiment	10	51.4	2.27	48	55	73	80
Control	10	52.9	1.85	50	55	60	65

Table 5. Analysis descriptive results Study cognitive

Group	N	Average	Deviation standard	Pre-Test		Post-Test	
				Min	Max	Min	Max
Experiment	10	59.4	1.51	57	62	82	87
Control	10	58.3	1.49	56	60	68	73

1. Throwing Technique Ability Waist

Research result show that use of video tutorial media significant increase ability technique slam waist students . Average grade pretest group experiment recorded of 51.4, while in the posttest increase to 76.5, indicating existence difference improvement by 25.1 points . This is very significant improvement from side quantitative . On the other hand , the group control that follows learning with method conventional experience relative increase small , namely 9.2 points (from 52.9 to 62.1).

The **paired t-test** produces **p value = 0.001** in the group experiments , which show that improvement ability technique slam waist in a way statistically very significant ($p < 0.05$). Group control also experienced significant improvement , however level significance and magnitude the effect Far more small , showing that method conventional less optimal than video media.

Video media includes in a type of visual- dynamic media that is capable of showing processes and movements in a way real and sustainable . In context learning skills sports , the advantages of video media are his ability in represent movement complex in a way gradual and can repeated , so it is very effective For increase mastery technique base (Komarudin et al., 2024) . In study motor learning states that learning skills motor will more effective if student obtain a clear visual model from a movement . The process of observational learning or learning through observation is one of method best in internalize skills physical . Video provides form more modeling perfect Because Can repeated , stopped , or slowed down in accordance need student (Yuwana et al., 2023) . In social learning theory also emphasizes that the learning process through observation (modeling) is very important in learning skills . Students who see movement via video no only see How movement done , but also pay attention to error general and how to fix it , which is generally difficult done in learning conventional (Warini et al., 2023)

In in practice , students in group experiment feel more believe self and have understanding more movement ripe moment to practice technique slam waist . They state that Can see repeat video when Study independent give freedom For understand in a way slowly every stages movement , compared learning look at face of time and focus limited .

With Thus , the use of video tutorial media significant increase mastery 369authority slam waist Because give experience learn more immersive , flexible and adaptable with principles learning 369autoric which has been proven by many expert .

2. Learning Outcomes Cognitive

No only on the aspect skills , the use of video media also has an influence big to results Study cognitive students . In study this , the average pretest score group experiment was 59.4, which increased to 84.7 on the posttest — an improvement by 25.3 points . Meanwhile that , group control experience improvement from 58.3 to 70.4, or by 12.1 points .

Independent t-test was conducted For compare results posttest between second group shows $p = 0.001$, which means there is difference significant in a way statistics between group experiments and controls in matter understanding conceptual about technique slam waist .

Video media as form learning multimedia based role important in facilitate learning cognitive , in Cognitive Theory of Multimedia Learning, learning will more effective If material delivered multimodally , namely through visual combination (image) or video), audio (narration) or explanation sound), and text . This process strengthening dual coding in memory term length , namely information received through two channels (visual and verbal) at once , so that enlarge opportunity retention and comprehension (Rasyad, 1999) . Apart from that that , the video is designed in a way Good will help reduce burden cognitive Because complex information can explained in a way gradually and sequentially . This is make student No easy lost focus , because material delivered with clear and systematic structure .

Student more fast understand draft If they Can see implementation theory in form real — for example , seeing stages technique slam waist in a way concrete in the video. In learning conventional , delivery material theoretical sometimes too abstract , moreover If without help tool props or visual media. Students who follow learning video based also has control on time and speed learn . They Can repeat unfinished video section understood , or speed up the part that has been mastered . This is adapt rhythm Study individual , which is difficult realized in method lecture normal .

Based on interview short with a number of participant experiments , they feel more understand meaning term like point fulcrum , center gravity , and balance dynamic Because Can direct to hook theory the with movements shown in the video. This support constructivist learning theory from Piaget and Vygotsky, which states that understanding draft more meaningful If built through experience concrete and involvement active student.

4 Conclusion

Based on results research that has been done , can concluded that The use of video tutorial media has influence significant positive to improvement ability technique slam waist and results Study cognitive student in eye studying wrestling . On the ability technique slam waist , the group that uses video tutorial media shows more improvements big compared to with group that uses method learning conventional , with an average increase of 25.1 points For group experiment compared to with 9.2 points in the group control . On the results Study cognitive , group experiments also show significant increase , with an average increase of by 25.3 points , while group control only increase by 12.1 points . This result show that the video tutorial is not only effective in increase skills practical , but also in deepen understanding theoretical student to technique slam waist . In overall , research This prove that video tutorial media can used as effective alternative in learning technique sports , especially those that require techniques repetition movement visually and kinesthetically . Therefore Therefore , the use of this media is highly recommended. For support learning outside of lecture hours and as complement method learning conventional in class.

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