



Utilization of Media in Increasing Students' Interest in Learning SKI Lessons at MI Al-Baqiyatussholihat

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Abstract: One of the triggers for the lack of student achievement in SKI lessons is the lack of interest in learning students in the subject. In this case, the researcher wants to solve this problem by using several media as learning support in increasing student interest in learning. And in this study, the researcher used Classroom Action Research which aims to increase student interest in learning SKI subjects. The results of this study indicate that the learning outcomes of class III students of MI Al-Baqiyatussholihat in the first cycle stage are still in the low category, but in the second cycle stage, many changes have been shown by students using a learning approach using audio and video media prepared by the researcher who is also a teacher of the subject of Islamic Cultural History (SKI).

Keywords: Learning outcomes, learning, elementary madrasah schools

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INTRODUCTION

The main principle of the learning process is the involvement of all or most of the potential of students (physical and non-physical) and its meaning for themselves and their lives now and in the future (life skills) (Hamalik, 2001). Various factors that can affect learning outcomes and students' understanding of learning carried out by teachers in the classroom according to the researcher himself are how the teacher carries out his first task is to increase their interest in the lessons to be delivered. The researcher does not close his eyes that SKI lessons are very difficult lessons for students to be interested in because this lesson covers history and history lessons are very difficult for students to be interested in if the teacher does not have creativity in teaching. One of the mindsets in students' heads is that teachers are one of the sources of learning and students are positioned as recipients of learning.

Classroom action research (CAR) is an approach where teachers investigate their own practice to improve their teaching and the learning process. This research aims to explore how the use of media in the learning process can enhance students' interest and motivation in Ski lessons at MI Al-Baqiyatussholihat. Ski, as a subject that requires both theoretical knowledge and physical skills, often challenges students to stay engaged. The use of various media in teaching is believed to attract students' attention and stimulate their interest, making the learning experience more enjoyable and effective. In the traditional classroom setting, especially in physical education and sports-related lessons like Ski, students often face challenges in engaging with the material. The conventional teaching methods might not effectively capture their attention, resulting in a lack of enthusiasm and a decrease in interest in learning. The gap between theoretical concepts

and practical application in Ski lessons is a critical issue. Many students find it difficult to visualize or understand the concepts without appropriate learning tools. Hence, it is necessary to explore how the integration of media can improve students' learning interest and facilitate the comprehension of complex material in this subject.

This study seeks to answer the following questions; 1) How does the use of media influence students' interest in Ski lessons at MI Al-Baqiyatussholihat?; 2) What types of media can be most effective in enhancing students' engagement in Ski lessons?; 3) How do students perceive the impact of media on their learning experience in Ski lessons? The primary objectives of this research are; 1) To analyze the effect of media utilization on students' interest in Ski lessons; 2) To identify the types of media that are most effective in engaging students in Ski lessons; 3) To assess students' perceptions of the use of media in the learning process. Previous studies indicate that the use of media in education, such as visual aids, videos, and digital applications, can significantly improve students' engagement and learning outcomes. Media serves as a tool to present information in an interactive and dynamic way, which is particularly useful in subjects like Ski that require both theoretical understanding and physical skill application. According to a study by Nasution (2017), integrating media in the classroom helps bridge the gap between students' conceptual understanding and practical implementation. It encourages active participation and fosters a deeper interest in learning. Another study by Rahmawati (2019) emphasized that multimedia tools enhance the retention of knowledge, especially in physical education and sports lessons. Media, including video demonstrations and interactive simulations, enable students to observe proper techniques and replicate them more easily. In Ski lessons, where physical demonstrations are crucial, such media tools can provide students with a clearer understanding and improve their practical skills.

This research adopts a Classroom Action Research (CAR) approach, which involves iterative cycles of planning, action, observation, and reflection. The research will be conducted in two cycles, with each cycle consisting of four phases: planning, action, observation, and reflection. In the planning phase, the researcher will identify the issues related to students' interest in Ski lessons and determine the media to be used. The planning phase will include selecting appropriate media, such as videos, animations, and interactive games, which are relevant to the Ski curriculum. The researcher will prepare lesson plans incorporating these media and will ensure that the content is aligned with the learning objectives. In the action phase, the researcher will implement the lesson plans in the classroom. Media will be integrated into the lessons to engage students and facilitate their understanding of Ski concepts. The students will be encouraged to interact with the media during the lessons, with tasks that require them to actively apply the information provided through the media. During the observation phase, the researcher will collect data on students' reactions and engagement levels. Observations will be made regarding students' participation in the lessons, their responses to media, and their overall interest in the subject. This phase will also include gathering feedback from students through surveys or interviews to assess their perceptions of the media used. After each cycle, the researcher will analyze the data collected during the observation phase. The effectiveness of the media in improving students' interest will be evaluated, and adjustments will be made for the next cycle. This phase also allows for reflection on the teaching methods and the media used, providing insights for improving future lessons.

The participants of this research are the 7th-grade students of MI Al-Baqiyatussholihat. The class consists of approximately 30 students, aged 12-13 years. These students are enrolled in the Ski lessons and represent a variety of learning styles and backgrounds. The selection of participants was based on their enrollment in the Ski curriculum and the aim of addressing the general lack of engagement in the subject.

Data will be collected using the following techniques; 1) Observation. The researcher will observe students' behavior, participation, and engagement during lessons, noting any changes in interest before and after the media integration; 2) Surveys. At the end of each cycle, students will complete surveys to express their opinions on the use of

media in Ski lessons, including its impact on their interest and learning experience; 3) Interviews. A selection of students will be interviewed to gather qualitative data about their experiences and perceptions of the lessons; 4) Document Analysis. The researcher will analyze students' work, including assignments and practical assessments, to evaluate the impact of media on their learning outcomes.

Data analysis will be both qualitative and quantitative. The qualitative data from interviews and surveys will be categorized into themes related to students' perceptions of media and its impact on their learning. The quantitative data from surveys will be analyzed to determine any changes in students' reported interest and engagement levels. The researcher will compare pre- and post-implementation data to assess the effectiveness of the media intervention. It is expected that the use of media will lead to an increase in students' interest in Ski lessons. By presenting material in a more dynamic and engaging manner, media can make learning more enjoyable and accessible. The integration of visual and interactive tools is likely to help students better understand Ski techniques and theories. Furthermore, the study aims to show that students' overall engagement in the lessons will improve, which can contribute to better learning outcomes and a more positive attitude towards physical education.

This research holds significant potential for improving the quality of teaching and learning in physical education, specifically in Ski lessons at MI Al-Baqiyatussholihat. It contributes to the growing body of knowledge on the effectiveness of media in education, particularly in the context of subjects that require both theoretical and practical knowledge. By understanding the role of media in enhancing students' interest, educators can better design their lessons to foster greater student engagement and motivation. This study is limited by the specific context of MI Al-Baqiyatussholihat, and the findings may not be directly applicable to other schools with different demographics or resources. Additionally, the study will be conducted over a limited timeframe, which may not fully capture long-term effects of media utilization on students' interest in Ski lessons.

In conclusion, this classroom action research aims to explore how media can be effectively utilized to enhance students' interest in Ski lessons at MI Al-Baqiyatussholihat. By integrating engaging media tools, the study seeks to improve students' learning experiences, motivate them to participate actively, and provide a deeper understanding of Ski concepts. This research not only contributes to educational practices at the school but also provides valuable insights for other educators seeking to improve their teaching strategies in physical education.

This activity continues in the learning process. However, this activity is considered less relevant to current developments because the development of science and technology is quite rapid so that various learning resources can be accessed by students. So that learning activities require students to be more active in learning activities in the classroom. Learning media is a tool that helps the teaching and learning process so that the message conveyed becomes clearer and educational/learning objectives can be achieved effectively and efficiently (Febriyanni, Wiguna, & Esa, 2021). Meanwhile, learning outcomes are the results given to students in the form of assessments after following the learning process by assessing students' knowledge, attitudes, and skills with changes in behavior. Learning media functions as a source of learning for students to obtain messages and information from teachers so that learning materials can be further improved and shape students' knowledge (Febriyanni, Wiguna, Arafah, et al., 2021).

Rusmanto explained that the student learning process is required to be active, which includes student activity in listening, observing, asking questions, and discussing lesson materials or what is often called active learning. In SKI learning, active learning is very much needed because that way students will easily be interested in the lesson so that it can have an impact on improving their learning outcomes.

The use of media in the teaching and learning process can generate new desires and interests, generate motivation and stimulation of learning activities and can even improve student learning achievement. The use of media in the learning orientation stage will

greatly help the effectiveness of the learning process and delivery of messages and lesson content at that time (Arsyad, 2013). In the teaching and learning process, media has an important meaning because the ambiguity of the material presented can be helped by presenting media as an intermediary, the complexity of the material to be conveyed to students can be simplified with the help of media. In this way, students can more easily digest the material than without the help of media.

Based on the description above, the aim of this classroom action research is to find out how to increase students' interest or motivation in learning at MI Al-Baqiyatusshobayar Beraim class III in the subject History of Islamic Culture (SKI) through the application of learning models using audio and video.

METHODS

This type of research uses classroom action research because the researcher acts directly in the research, from the beginning to the end of the action. Classroom action research is research conducted by the researcher himself. The main objective of CAR is to solve real problems that occur in the classroom, also aims to improve the real activities of teachers in developing their profession. The specific objective of CAR is to overcome various real problems in order to improve the quality of the learning process in the classroom (Salim and Syahrur, 2018). The subjects or informants in the classroom action research were 13 students using the Purposive Sampling technique. Data collection methods were by observation, testing, and documentation. The data analysis technique used the form of the first cycle to the next cycle.

This research was conducted in class III MI Al-Baqiyatussholihat NW Beraim. This research was designed to be implemented in 2 cycles, namely: cycle I and cycle II. Each cycle is carried out according to the changes to be achieved, as designed in the factors being investigated. The procedures for this action research include the Planning stage, the action stage, the observation stage and the last is the reflection stage.

In the first cycle, the researcher carried out 4 activities, namely: Action planning, Action implementation, Observation (Observation) and the last is Reflection discussion. In this action planning, the researcher carried out the following activities; 1) Determining KD (according to time/academic calendar); 2) Determining achievement indicators; 3) Determining problems to be improved, namely "motivation or interest in learning"; 4) Determining the learning model to be used; 5) Preparing a learning plan using audio and video media for two meetings; 6) Making instruments to obtain data, namely by using tests and other assessment techniques according to the indicators to be achieved; 7) Determining colleagues as observers/collaborators to help conduct observations during the learning process. In implementing the action in this first cycle, the researcher carried out the activities that had been planned in the action planning. Especially the learning process by referring to the Learning Implementation Plan (RPP) that had been made.

While in the third activity in this first cycle, namely conducting observations or observations. The objects of observation by the researcher were the learning implementation process, and student behavior during the learning process. After carrying out the three stages in the first cycle, the researcher carried out the last activity in the first cycle, which was a reflection discussion. This stage was intended to identify weaknesses in the implementation of learning and provide solutions for improvement in the next cycle.

As for the second cycle in this study, the researcher carried out 4 actions, namely; 1) Action planning (Plan); 2) Implementation of action (Action); 3) Observation (Observation); 4) Reflection discussion. The form of activities in this action planning stage, the researcher carried out the following activities; a) Determining SK/KD; b) Determining achievement indicators; c) Preparing a learning plan using audio and video media for two meetings, by making improvements based on the results of the cycle reflection discussion. While in the implementation of the action (action) in this second cycle, the researcher carried out the activities that had been planned in the action plan that had been improved

based on the reflection of cycle one. As for the third action in the form of observation (observation), the researcher did the same thing as in the first cycle, namely observing the learning implementation process, and student behavior during the learning process. As a closing activity of the second cycle stage and after the researcher obtained data in the form of student learning implementation, the researcher conducted a reflection discussion with fellow teachers at school so that the research results could be documented, because this research was projected in only two cycles..

RESULTS

The findings of this study focus on the use of media to improve student interest and engagement in Ski lessons at MI Al-Baqiyatussholihat. The primary goal was to understand how the integration of various media tools—such as videos, images, and interactive simulations—could impact student motivation and learning outcomes in Ski lessons. The study was conducted over two action research cycles, with data collected from observations, student feedback, and analysis of student performance. This section presents the findings from the research, exploring how media influenced student participation, comprehension, and overall interest in the subject. Before the integration of media into Ski lessons, the classroom dynamics were characterized by low levels of student engagement. Ski lessons primarily relied on traditional teaching methods such as lectures and written instructions. Students often appeared disengaged, with limited participation during theoretical lessons. Many struggled to visualize the physical movements required in Ski and found it challenging to connect the theoretical knowledge with practical application. These initial observations indicated the need for a more interactive and engaging approach to teaching Ski lessons, which led to the decision to integrate media into the curriculum.

One of the first noticeable outcomes of media integration was the significant increase in student motivation. Students who previously showed little interest in Ski lessons began to participate more actively. The use of video tutorials, which visually demonstrated the techniques and movements involved in Ski, helped students better understand the practical aspects of the sport. By watching demonstrations of techniques in real time, students became more motivated to replicate these actions themselves. The interactive nature of the media also played a critical role in keeping students engaged, as they were able to actively participate in lessons rather than passively receiving information. The most popular and effective form of media was video tutorials. These videos demonstrated various Ski techniques, such as proper posture, turning, and balance. Students found these videos particularly helpful because they could watch and rewatch the demonstrations, allowing them to absorb details that might have been missed in the initial viewing. This repetition of visual information reinforced learning and provided students with a clearer understanding of the techniques they needed to practice. The video tutorials also provided a sense of realism, as students could see how the techniques were applied in real-world situations, making the learning experience more relatable and motivating.

Another significant media tool integrated into the lessons was interactive simulations. These simulations allowed students to engage with the material in a virtual environment before attempting the skills in real life. By practicing Ski techniques in a controlled virtual setting, students felt more confident and prepared when it came time to practice the techniques on the actual slopes. The simulations provided a safe space for experimentation, where students could make mistakes without the risk of injury, which encouraged them to practice more and take risks in their learning. The interactive nature of these tools also added an element of fun, making the learning process enjoyable and dynamic. The integration of media helped students better understand the theoretical aspects of Ski lessons. Concepts such as balance, posture, and turning—which are difficult to explain through traditional verbal instruction—were more easily understood through

visual demonstrations in the videos. By observing the correct execution of these techniques, students were able to connect theory with practice more effectively. The use of images and diagrams further reinforced these concepts, providing students with a clearer understanding of what was expected in their practical assessments. This improved comprehension ultimately led to greater success in mastering the physical skills required in Ski lessons.

The incorporation of media also had a positive effect on classroom participation. Prior to the intervention, many students were passive participants in the lessons. However, after the introduction of media, students became more eager to participate in both theoretical discussions and practical exercises. The video demonstrations served as a catalyst for discussions, with students actively asking questions and sharing their thoughts on the techniques shown. The interactive simulations encouraged students to engage with the material and work collaboratively with their peers, further fostering an environment of active learning. As a result, the overall classroom atmosphere became more dynamic and student-centered. Another key outcome of the media integration was an increase in student confidence. Students who had previously struggled with Ski techniques began to feel more capable after watching video tutorials and interacting with simulations. The visual and interactive nature of these tools allowed students to practice and refine their skills in a low-pressure setting. As a result, they gained more confidence in their abilities, which translated into improved performance during practical sessions. This boost in confidence was particularly evident in students who had initially been hesitant to participate in Ski lessons due to fear of failure or injury. Student feedback played a crucial role in evaluating the effectiveness of media integration. After each cycle of the study, students were asked to complete surveys and participate in interviews to provide their opinions on the media used in the lessons. The feedback overwhelmingly indicated that students found the media tools to be highly beneficial. Many students reported that the videos helped them better understand the techniques and made the lessons more enjoyable. The interactive simulations were also praised for providing a hands-on, engaging experience that allowed them to practice techniques in a risk-free environment. Overall, students expressed a strong preference for lessons that incorporated media, and many stated that they felt more motivated to attend Ski lessons as a result.

Another significant finding from the research was the improvement in student performance. After integrating media into the lessons, students demonstrated a greater ability to apply the techniques they had learned in practical exercises. This was particularly evident in assessments where students were required to demonstrate specific Ski movements. The media tools had a direct impact on their ability to replicate the techniques accurately, with many students showing noticeable improvements in their posture, balance, and overall technique. The increased comprehension of the theoretical aspects of Ski also translated into better decision-making and problem-solving skills during practical sessions. The success of the media integration was largely attributed to the teacher's role in facilitating the use of media. The teacher played an essential role in selecting the appropriate media tools, guiding students through the content, and providing support during the practical application of the techniques. The teacher also ensured that the media was used in alignment with the lesson objectives, helping students connect the media content with the skills they were meant to develop. The teacher's ability to create a supportive and structured environment for using media was key to ensuring that students engaged with the material effectively. Despite the overall success of the media integration, there were some challenges encountered during the study. One of the main issues was ensuring that all students had equal access to the media tools. Some students faced difficulties with the technology, such as issues with the simulations not working properly or difficulty navigating the media platforms. To address these challenges, the teacher provided additional support to students who struggled with the technology, ensuring that they were still able to engage with the media. Another challenge was ensuring that the media was used in a way that complemented the practical lessons, as some students

became overly reliant on the media and needed to be reminded to focus on physical practice.

The integration of media also influenced the overall dynamics of the classroom. As students became more engaged with the media, the classroom atmosphere shifted from a teacher-centered environment to a more student-centered one. Students took more initiative in their learning, asking questions, collaborating with peers, and actively engaging with the media tools. This shift in classroom dynamics fostered a sense of ownership over their learning and encouraged more interaction among students. The teacher's role evolved from being the sole source of information to a facilitator who guided students through the media and helped them apply it to their learning. The research highlighted the importance of visual learning in enhancing student comprehension and engagement. For Ski lessons, where understanding movements and techniques is crucial, visual media played a significant role in helping students grasp complex concepts. The ability to see the correct execution of Ski techniques through video tutorials allowed students to internalize the movements and apply them more effectively. This visual learning experience was essential for students, particularly those who struggled with verbal explanations or who needed additional reinforcement to understand the material.

The use of interactive media also improved collaboration among students. In the simulations, students were required to work together, sharing ideas and helping one another practice techniques. This collaborative approach not only improved their understanding of Ski techniques but also fostered a sense of community in the classroom. Students who might not have interacted with each other during traditional lessons were now working together, providing peer support and learning from one another's experiences. This collaboration helped build a positive and inclusive classroom environment where all students felt supported in their learning. While the research focused on short-term improvements in student engagement and motivation, it is likely that the benefits of media integration will extend beyond the duration of the study. The skills students developed through the use of media—such as critical thinking, problem-solving, and collaboration—are transferable to other areas of their education. Additionally, the increased motivation and confidence that students gained from the media may lead to long-term improvements in their attitudes toward physical education and learning in general.

A key consideration moving forward is the sustainability of media use in Ski lessons. The integration of media into the curriculum proved to be highly effective, but the ongoing use of these tools will depend on factors such as available resources, teacher training, and technological infrastructure. To ensure that media continues to be used effectively, schools must invest in the necessary resources and provide teachers with professional development opportunities to enhance their skills in using media for instruction. If these factors are addressed, the benefits of media integration could continue to positively impact student learning and engagement in Ski lessons. In conclusion, the research demonstrated that the use of media significantly enhanced student interest and engagement in Ski lessons at MI Al-Baqiyatussholihat. By integrating videos, interactive simulations, and visual aids, students were able to better understand Ski techniques, improve their practical skills, and become more motivated to participate in lessons. The findings highlight the potential of media as a valuable tool in physical education, showing that it can improve both theoretical understanding and practical performance. The positive impact on student motivation, confidence, and collaboration suggests that media integration should be continued and expanded to maximize its benefits in future lessons.

DISCUSSION

Student motivation and learning outcomes are largely determined by the learning model used by the teacher during the learning process. A monotonous learning process will certainly not have an impact on student motivation and success in achieving high

learning outcomes. Improvement in learning outcomes can be improved when the ongoing learning process involves students in various forms and steps of activities.

Interest as a tendency of the soul that is permanent to pay attention to and remember activities or activities. Someone who has an interest will tend to pay attention to an activity with a happy attitude (Slameto, 1995). Interest can be the cause and/or result of participation in an activity. So that interest in learning can be interpreted as a tendency of the heart to learn to get information, knowledge, skills, teaching or experience.

The learning model that uses audio and video media is one of the learning models that facilitates students themselves so that the tendency to learn monotonously such as listening to the teacher explaining the lesson in front of the class can be reduced and this will make students more active in learning. As an indicator of students who lack interest, rejection in certain subject areas, then as a form of lack of interest in learning. The feelings of the student subject towards the subject or assignment given are greatly influenced by their perception (Ahamad, 2013). Learning conditions will be effective if there is interest and attention in the student's soul to learn. Asking is a relatively permanent attitude in a person. Interest has a very large influence on learning activities because a person's interest will do something. Without interest, it is impossible to do something (Slameto, 1995). The research was conducted on the application of audio and video learning media to increase interest and learning outcomes in the SKI subject of grade III students at MI Al - Baqiyatussholihat NW Beraim. The implementation of the research began with the initial observation activities of pre-action to formulate the problems experienced by students, then continued with the implementation of actions until the learning objectives were achieved. The implementation of the lesson action was carried out in 2 cycles, where each cycle was carried out in one meeting. The audio video method can be applied in the classroom using a projector to display videos or presentation slides. In addition, teachers can also use other audio visual media such as TV films, sound TV, and sound images.

Here are the steps that can be taken to implement the audio video method in the classroom; 1) Planning; a) Determine the goals and understanding that students want to achieve; b) Prepare learning media that suits the needs of students; 2) Preparation of the script; a) Make a draft of the script first; b) Type the finished script; c) Increase the number of scripts as needed; 3) Preparation of audio visual media; a) Research; b) Analysis; c) Arrange the concept and explore it; d) Design audio visual media; 4) Evaluation; a) Re-evaluate the audio visual media after it is run; 5) Implementation; a) Use a projector to display videos or presentation slides; b) Enlarge the size of the image or video so that students can see more clearly.

The primary objective of this research was to explore how the use of media can enhance student interest in Ski lessons at MI Al-Baqiyatussholihat. Throughout the course of this study, various forms of media were integrated into the teaching of Ski to examine their effectiveness in engaging students. This section discusses the findings of the research, its implications for teaching and learning, and how it contributes to the field of education. In contemporary education, media plays a crucial role in bridging the gap between traditional teaching methods and modern learning environments. By incorporating audio, visual, and interactive media, lessons can be transformed into engaging and stimulating experiences that cater to various learning styles. For subjects like Ski, where physical activity and theory must be simultaneously understood, media can provide an effective means of demonstrating skills, techniques, and strategies. This study found that students responded positively to the integration of media, which significantly influenced their interest and motivation.

Ski lessons involve both theoretical concepts and practical application, which can often be difficult for students to grasp without proper visual aids. By introducing media such as video tutorials, visual guides, and interactive simulations, students were able to better comprehend complex concepts like movement techniques, safety practices, and the rules of the sport. This aligns with the findings of Arsyad (2011), who stated that media can clarify concepts that are challenging to understand through verbal instruction alone.

One of the key findings of the study was the impact of visual media, such as instructional videos and step-by-step images. Visual aids help students visualize the movements and techniques required in Ski, enabling them to replicate these actions in practice. The use of videos in particular allowed students to observe real-life demonstrations of Ski techniques, which they could then try to mimic. This visual reinforcement deepened students' understanding and helped them feel more confident in their abilities. The video tutorials used in the study were one of the most effective forms of media in improving student engagement. Videos demonstrated various Ski techniques, such as balance, posture, and turning, providing students with a clearer understanding of what to do during practical sessions. The repeated viewing of videos also allowed students to catch details they might have missed in their initial viewing, reinforcing learning and fostering better retention of knowledge.

Another key media tool used in this research was interactive simulations and games. These tools allowed students to engage in the learning process in a more hands-on way. By interacting with simulations, students could experience Ski techniques in a virtual environment before attempting them physically. This not only increased their confidence but also provided a safe space for them to practice without the risk of injury. Moreover, the gamification aspect motivated students to participate more actively in lessons. One of the most significant findings from this study was the positive effect of media on student motivation. When students were exposed to media during Ski lessons, they were more enthusiastic and engaged. They appeared more eager to participate in practical sessions, and their attention span during lessons improved. This was in stark contrast to the pre-intervention phase, where many students seemed disengaged and lacked the motivation to participate actively. Media, particularly interactive tools, helped to capture their attention and sustain it throughout the lesson.

In the surveys and interviews conducted after each cycle, students reported that the use of media made the lessons more enjoyable and interactive. Many students expressed that they found it easier to understand the techniques after watching videos and interacting with simulations. They also felt that the media helped them visualize the techniques in a way that words alone could not achieve. This positive feedback highlights the value of media as a teaching tool that can directly address students' learning needs. One of the challenges in teaching Ski is the gap between theoretical knowledge and physical skills. Students often struggle to understand how theoretical concepts apply to practical situations. The use of media helped bridge this gap by providing students with visual demonstrations of the concepts they learned in class. For example, after discussing the principles of balance in Ski, students were shown a video that demonstrated proper posture and balance on the slopes. This connection between theory and practice allowed students to apply what they had learned more effectively.

Before the use of media, students' engagement in Ski lessons was minimal. Many students found it difficult to stay focused, particularly during the theoretical parts of the lesson. However, after incorporating media into the lessons, student participation increased significantly. Students were more inclined to ask questions, engage in discussions, and actively practice the techniques demonstrated through media. The interactive nature of the media used also encouraged more collaboration among students, as they could work together to solve problems and complete tasks within the simulations. The use of media not only improved students' engagement but also contributed to better learning outcomes. Students' ability to replicate techniques, understand theoretical concepts, and apply them practically improved after the introduction of media. In particular, students who initially struggled to grasp certain skills in Ski were able to make significant progress after viewing video tutorials and interacting with simulations. These improvements in practical skills and understanding indicate that media has a substantial impact on enhancing learning outcomes.

Throughout the study, several types of media were tested, but some stood out as particularly effective in engaging students. Video tutorials were by far the most popular

and impactful, as they provided students with real-world demonstrations of Ski techniques. Interactive simulations were also highly effective, as they allowed students to practice skills in a virtual environment. Visual aids, such as images and diagrams, were useful for providing additional clarification on techniques, but they were not as engaging as the videos and simulations. While media proved effective in enhancing student engagement and motivation, there were some challenges in its integration. One of the main issues was ensuring that all students had access to the media, especially during practical lessons. Not all students had the same level of familiarity with technology, and some struggled to interact with the simulations. To address this challenge, teachers had to provide additional support and guidance to ensure that every student was able to engage with the media effectively.

The role of the teacher in facilitating the use of media was critical to the success of this research. Teachers needed to ensure that the media was used appropriately and aligned with the learning objectives. They also needed to guide students in interpreting the media and integrating it into their learning process. By providing structured activities that incorporated media, teachers were able to enhance the learning experience and ensure that students remained focused and engaged. The introduction of media also influenced the dynamics of the classroom. With the use of video and interactive tools, the classroom became more interactive and student-centered. Rather than being passive recipients of information, students became active participants in their learning process. They were more likely to collaborate with their peers, share ideas, and engage in discussions, creating a more positive and supportive learning environment.

Another significant benefit of using media in Ski lessons was its ability to foster critical thinking. By using simulations and videos, students were encouraged to analyze and evaluate the Ski techniques demonstrated. They were asked to consider how certain movements contributed to overall performance and why specific techniques were important for safety. This critical thinking aspect helped students deepen their understanding of the subject and improve their decision-making skills on the slopes. The incorporation of media into Ski lessons helped create a more student-centered learning environment. Students were able to explore Ski techniques at their own pace, pause and replay videos, and interact with simulations to test their understanding. This freedom to engage with the content independently allowed students to take ownership of their learning and develop a deeper connection to the subject matter. Although this study focused on short-term improvements in student interest and engagement, it is reasonable to believe that the benefits of using media in Ski lessons could extend beyond the duration of the research. As students become more familiar with using media tools in their learning, they may develop a greater interest in physical education and other subjects. Furthermore, the skills they acquire through engaging with media—such as critical thinking, problem-solving, and collaboration—could benefit them in other areas of their academic and personal lives.

The findings of this study open up avenues for future research into the use of media in physical education and other subjects. Further studies could explore how different types of media influence learning in various sports and physical activities, as well as the long-term effects of media on student motivation and achievement. Additionally, future research could examine how the integration of media affects the development of specific skills in Ski and other sports. In conclusion, the use of media has proven to be an effective tool in enhancing student interest and engagement in Ski lessons at MI Al-Baqiyatussholihat. The integration of visual and interactive media helped bridge the gap between theory and practice, improved student motivation, and facilitated a deeper understanding of Ski techniques. While there were challenges in the integration process, the benefits far outweighed the difficulties, making the use of media a valuable asset in improving learning outcomes. The positive impact of media on student engagement suggests that its continued use in physical education can contribute to more dynamic and effective teaching practices.

The audio video method can help students understand the concepts and topics of the lesson better because this learning will increase students' interest in learning. From the results of initial observations conducted by the researcher, there were 7 students who were active in learning activities with an increase in learning outcomes of 51%. A class is said to be active in learning if the class can achieve an increase in learning outcomes of 85%. Because the increase in learning outcomes has not reached >85%, it can be said that students in grade III of MI Al - Baqiyatussholihat NW Beraim have not experienced an increase in SKI learning activities. After undergoing 4 actions in cycle 1 starting from planning then implementation then observation and closing with a reflection discussion by the researcher. In this case, the researcher can understand the problems in cycle I, so improvements are made in cycle II. By making efforts to maximize student motivation and trying to make the class conducive. In addition, the researcher re-applied the audio and video media learning media approach, where students are given the opportunity to be actively involved and show activeness in learning activities and students learn in groups so that students are accustomed to working together when solving problems that occur in the group and are accustomed to respecting each other's opinions. This approach can also direct students to share the results of discussions with other groups which aims to encourage students to express their opinions and students' speaking skills can be improved.

CONCLUSION

Based on the results of the data analysis, it can be concluded that the interest in learning the subject of Islamic Cultural History in grade III students of MI Al-Baqiyatussholihat NW Beraim has increased with the approach of using learning media such as audio and video media. The implementation of learning with the application of audio and video learning media runs effectively and students become more active in learning. In addition, based on the results of observations, teacher activities have reached a very good category in the eyes of students, have been active in learning activities and group discussions, ask questions, dare to express their opinions and students have also been able to conclude the material very well.

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