



Increase Students' Motivation to Learn Promiscuity Materials Through The Use of Visual Media in Class Viii G SMP Negeri 8 Banjarbaru

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Abstract

This research was conducted based on the problem of low student learning motivation in Physical Education, Sports, and Health (PJOK) lessons with the topic of promiscuity among students in grade VIII G SMPN 8 Banjarbaru. This condition can be seen from the low enthusiasm of students during lessons, lack of attention to the teacher's explanations, tendency to get bored easily, and lack of active involvement in discussions and question and answer activities during the learning process. This research is designed to increase students' learning motivation by applying visual media in the teaching of promiscuity materials. This study uses the Classroom Action Research (CAR) approach involving 25 students from class VIII G as research subjects. The participants were selected using the purposive sampling technique. Data were collected through learning motivation questionnaires, classroom observations, and documentation. Furthermore, the data obtained were analyzed using quantitative and qualitative descriptive methods. The findings reveal a consistent increase in student learning motivation at each stage of the study. In the pre-cycle stage, the level of motivation was recorded at 56.7% and was categorized as adequate. After the implementation of the action in cycle I, the percentage increased to 72.8% in the good category, and then increased to 87.8% in the second cycle, reaching the very good category. These results show that the application of visual media has succeeded in increasing students' learning motivation in learning promiscuity materials. Therefore, visual media can be considered an effective alternative strategy to support and improve the quality of the PJOK learning process

Keywords: Learning Motivation; Free Associations; Visual Media; Classroom Action Research

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INTRODUCTION

Education has a strategic role in shaping students' character, developing positive attitudes, and improving the quality of human resources. This role becomes increasingly important at the junior high school level because students are in a transitional phase from childhood to adolescence. During this period, students begin to experience physical, psychological, social, and emotional changes that influence the way they think, behave, and make decisions. Junior high school students are also more vulnerable to various negative influences from their social environment, peer groups, media exposure, and digital culture. One of the serious problems that needs attention in this phase is promiscuous behavior. Therefore, schools have an important responsibility to provide preventive education that helps students understand the risks, consequences, and ways to avoid unhealthy social behavior.

In the context of formal education, material related to promiscuity is an important part of learning and guidance in Physical Education, Sports, and Health or PJOK. This material is not only related to physical health, but also closely connected with students' moral, social, and emotional development. Through PJOK learning, students are expected to understand the negative impacts of promiscuity, including health risks, psychological problems, disruption of learning achievement, and the possibility of social problems in everyday life. The learning process is also expected to guide students to build self-control, develop responsible behavior, choose healthy friendships, and avoid actions that may harm themselves and others. Thus,

promiscuity material in PJOK has an important preventive function in supporting students' healthy development (Ahmad Ansari et al., 2025).

However, the success of learning this material is highly dependent on students' learning motivation. Learning motivation is a key factor that determines students' willingness to pay attention, participate actively, ask questions, discuss, and understand the material being taught. Students with high motivation tend to show enthusiasm, curiosity, and persistence in following the learning process. On the other hand, students with low motivation often show passive behavior, lack of attention, boredom, and limited involvement in learning activities. Therefore, teachers need to create learning conditions that are interesting, meaningful, and relevant to students' lives. This is especially important for topics such as promiscuity, because the material is closely related to students' real social experiences and requires careful delivery so that students do not only memorize information, but also understand its meaning and implications (Ana Amelia, 2025).

Initial observations conducted in Class VIII G of SMP Negeri 8 Banjarbaru showed that students' motivation to learn promiscuity material was still relatively low. Of the 26 students in the class, only about 6 students, or 23%, appeared enthusiastic and actively participated in learning activities. These students showed attention to the teacher's explanation, responded to questions, and were willing to engage in discussion. Meanwhile, the remaining 20 students, or approximately 77%, showed symptoms of low learning motivation. These symptoms included being easily bored, not focusing on the teacher's explanation, showing minimal response during discussions, and rarely participating in question-and-answer sessions. This condition indicates that the learning process has not fully succeeded in attracting students' attention or encouraging active involvement in the classroom.

The low motivation of students is estimated to be related to the conventional learning approach used in the classroom. Learning that is dominated by lectures and assignments, without the support of varied and interesting media, tends to make students passive. In this approach, students mostly listen to explanations, receive information verbally, and complete tasks individually. Although the lecture method can still be useful for delivering basic information, it may not be sufficient for material that requires emotional engagement, concrete examples, and reflective understanding. Symptoms such as lack of enthusiasm, boredom, limited focus, and low participation reinforce the assumption that the learning approach needs improvement (Nadirah, n.d.). Therefore, teachers need to use learning media that can present material in a more concrete, attractive, and memorable way.

One alternative that can be applied is the use of visual learning media. Visual media are considered effective because they can help students understand abstract or sensitive material through more concrete representations. Pictures, posters, infographics, and short videos can make learning more interesting and easier to understand. In the context of promiscuity material, visual media can present examples of healthy relationships, risky behaviors, negative consequences, and prevention strategies in a form that is more accessible to students. Visual presentation can also reduce students' dependence on verbal explanations from the teacher and make the learning atmosphere more varied. Several studies confirm that the use of audio-visual and visual learning media contributes significantly to increasing students' motivation to learn. Visual media can arouse students' interest, attract attention, and help them remember information better than conventional lecture-based learning (Afnita et al., 2023; Zuhdi et al., 2025; Lubis & Mavianti, 2022).

Relevant studies also show that visual learning media can increase students' attention through attractive displays and concrete illustrations. Visual media optimize the function of the sense of sight, which plays an important role in helping students focus during learning. When students see images, posters, or videos that are relevant to the material, they are more likely to connect the information with real situations in their lives. This makes the learning process more meaningful. Visual media can also help teachers explain material that may be difficult to deliver through verbal explanation alone. In addition, visual media can encourage discussion because students can observe, interpret, and respond to the images or videos presented. Therefore, visual media are considered feasible as supporting tools in PJOK learning, especially for preventive health materials such as promiscuity (Saputra et al., 2025).

Based on these problems, classroom action research is needed as an effort to improve the learning process. Classroom action research or PTK is considered appropriate because it

allows teachers to identify learning problems, apply improvement actions, observe the results, and reflect on the effectiveness of the actions taken. Through this research design, the use of visual media can be implemented in learning cycles so that improvements in students' motivation can be observed gradually. Each cycle provides an opportunity for the teacher to evaluate students' responses, identify obstacles, and make improvements in the next learning activity. In this way, the research does not only measure the final result, but also explains the process of increasing students' motivation from one cycle to the next (Naleng et al., 2025).

The objectives of this study are as follows. First, this study aims to measure the increase in students' learning motivation after visual media are applied to promiscuity material in Class VIII G of SMP Negeri 8 Banjarbaru. Second, this study aims to explain the process of increasing students' learning motivation through the use of visual media in each learning cycle. These objectives are important because they focus not only on the outcome of learning motivation, but also on the process through which motivation develops during classroom learning. By examining both aspects, this study is expected to provide a clearer understanding of how visual media can be used effectively in PJOK learning.

This research is expected to provide several benefits. For PJOK teachers, the results of this study can serve as an alternative strategy for using visual media to increase students' motivation, especially in preventive health materials such as promiscuity. For students, this research is expected to foster motivation, interest, and active participation in learning so that their understanding of the dangers of promiscuity becomes stronger and can influence healthier daily behavior. For schools, the results of this study can be used as input in developing learning policies that support the use of visual media in classroom instruction. For future researchers, the findings can serve as preliminary data for developing further studies with broader subjects, more complex research designs, or different types of learning media (Suprihatin Siti, 2015).

Based on the description above, efforts to improve learning motivation in promiscuity material are urgently needed. The use of visual media through classroom action research is considered a relevant solution to overcome the low motivation of students in Class VIII G of SMP Negeri 8 Banjarbaru. Visual media are expected to make learning more interesting, concrete, and meaningful, while also encouraging students to participate actively in the learning process. Therefore, this study is expected to contribute to improving students' motivation and enhancing the quality of PJOK learning, particularly in material related to the prevention of promiscuous behavior (Red Witch & Yoenanto, 2024).

METHODS

This study applies the design of Classroom Action Research (CAR). The selection of this method is based on the purpose of the research, which is to improve and improve the learning process in the classroom, especially in increasing students' motivation to learn about the topic of promiscuity. Classroom Action Research is judged appropriate because it emphasizes direct action and reflective efforts made by teachers to achieve better and more professional learning practices. As described in the research methodology literature, Classroom Action Research is a form of reflective inquiry conducted through specific actions aimed at improving the quality of teaching in the classroom (Sri Astutik et al., 2021).

The participants involved in this Class Action Research are students of grade VIII G SMP Negeri 8 Banjarbaru during the even semester of the 2025/2026 academic year. The subject taking technique uses purposive sampling, where the researcher chooses one class (VIII G) which based on initial observation has the lowest level of learning motivation in promiscuity material compared to other classes. The number of research samples is one class with a total of 25 students. The instruments used in this study consist of three types, namely questionnaire instruments (learning motivation), observation instruments, and documentation instruments (Mahkotawati et al., 2025).

The data collection technique in this study uses three methods, namely questionnaire, observation, and documentation. The questionnaire method was used to quantitatively measure the level of student learning motivation before the action (pre-cycle), after cycle I, and after cycle II. The questionnaire is given at the end of each cycle with a processing time of about 15 minutes (Nurfadilah et al., 2022).

This Class Action Research is carried out through two cycles, where each cycle consists of one meeting with a duration of 2 hours per cycle. Each cycle includes four main phases, namely planning, implementation of actions, observation, and reflection. In Cycle I, the planning stage includes the preparation of lesson plans, the selection of visual media in the form of PowerPoint (PPT) on promiscuity materials, as well as the preparation of observation sheets and learning motivation questionnaires; The implementation stage is carried out in one meeting by displaying PPT as the main learning medium, followed by observation by collaborating teachers to record student activities and motivations, then reflection is carried out to identify weaknesses as the basis for improvement. In Cycle II, visual media in the form of posters and short videos were added as a complement to the PPT that had been used previously, so that the delivery of promiscuity material became more varied and interesting; Final observations and reflections were carried out to measure the increase in students' overall learning motivation.

Data analysis in this study was carried out using quantitative and qualitative descriptive approaches. Quantitative data obtained from the results of the student learning motivation questionnaire were processed through descriptive statistical techniques such as average, percentage, and frequency calculation. In addition, quantitative findings are displayed in the form of frequency distribution tables to provide a clearer picture of the research results. and bar charts for easy interpretation (Qomaruddin & Sa'diyah, 2024).

RESULTS AND DISCUSSION

Table 1. Pre-cycle data

Categories	Less	Enough	Good	Awesome	Quantity
Interval	<55	56-70	71-85	86-100	
Pre-Cycle	5	20	0	0	
Cycle 1	0	6	18	1	26
Cycle 2	0	0	7	18	

In the pre-cycle stage, the learning process still uses conventional lecture or learning methods. The teacher explains the material directly without using interesting learning media. This condition causes most students to be less active in participating in learning. Based on the results of the student learning motivation questionnaire at the pre-cycle stage, the classic percentage of 56.7% was obtained with an adequate category. These results show that students' motivation to study is still low and has not reached the predetermined success indicator of 85%.

In the first cycle, teachers began to use visual media in the form of PowerPoint (PPT) in the learning process of promiscuity materials. The use of PPT aims to grab students' attention through a clearer display of images, colors, and material points. The learning activities carried out in the first cycle showed a positive increase in student learning motivation when compared to the pre-cycle conditions. During the learning process, students appear more enthusiastic and show greater interest in participating in class activities. Because the material presented is more interesting.

Based on the results of the student learning motivation questionnaire in the first cycle, the classic percentage of 72.8% was obtained with the good category. The results showed an increase of 16.1% from the pre-cycle stage. In cycle II, teachers improve learning by using audiovisual media, LKPD, and posters. The use of audio-visual media is carried out through the screening of videos related to promiscuity materials so that students can understand the impact of promiscuity in real terms. In addition, students were also given LKPD to be carried out in groups and posters as a medium to support learning.

The implementation of the actions in the Results obtained in cycle II showed a very significant increase in student learning motivation. Students become more enthusiastic, actively participate in classroom activities, and engage more directly during the learning

process. Based on the results of the student learning motivation questionnaire in cycle II, a classic percentage of 87.8% was obtained with the very good category. The results of the study show that the indicators of research success have been achieved because they have exceeded the target of 85%.

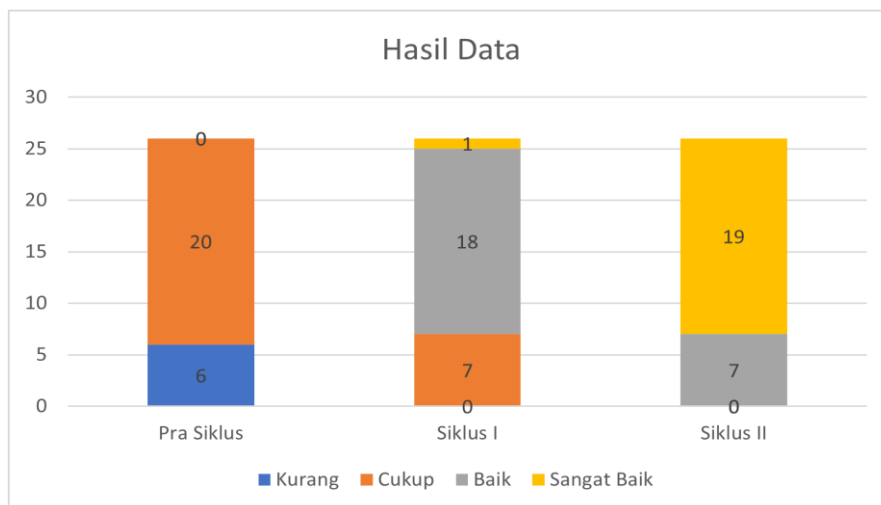


Figure 1. Graphics

The findings of the Classroom Action Research conducted showed that the application of visual media was able to increase students' learning motivation in learning promiscuity materials among grade VIII G students at SMP Negeri 8 Banjarbaru. The improvement is reflected in the results of the learning motivation questionnaire, which shows consistent progress in each cycle of the learning process.

In the pre-cycle stage, the learning process still uses conventional lecture or learning methods. Teacher-centered learning so that students only listen to explanations without being actively involved in learning activities. This condition causes students to easily feel bored, lack focus, and lack enthusiasm for learning. Based on the results of the student learning motivation questionnaire at the pre-cycle stage, a percentage of 56.7% was obtained with a sufficient category. The results of this study show that students' motivation to study is still low and has not reached the success indicators of research (Intaniasari et al., 2022).

The weak motivation to learn shown by students during the pre-cycle stage is indicated by their limited participation in classroom activities. Many students remain sedentary throughout the lesson, lack the confidence to ask questions or convey their ideas, and show low attention to the teacher's explanations during the learning process. This happens because lecture methods tend to make learning monotonous so that students are less interested in the material presented (Priscila Munthe et al., 2026).

In the first cycle, teachers began to use visual-based learning media in the form of PowerPoint (PPT) in the process of teaching activities. The use of PPTs helps teachers present the material more attractively through the display of images, colors, animations, and key points of the material. Through the use of PPT media, students' attention began to increase and students seemed more focused on participating in learning (Muhammad Apriansa & Saidah São Paulo, 2025).

Based on the results of the student learning motivation questionnaire in the first cycle, a percentage of 72.8% was obtained with the good category. The results showed an increase of 16.1% from the pre-cycle stage. The increase in student learning motivation can be seen from the increased activeness of students in paying attention to the teacher's explanations, the courage of students in asking questions, and the increase in students' interest in learning (Fauziah et al., 2022).

Despite the improvement, the results in the first cycle have not reached the set success indicator of 85%. This is because learning is still not fully involved in actively involving students. Some students still look embarrassed to express opinions and interactions between students in discussion activities that have not run optimally (Stuart et al., 2025).

In cycle II, teachers improve learning by using audiovisual media, LKPD, and posters. The use of audiovisual media in the form of learning videos makes students more interested

and easier to understand promiscuity material because students can see real examples of the impact of promiscuity in daily life. In addition, the use of LKPD encourages students to be more active in discussing and working together in groups, while posters help students understand the material through attractive images and messages (Zuhdi et al., 2025).

The findings of the student learning motivation questionnaire in cycle II revealed a substantial increase, reaching 87.8% and being included in the very good category. These results show that the indicators of research success that have been determined have been successfully achieved, because the percentage of student learning motivation has exceeded the expected target of 85%.

The increase in student learning motivation in cycle II can be seen from the enthusiasm of students in participating in learning, increasing students' courage in expressing opinions, increased cooperation between students, and increased students' attention and focus during the learning process. Students also seem to be more active in completing the LKPD and more confident when presenting the results of the discussion (Afnita et al., 2023).

The results of this study show that the use of visual media has a positive influence on students' learning motivation. Visual media is able to create a more interesting, fun, and less boring learning atmosphere so that students become more active and motivated to learn. The use of videos, images, posters, and LKPD also helps students understand the material in a more concrete and easy-to-understand way (Lubis & Mavianti, 2022).

CONCLUSION

Based on the findings of the Classroom Action Research conducted in two cycles in Class VIII G of SMP Negeri 8 Banjarbaru, the application of visual media was proven to be successful in increasing students' learning motivation in the promiscuity material. This improvement can be seen from the percentage of students' learning motivation, which increased from 56.7% in the pre-cycle, categorized as adequate, to 72.8% in Cycle I, categorized as good. The increase continued in Cycle II, reaching 87.8%, which was categorized as very good and exceeded the predetermined success indicator of 85%.

The improvement in students' learning motivation can be explained through the theory of learning motivation, particularly Keller's ARCS model, which emphasizes attention, relevance, confidence, and satisfaction as important components in motivating students. In Cycle I, the use of PowerPoint media was able to attract students' attention and make the learning process more interesting than the previous conventional approach. The visual presentation helped students focus more on the teacher's explanation and provided a clearer structure for understanding the material.

Furthermore, in Cycle II, the addition of audiovisual videos, student worksheets or LKPD, and posters strengthened the relevance and satisfaction aspects of learning. The material was presented in a more concrete, varied, and student-centered manner, allowing students to become more actively involved in the learning process. This active engagement encouraged students to pay more attention, participate in discussions, complete learning tasks, and respond better to the material. Therefore, the use of visual media significantly increased students' learning motivation and proved to be an effective strategy in improving the quality of PJOK learning in Class VIII G SMP Negeri 8 Banjarbaru.

RECOMENDATION

Based on the findings of this Classroom Action Research, PJOK teachers are recommended to use visual media as an alternative learning strategy, especially in teaching promiscuity prevention material. The use of PowerPoint, audiovisual videos, posters, and student worksheets can make learning more interesting, concrete, and easier for students to understand. Teachers should not rely only on lecture methods, because conventional learning tends to make students passive and less motivated. Instead, learning should be designed to encourage students' attention, participation, and active involvement in classroom activities.

Students are also encouraged to participate more actively in the learning process when visual media are used. Through pictures, videos, posters, and worksheets, students can better understand the dangers of promiscuity and relate the material to their daily lives. Active participation in discussion, question-and-answer sessions, and group activities can help

students develop awareness, responsibility, and positive behavior in avoiding promiscuous relationships.

For schools, it is recommended to support teachers by providing adequate learning facilities and media, such as projectors, speakers, internet access, and printed visual materials. Schools should also encourage teachers to develop creative and student-centered learning strategies so that health education materials in PJOK can be delivered more effectively. The use of visual media should be included as part of efforts to improve the quality of learning and strengthen character education among junior high school students.

For future researchers, this study can be used as a reference for conducting further research with broader subjects, different grade levels, or other types of learning media. Future studies may also combine visual media with digital learning platforms, interactive quizzes, or project-based learning to obtain deeper results. In addition, further research can examine not only students' learning motivation, but also their understanding, attitudes, and behavioral changes related to the prevention of promiscuity.

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