



**Application of Audio Media, To Produce Rhythmic Movement Creativity, Class 6
Public Alementary School Bahungin**

Muhammad Audy Noorazmi^{1✉}, Arie Rakhman², Rahmadi³

Physical Education Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University, Banjarbaru, South Kalimantan, Indonesia¹²³

Article History

Received May 2025

Accepted May 2025

Published Vol.14 No.(2) 2025

Keywords:

Application; Audio Media;
Rhythmic Movement
Creativity

Abstract

The purpose of the study was to determine the application of audio media for rhythmic movement learning in grade 6 of Public Alementary School Bahungin. This study used a descriptive quantitative approach method. Data collection techniques were carried out through observations of grade 6 students, physical education, sports, and health teachers. The results of the study with 2/4 beats showed that the medium category in terms of rhythm and movement harmony (66.7%), high category movement variation (38.1%), medium category sense of melody (38.1%), and medium category rhythm and body coordination skills (38.1%). The results of 4/4 beats showed that the majority of students were in the high category in terms of rhythm and movement harmony (38.1%), high category movement variation (47.6%), high category sense of melody (47.6%), and medium category rhythm and body coordination skills (47.6%). The conclusion of the research results is the overall results in the application of audio media to produce rhythmic movement creativity in class 6 of Public Alementary School Bahungin, 2/4 beats are in the medium category and 4/4 beats are in the high category.

How to Cite

Noorazmi, M. A., Rakhman, A., & Rahmadi. (2025). Application of Audio Media, To Produce Rhythmic Movement Creativity, Class 6 Public Alementary School Bahungin. *Journal of Physical Education, Sport, Health and Recreation*, 14 (2), 401-406.

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✉ Correspondence address :
E-mail: 2110122310041@mhs.ulm.ac.id

INTRODUCTION

Physical education is basically an integral part of the overall education system, aiming to develop aspects of health, physical fitness, critical thinking skills, emotional stability, social skills, reasoning and moral action through physical activity and sports (Rijaldi et al., 2024). Education is a life process that includes cognitive, emotional, and psychomotor components and seeks to develop the potential of each person to be able to live holistically. Education is one of the responses to the rapid development of the era, Sports in physical education play a role as a medium that helps improve physical fitness, train specific skills, and strengthen the mind through healthy competition. Meanwhile, the health aspect includes an understanding of healthy lifestyles, disease prevention, nutrition, and maintaining physical and mental balance so that individuals can live a quality life (Salasiah et al., 2020).

Rhythmic movement learning is one of the activities taught in elementary schools in the subject of Physical Education, Sports, and Health). Rhythmic movement involves physical activities that are in harmony with rhythm or music, such as gymnastics, simple dance, or other creative movement exercises. The purpose of this learning is to train body coordination, increase awareness of rhythm, and develop students' creativity. In addition, students' self-confidence and gross motor skills are improved through rhythmic movements, as well as instilling values such as cooperation and discipline. With a fun method, learning rhythmic movements in elementary schools is an effective way to educate students physically while building a more enjoyable learning atmosphere (Maria Stefania Wae et al., 2023).

Rhythmic movement is one of the learning in physical education that emphasizes the harmony of movement with a certain rhythm, be it music or other sounds. To improve the creativity of rhythmic movement, teachers can use innovative audio application methods. This method involves the use of various types of music or sounds to stimulate students to create or adjust their movements according to the rhythm. Through this method, students are given the freedom to improvise and express themselves, so that they can be encouraged to be creative in creating new movements. In addition, the application of this audio can help students become more sensitive to rhythm, train body coordination, and increase self-confidence when performing rhythmic movements (Maria Stefania Wae et al., 2023).

However, in practice, the application of audio media in rhythmic movement learning in

elementary schools is often not optimal. Teachers tend to use monotonous or limited rhythms, so that students are less encouraged to be creative. In addition, an approach that focuses more on repeating movements without providing creative freedom makes students lose the opportunity to explore their own movement potential. In fact, the application of various audio media, such as traditional music, modern music, or sounds from nature, can provide more diverse creative stimuli for students (Hayati, 2018).

The application of audio media has an important role in learning rhythmic movement in schools. By using audio such as music, natural sounds, or special recordings, students can more easily capture the tempo and rhythm that are the basis of the movement. In addition, audio media gives students the freedom to improvise and develop their creative ideas. For example, they can create new unique movements according to the rhythm changes or try to integrate personal expressions into their movements. This application not only trains coordination and body alignment, but also fosters students' ability to think creatively, be confident, and work together in groups. This is in line with the learning objectives at the elementary school level, namely developing creativity, building self-confidence, and improving students' social and motor skills (Suwitri et al., 2021).

By using appropriate and varied audio media, teachers can create a more enjoyable, interactive, and innovative learning atmosphere. The goal is to give children more incentives to be actively involved in learning rhythmic movements and give them space to develop unique and imaginative movements. Therefore, the application of effective audio media is a strategic solution to optimize the potential of student creativity in rhythmic movement in Elementary Schools (Pongky Widyalaksono et al., 2020).

The same relevant research in the research is: 1) "Improving the Ability of Creativity in Arranging Rhythmic Gymnastics with Ball Equipment Through Audio Visual in Class VIII A Students of SMP Negeri 1 Magetan" research from (Budi et al., 2024), 2) "Utilization of Audio Visual Media in Elementary Level Music Arts Learning" research from (Fitra Muhtasyam Marijo & Mari'i, 2022), and 3) "Analysis of the Identification of High School Students' Learning Interests in Rhythmic Activity Learning Through Audio Visual Media" research from (Febi Kurniawan, Ega Trisna Rahayu, 2021).

From several relevant studies above, there are differences and updates, namely, the advantage of your research is its specification at the

Elementary School level, thus providing a unique contribution to early physical learning without additional tools such as balls, but rather centered on pure rhythmic movements. The novelty of your research lies in the simple approach of using only audio media, not visual, to enhance rhythmic movement creativity in elementary school students, which is relevant for that age and provides a practical solution in the elementary education environment. Thus, your research provides a new perspective in utilizing audio media to encourage creativity and holistic learning at the elementary school level.

In rhythmic movement learning at Public Alementary School Bahungin, Kelua District, Tabalong Regency, several problems were found that hindered the optimization of the teaching and learning process. One of them is the lack of variation in the use of learning media, especially audio media. Teachers tend to use conventional methods with monotonous rhythms, so that students are less motivated to actively participate and express their creativity in movement. An approach that emphasizes reducing movement without providing space for students to be creative causes limited exploration of students' movement potential. Limited facilities and supporting resources, such as adequate audio devices and access to various types of music, are also obstacles in the application of more varied audio media. This has an impact on the low interest and participation of students in rhythmic movement learning, as well as the less than optimal development of their creativity and motor skills.

The use of audio media in learning rhythmic movements has a strong theoretical basis. According to multisensory learning theory, learning that involves various senses, such as hearing and sight, can improve students' understanding and retention of information (Pundasah, 2021). Audio media, such as music and songs, can function as auditory stimuli that help students understand rhythm and tempo, which are important components of rhythmic movement (Fitra Muhtasyam Marijo & Mari'i, 2022). In addition, constructivism theory states that students construct their knowledge through direct experience and interaction with the environment (Ulya, 2024).

This study aims to determine how audio media is applied in rhythmic movement learning at Public Alementary School Bahungin, Kelua District, Tabalong Regency. The formulation of the problem raised in this study is how to apply audio media in supporting the rhythmic movement learning process in a clear manner using audio media in increasing the effectiveness and quality of rhythmic movement learning in ele-

mentary school environments. This research is useful in improving the effectiveness of learning by helping students understand rhythm intuitively, encouraging creativity through movement exploration, and creating an interactive and enjoyable learning atmosphere. The use of audio media also supports the quality of rhythmic movement learning and contributes to the development of innovative methods in elementary education.

METHODS

Descriptive quantitative method is a research technique that aims to describe phenomena based on numerical data obtained from measurements or surveys. This research focuses on analyzing characteristics, patterns, or distribution of data without trying to explain cause-and-effect relationships. In its application, this method involves collecting data through questionnaires, structured interviews, or quantitative observations. The data obtained is then analyzed using descriptive statistics such as average, median, mode, and frequency distribution. The results of the study are usually presented in the form of tables, graphs, or diagrams to provide an easy-to-understand picture (Maria Stefania Wae et al., 2023).

Population and sample are important concepts in research, especially those involving quantitative methods. Population refers to the entire group of individuals, objects, or phenomena that are the focus of the research. For example, in a study of reading habits, the population may include all citizens of a region. A sample is a small portion of the population selected using a specific method to ensure that the research results can be generalized. Selecting a representative sample is essential to reduce bias and increase the validity of the findings (Adil, 2023).

The population in the study of class 6 Public Alementary School Bahungin was 21 populations, and the sample in the study of the application of audio media, to produce rhythmic movement creativity, class 6 Public Alementary School Bahungin with sample details of 9 male students, and 12 female students with a total sample of 21 people, which means that the entire population is willing to be a sample. The research was conducted from January 20, 2025 – April 25, 2025. The data collection location was at Public Alementary School Bahungin, Kelua District, Tabalong Regency.

Data collection techniques to obtain comprehensive data, several data collection techniques are used through research instruments using observation sheets, which is a data collection met-

hod carried out by directly observing an object or phenomenon according to the research objectives (Zainuddin Iba, 2023). Observation observes the rhythmic movement learning process before and after the application of audio media and records student responses, participation, and creativity in performing rhythmic movements. To take data as a reference for assessment using an assessment sheet as a reference for researchers to assess and obtain data.

Data analysts use simple statistical calculations using Microsoft Excel using percentage formulas, there are 5 category classifications, namely: 1) Very High, 2) High, 3) Medium, 4) Low, and 5) Very Low, The variables that are calculated are 2/4 and 4/4 beats. For the indicators on 2/4 and 4/4 beats, they have similar indicators, namely rhythm and movement harmony, movement variation, melodic sense, rhythmic skills and body coordination.

RESULTS AND DISCUSSION

The results of this study on the application of audio media to produce rhythmic movement creativity in class 6 of Public Elementary School Bahungin, Kelua District, Tabalong Regency, South Kalimantan, can be seen through the descriptive table in **Table 1.** and **Table 2** provides information about the research results as follows.

Table 1. Results with 2/4 Music Beat.

Category	Harmony of Rhythm and Movement		Movement Variations		Melodic Sense		Rhythm and Body Coordination Skills	
	F	%	F	%	F	%	F	%
Very high	2	9,5%	1	4,8%	4	19%	1	4,8%
Tall	2	9,5%	8	38,1%	3	14,3%	6	28,6%
Currently	14	66,7%	5	23,8%	8	38,1%	8	38,1%
Low	2	9,5%	7	33,3%	3	14,3%	4	19%
Very Low	1	4,8%	0	0%	3	14,3%	2	9,5%
Total	21	100%	21	100%	21	100%	21	100%

Table 2. Results with 4/4 Music Beat.

Category	Harmony of Rhythm and Movement		Movement Variations		Melodic Sense		Rhythm and Body Coordination Skills	
	F	%	F	%	F	%	F	%
Very high	1	4,8%	0	0%	1	5%	2	9,5%
Tall	8	38,1%	10	47,6%	10	47,6%	6	28,6%
Currently	6	28,6%	5	23,8%	4	19%	10	47,6%
Low	4	19%	5	23,8%	2	9,5%	2	9,5%
Very Low	2	9,5%	1	4,8%	4	19%	1	4,8%
Total	21	100%	21	100%	21	100%	21	100%

The results of the study with 2/4 beats showed that the category was medium in terms of rhythm and movement harmony (66.7%), movement variation was high (38.1%), melodic sense was medium (38.1%), and rhythm skills were high. and body coordination in the medium category (38.1%). From the results of the study, the overall results in the application of audio media to produce rhythmic movement creativity in class 6 of Public Elementary School Bahungin, 2/4 beats in the medium category.

The 2/4 beat provides enough stability to build a foundation for rhythmic movement. This rhythm is often used as an early stage of rhythmic movement learning because it is suitable for gradually training body coordination before students move on to higher category beats, such as 4/4. Therefore, the “moderate” category reflects a medium level of difficulty, which is balanced with the motor development needs and abilities of students at that age (Standar et al., 2022).

4/4 beat has several advantages over 2/4 beat in the application of audio media to improve rhythmic movement learning outcomes. First, 4/4 beat is more stable and flexible, so students have more time to adjust their movements to the given rhythm. This supports the development of better body coordination and makes it easier for students to follow the rhythm without feeling rushed (Birama, n.d.).

In addition, the 4/4 beat allows for more creative movement exploration. The longer, more regular rhythm allows students to try out variations of movement, combine several movement patterns, and express their creativity to the fullest. In rhythmic movement learning, this aspect of creativity is very important to increase student involvement and motivation (Muhajir, Agus Gunawan, 2022).

The results of the study with 4/4 beats showed that the majority of students were in the high category in terms of rhythm and movement harmony (38.1%), movement variation was in the high category (47.6%), sense of melody was in the high category (47.6%), and rhythm skills and body coordination were in the medium category (47.6%). From the results of the study, the overall results in the application of audio media to produce rhythmic movement creativity in class 6 of Elementary School Bahungin, 4/4 beats, tin category. 4/4 beats in the application of audio media for rhythmic movement in class 6 of Public Elementary School Bahungin can produce high category creativity because the characteristics of this rhythm are more flexible and support movement exploration.

The 4/4 beat has a steady and structured tempo, so students can easily adjust their movements to the beat. This stability allows students to focus more on creativity, such as developing movement variations, adding aesthetic elements, or creating unique movement combinations (Nurul et al., 2024).

In addition, the high category 4/4 beat provides wider opportunities for the development of better body coordination compared to the medium category. A clear rhythm helps students organize movements in a synchronous manner, thus encouraging them to think creatively in expressing themselves through rhythmic movements. This is also in line with the motor development stage of grade 6 students, who are starting to be able to integrate rhythm with movement creativity in a more complex way (Basri, 2019).

CONCLUSION

The results of the study of the application of audio media, to produce rhythmic movement creativity, class 6 Public Elementary School Bahungin. The conclusion of the overall results of the study in the application of audio media to produce rhythmic movement creativity in class 6 Public Elementary School Bahungin 2/4 beats are in the medium category and 4/4 beats are in the high category. The results of the study show that the application of audio media has a significant role in increasing the creativity of rhythmic movements of grade 6 students of Public Elementary School Bahungin.

The conclusion of this study underlines the importance of using audio media as an effective means to support physical education learning, especially in rhythmic movement activities. It is hoped that the results of this study will not only provide an in-depth understanding of the influence of rhythm on students' movement creativity, but can also serve as a useful guide for teachers to create more creative and interesting teaching strategies. The findings of this study will prove useful for the field of education, especially in the development of motor skills and creativity of elementary school students.

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