

Improvement of Service Learning Results for Volley Balls Through Modification of *Bola Gebok* Traditional Game

1st Hermanto
Physical Education Program
Universitas Negeri Jakarta
East Jakarta, Indonesia
sumantospd@yahoo.com

2nd Eka Fitri Novita Sari
Physical Education Program
Universitas Negeri Jakarta
East Jakarta, Indonesia
efnovita@unj.ac.id

3rd Muhammad Yusuf Nur Indrawan
Physical Education Program
Universitas Negeri Jakarta
East Jakarta, Indonesia
myusufindramawan@gmail.com

Abstract— Improved results of Learning to Service on Volleyball through Modification of Traditional Games *Bola Gebok* is an action research study. The study was conducted in class XI MAN 14 Jakarta with 32 research subjects. The minimum completeness criteria is 80 with a success percentage of 85%. Based on the research data, it can be concluded that the modification of the *Bola Gebok* Traditional game can improve the learning outcomes of the volleyball class XI MAN 14 Jakarta students. The study was conducted in two cycles, the number of meetings in cycle I was twice and cycle II was only one meeting. Based on the preliminary data before the action, the acquisition of student scores that fulfilled the KKM was only 8 students with a percentage of 25%. The first cycle of the percentage of graduation has only reached 69% so action is needed in the second cycle. In the second cycle obtained an increase in the value of students with a number of 29 students and a percentage of 91%. Thus the action research is not resumed because it is in accordance with the target set.

Keywords— traditional game, modification of bola gebok, serve on volleyball

I. INTRODUCTION

Physical education has been acknowledged by a lot of people as a component of education. However, the implementation of physical education teaching program is not as effective as expected. The orientation of the learning must be adjusted to the development of the child, the learning materials, and the way to deliver the lessons so that the learning activities would be interesting and fun.

According to Mulyanto, physical education is a process of learning to move and learning through motions. The feature of physical education is learning through motion experiences to achieve the purpose of teaching through implementation, physical activity, games and sports [1]. Basically physical education itself is education through physical activity, which includes the skills and development of motion from various sports, one of which is volleyball.

A sports teacher must be able to put forward the students who are lacking in characters to become someone with strong characters because most teachers only teach non-provoking lessons, the teacher only gives examples without giving a variety of teaching styles, so it would be lacking in teaching methods and would seem monotonous. Implementing the

method to play games is one of teaching methods. A good lesson would apply games as an educational tool, playing games could help to achieve the success in education because playing games has the values to develop harmony between the body and the soul.

According to Mohamad Syarif, playing games is a spontaneous and direct activity carried out by children. Playing for a child is not just about filling time, but a medium for children to learn. Every form of playing activities in children has a positive value towards their development [2].

Game modification can be used as an alternative of learning, through game modification the teacher makes developmental changes in accordance with the characteristics of the school as well as high school students in learning that can be modified.

Modification does not remove the meaning and the purpose of the actual learning, because the principle of modification is simplification. In addition, it can also develop teachers' creativity so that they can carry out lessons with limited tools but would not reduce the values and goals of the learning that must be achieved.

II. MATERIALS AND METHODS

This study aims to improve the learning outcomes of volleyball serve lessons in class XI IPS 2 MAN 14 Jakarta with 32 students as subjek research. The method used classroom action research with research into Kurt Lewin's method, in which there are four main steps in one cycle, namely (1) Planning, (2) Implementation, (3) Observation and (4) Reflection. This research is considered successful if it gets an average score of 80 and a success percentage of 85%. The instrument used in this research is the process of serving the volleyball beyond the net and entering opponent's area correctly. Here is the grid of the instrument.

A. Conceptual Definition

The results of learning volleyball serve are the results obtained from the process of students learning to serve volleyball through the stages of motion learning with the modified traditional gebok ball games, where there are a series

of movement processes starting from the initial attitude, implementation movements, and advanced movements.

B. Definition of Operational

The results of learning volleyball serve are scores obtained after conducting a series of serve processes on volleyball done by students starting from the initial attitude, implementation movements and advanced movements where each element of the movement consists of 3 movement indicators, namely: 1). initial attitude; (a). body, (b). feet, (c). hand, 2). implementation movements; (a). body, (b). hands, (c). elbow. 3). advanced movement; (a). target, (b). body, (c). the final movement, with a total score of 18 on all indicators and with the assessment criteria of: True (B) gets a value of 2 and False (S) gets a value of 1.

III. RESULT AND DISCUSSION

The results of the research are the implementation of class action carried out with two cycles: two meetings in the first cycle and one meeting in the second cycle, in which the results obtained are based on the score of the minimum completeness and the passing percentage of the obtained learning outcomes serving the volleyball in the second cycle is in accordance with the stated goal. Before the research was carried out, the researchers also conducted a preliminary study by observing the results of learning volleyball serve by carrying out tests using instruments that the researchers had arranged. Data obtained from initial observations illustrate how the achievement of students' learning outcomes so that researchers can design the next action step by step. The initial data presentation can be presented as follows:

TABLE I. Distribution of the Preliminary Tests for Volleyball Serve Learning Outcomes

Score	Absolute Frequency	Relative Frequency	Median
55 – 59	13	41	57
60 – 64	5	16	62
65 – 69	3	9	67
70 – 74	3	9	72
75 – 79	8	25	77
Total	32	100%	

The distribution table in the initial test showed the scores achieved by the students in the initial float serve test, most of the students obtained the score of 55-59 (41%) from the total number of the students. In this study, the students with the passing criteria in the aspect of assessing the float serve with a value of 75, and students who did not meet the criteria as many as 24 students (75%) and as many as 8 students (25%) were able to achieve the minimum student criteria.

The Implementation of Cycle Actions.

A. Planning

In this stage, the activities that must be carried out are making a learning plan and preparing the game modifications that you want to use. In addition, this stage also prepares tools from the necessary supporting facilities, prepares instruments

for recording and analyzing data regarding the process and the results of the action.

The first cycle was designed as the implementation of a float serve learning program, lessons are related to the form of improved learning outcomes for serve using modified traditional gebok ball game. With the modified traditional gebok ball game which starts with learning to put a burden on the position of the foot, body positioning, the position of the hand when holding the ball, the attitude of focus on the intended target, and when releasing the ball is done repeatedly.

The second cycle is planned from the reflection of the first cycle that focuses on the step of doing serve in the motion implementation and advanced motion.

B. Implementation or Action

This stage carries out the actions that have been formulated, which applies the modified traditional gebok ball game in learning, which includes the initial activities, core activities and closing activities. The game for cycle I which consists of two meetings has 5 games in it which are: the butterfly game, the postbox game, and attacking opponents in the first meeting, the fortress gebok game, and war between groups in the second meeting. Whereas in cycle II there was only one meeting with the game of fortress gebok and war between groups. The following are the final test data in cycle I and cycle II.

TABLE II. Distribution of the Escalated Float Serve Final Test Results in Cycle I

Score	Absolute Frequency	Relative Frequency	Median
67 – 71	4	12	69
72 – 76	6	19	74
77 – 81	7	22	79
82 – 86	11	35	84
87 – 91	4	12	89
Total	32	100%	

From the table above it can be concluded that the largest frequency obtained by students with a range of scores of 84 (35%) and the smallest frequency in 2 ranges of scores, namely with a range of score of 69 (12%) and a range of score of 89 (12%). From the table, it appears that students who have scored below the minimum completeness criteria had reduced but still have not reached the expected target. There are still 10 students who score 69-74 (31%).

TABLE III. Distribution of the Escalated Float Serve Final Test Results in Cycle II

Score	Absolute Frequency	Relative Frequency	Median
72 – 76	3	9	74
77 – 81	6	19	79
82 – 86	11	34	84
87 – 91	6	19	89
92 – 96	6	19	94
Total	32	100%	

From the table above, it can be concluded that the frequency obtained by students with a range of scores below the minimum completeness criteria has decreased. Only 3 students obtained a range of 74 with a percentage of 9%.

C. Observation

At this stage, what must be done is to observe the behavior of students in participating in learning activities, especially when doing float serve with the modified method of traditional gebok ball games starting from the initial stage to the final stage of implementation in accordance with the learning method planned by the researcher.

However, only observing the score of the learning results on volleyball serve has not yet been achieved in the expected criteria, it is evident from the achievement of the score of the learning results on volleyball serve by applying modification to the traditional gebok ball game only reached a percentage of 69% because there are still students who do not understand various float serve movement elements appropriate to the implementation indicators and follow-up motion.

It can be concluded that there is an increase in understanding of concepts and the implementation of various motion elements in the score of learning results on volleyball serve conducted by researchers in the second cycle, and proven to have experienced an increase in average value of 84.9 which means that the score has exceeded targets set by researchers and collaborators.

D. Reflection

At this stage the researcher recorded the results of the observations, evaluate the results of observations, analyze the results of learning and take notes of weaknesses to be used as material for drafting the next cycle, until the objectives can be achieved.

Based on the results of observations and analysis of the learning process in cycle I and cycle II, it can be concluded that the results of learning volleyball serve with modified traditional gebok ball games in the XI IPS 2 MAN 14 Jakarta class have increased in the learning process. This can be seen from the overall learning results carried out in the first cycle and second cycle. In the first cycle the understanding of the concept of learning serve reached an average value of 79.7 while in cycle II the understanding of the concept of float serve learning has achieved an increase than in the first cycle, namely 84.9.

Traditional gebok ball game is a group game played by using a round-shaped instrument that can resemble a ball and played by throwing the ball to the opponent of the other group. This game is a traditional game commonly played by children where the elements of the game are related to speed, agility, and strength when throwing a ball. Ardiwinata states that folk games or traditional sports as national cultural assets need to be preserved, explored, and cultivated, because besides being a sport / game for leisure time, it also has the potential to be further developed as a sport that can help improve physical quality for students [3]. Ahmad nuril stated that the float serve is a serve that does not contain a spin. The

ball seems to float, without rotating it at all. The float serve is quite effective, because the direction of the ball is erratic. The ball vibrates and drifts, sometimes changing direction, vertical or horizontal [4].

Based on this theory, the researchers see that it can be implemented with creativity and innovation in P.E. teaching activities especially at the high school level in which through the creativity and innovation the difficulty of learning the movements experienced by children, in this case with volleyball serve, can be solved by applying the playing approach. According to Hyvonen, playing is an important and valuable activity, which is considered as a pleasant and beneficial thing in one's development [5]. Traditional games are one of the methods that can be chosen in order to achieve these goals. Moreover, in the digital age of 4.0, children are more familiar with the modern digital games through access to cyberspace so that traditional games are forgotten. Modified gebok ball game is a form of innovation carried out in order to answer the problems experienced during the physical education process in high school, especially in the lesson of volleyball serve.

The results of research conducted by Pudjillah (2017) by modifying the game also answers the problems that exist in volleyball learning where by modifying the game spoonbot increases the volleyball learning outcomes with very good learning outcomes criteria [6]. Yustal (2017) in his research also sought to improve learning outcomes of passing volleyball through balloon playing models [7]. A similar study was carried out by Kasmirman, where through a chain ball game can improve volleyball learning outcomes [8]. The following is an analysis of the movements obtained from the elements of the ball game itself and the volleyball serve.

TABLE IV. Analysis of the Movements

Gebok Ball Game	Volleyball float serve
Throws	Initial attitude
Accuracy in throwing	Balance
Agility	Focus on the ball
Expertise in catching balls	Throwing the ball
Running	Hitting the ball with a palm
	Position of the footsteps in the final stance

Each game must have basic techniques that must be mastered in order to play the game well and smoothly. Likewise, in the gebok ball game the basic technique has to be mastered. One of the basic techniques in playing ball games is throwing a ball. As written by Wahyu Hidayat, throwing techniques based on their objectives are divided into two, namely throwing for operants (passing), and throwing towards the body of the runner (target) [9]. The following concept map in this study is based on the modified traditional gebok ball game.



Fig 1. Mindmap of the Modified Gebok Ball Game

IV. CONCLUSIONS

Based on the obtained data, from the results of data collection in the first cycle and second cycle, the implementation of learning volleyball serve which is modified with the gebok ball game for students in Class XI IPS 2 MAN

14 Jakarta can be applied and there is an increase in the learning process. It is also recommended that further research be carried out whether the same problems experienced by other schools can also be applied to learning through the modification of traditional game *Bola Gebok*.

REFERENCES

- [1] Samsudin. *Pembelajaran Pendidikan Jasmani Olahraga dan Kesehatan (Physical Education and Sports Education)*. Jakarta: Litera, 2008: p. 23
- [2] Syarif, M. Sumantri. *Berolahraga Sambil Bermain di Kelas Awal Sekolah Dasar (Exercising While Playing in Early Primary School Classroom)*. Jakarta: CV Alungadan Mandiri, 2016: p. 40
- [3] A. A. Allatif, *Olahraga Tradisional (Traditional Sports)*. Jakarta: Keasisten Deputian dan Pembudayaan Olahraga Kedeputian Pemberdayaan Olahraga Kementerian Negara Pemuda dan Olahraga RI, 2006: p.1
- [4] A. Nuril, *Panduan Olahraga Bola Voli (Volleyball Sports Guide)*. Surakarta: Pustaka Utama: 2007, p.14
- [5] Hyvonen, P. T.. *Play in the School Context? The Perspectives of Finnish Teachers*. Australian Journal of Teacher Education. 2011; 36(8): p. 49-67.
- [6] Pudjilah Maghdalena, *Meningkatkan Hasil Belajar Bola Voli Melalui Modifikasi Permainan Spoonbot Pada Peserta Didik Kelas V di SD Negeri Tegal Sari 03 Kecamatan Candisari Kota Semarang*. Journal Malih Peddas UPGRIS. 2017; 7(1): p. 94-104.
- [7] Yustal, *Model Bermain Balon dalam Permainan Bola Voli untuk Meningkatkan Hasil Belajar Passing Atas Siswa Kelas VIa Batang Anai Kabupaten Padang Pariaman (Improving Volleyball Learning Outcomes Through Modification of Spoonbot Games in Class V Students in Tegal Sari 03 Elementary School, Candisari District, Semarang City.)*. Jurnal Educatio Jurnal Pendidikan Indonesia. 2017; 3(1): p. 26-32.
- [8] Kasmirman, *Permainan Bola Berantai Untuk Peningkatan Hasil Belajar Bola Voli Pada Siswa Kelas IV SDN 12 Api-api Kecamatan Bayang Kabupaten Pesisir Selatan (Chain Ball Games To Increase Volleyball Learning Outcomes For Grade IV Students of SDN 12 Api-api Subdistrict of Bayang, Pesisir Selatan District)*. Jurnal Educatio Jurnal Pendidikan Indonesia. 2018; 4(1): p. 48-54.
- [9] W. Hidayat, *Tingkat keterampilan dasar melempar menangkap dan memukul bola pada siswa kelas IV dan V (The basic skill level is throwing catching and hitting the ball in grade IV and V students)*. Yogyakarta: UNY. 2013; p. 10.