

The Implementation of Underpass Learning Techniques Volleyball for Junior High School

Destriana

Physical Education
FKIP, University of Sriwijaya
Ogan Ilir, South Sumatera, Indonesia.
destriana@fkip.unsri.ac.id

Herri Yusfi

Physical Education
FKIP Universitas Sriwijaya
Ogan Ilir, South Sumatera, Indonesia

Destriani

Physical Education
FKIP Universitas Sriwijaya
Ogan Ilir, South Sumatera, Indonesia

Muslimin

Physics Education
FKIP, University Bina Darma
Palembang, Indonesia.

Abstract—This study aims to look at the implementation of the development of underpass learning techniques volleyball in class VII students. This study uses the classroom action research method (CAR). This study uses respondents in class VII of Junior high School Number 1 Palembang in 2018/2019 total of 32 students. The results showed that students who passed the Minimum Criteria with a percentage of 86,8%; this percentage is an accumulation of attitudes, skills, and knowledge. From this result, it was found that the implementation of underpass development techniques can improve learning outcomes volleyball. The findings of this study are the production of learning techniques below the volleyball game that can improve the learning outcomes of learning below the volleyball game. Besides that, this research can be implied by the physical education teacher as an additional reference in teaching the underpass for volleyball games.

Keywords: *underpass learning techniques, volleyball, physical education*

I. INTRODUCTION

Education in Indonesia, especially physical education, models, and learning techniques that are following the delivery of teaching material is very decisive in the level of success of the process and learning outcomes. Teachers, as the spearhead of success, are required to improve competence, teaching performance, enrich resources, techniques, and learning media and must be able to use the elements and sources of learning that exist in schools. Teachers are jobs that require competence (expertise and authority) in education and learning so that they can carry out the work effectively and efficiently.

Changes that occur in the world of education require physical education teachers to have varied learning techniques. The implementation of varied

learning techniques can help educators to design learning creatively so that the learning process becomes innovative, attractive, more quality and can improve student learning outcomes. The implementation of this learning technique is specifically only in the underpass material in grade VII junior high school volleyball games. This research is a follow-up study from the previous research, namely research on developing the underpass learning technique in seventh class with the R & D method using the ADDIE model, ADDIE is analysis, design, development, application, and evaluation. In the previous research, the research in the development stage has a one to one evaluation and small-scale test results with one-to-one evaluation results obtained from the physical education teacher at 80% so that the product is categorized as feasible. The product is said to be feasible then continued with small group trials 12 students in grade VII were given 11 students (91.66%) in the underpass skills field, tested in passing the minimum criteria. In contrast, 11 students (91.66%) passed the minimum criteria, from the results of this study. Then the product of developing learning techniques underpass the volleyball game is feasible to use.

This research is the next stage, which is the product implementation stage of underpass learning technique volleyball. The implementation of the basic underpass learning technique the seventh grade SMP volleyball game in the form of an underpass learning technique volleyball game carried out with Classroom Action Research (CAR). CAR is a process of studying learning problems in the classroom through self-reflection to solve these problems by carrying out various planned actions in real situations and analyzing each influence of the treatment ^[18].

Previous studies [14] obtained observations of student (psychomotor) skills with achievements in the first cycle (46.15%), which increased in the second cycle (87.18%). It can be concluded that the volleyball game through modification of the spot ball game can improve student learning outcomes of class students, besides that based on research results it is known that there is an increase in volleyball passing under the three on three games seen from the increase in percentage results in each cycle in each aspect [11] – Affective aspects in cycle I 74.8%, cycle II 80%, and cycle III 88.4%. Cognitive aspects in the first cycle were 66.25%, second cycle 67.05%, cycle III 68.55 Psychomotor aspects in the pre-test (cycle I) 42%, and at post-test (cycle III) 66.44%. In addition, there was also an increase in student learning outcomes in volleyball under-passing learning from the academic year 2009/2010 and the academic year 2010/2011. The percentage of completeness in 2009/2010 only reached 33.33%. In contrast, in 2010/2011 it had reached 60.94 %, %, [8] the findings this study is that multimedia macro flash is effectively used to improve the learning outcomes of passing skills on the game of volleyball, the implications of this research are macro flash-based multimedia can be used as a learning media choice that can be used to improve the learning of volleyball game. Based on the results of the study, it was concluded that game three on three could significantly improve the learning outcomes of volleyball passing [12]: From the research conducted, there is an increase in the average value of the first cycle to the second cycle of 10 and an increase in the percentage value of 38% so that it can be concluded that play can improve the learning outcomes volleyball.

II. METHOD

This research is classroom action research (CAR). This study is a follow-up study of development research using the ADDIE model, and implementation is the final stage of product development. This CAR study uses two-cycle with one meeting in every cycle. This study uses 32 respondents of students of Palembang State Middle School 1 grade 7.1 in 2018/2019. In this study, there were 12 underpass learning techniques implemented for 7.1-grade students. The action use 12 techniques learning the basic underpass motion techniques without balls in place, basic motion learning, downward, forward three steps touching the cone without balls, learning basic motion underpass three steps touching the cone, learning underpass motion to the left side three steps to touch the cone, learning the basic underpass motion to the right side three steps touching the cone, learning underpass with the help of friends, underpass learning with the underpass were using the ball, learning underpass moving forward three steps touching the cone with the help of using a ball, learning underpass moving backward three steps touching the cone with

the ball with the help of friends, learning underpass moving to the left side three steps touching the cone with help, learning underpass moving to the left side three steps touching the cone with help, learning underpass while walking towards the front along the field.

III. RESULTS AND DISCUSSION

The implementation of the development of the underpass learning technique will be implemented in the 7.1 class of Junior High school No 1 Palembang. This implementation is carried out in 2 meetings according to the preparation learning unit that has been prepared. The preparation learning unit is used when implementing according to [17] that physical and possible practice provides complementary and mutually reinforcing contributions to the superior perceptual abilities of elite athletes, moreover, the direct motor experience is required to establish the perceptuo-motor novel. Representations that are used to predict others' actions ahead of realization. The evaluation was carried out in 1 meeting in 3 domains, namely, skills, knowledge, and attitudes, to see the extent to which the development of learning techniques useful under the 7.1 class. The evaluation was carried out on the underpass as follows:

A. Results of Spiritual and Social Attitude Tests

TABLE I. PRESENTATION OF OBSERVATIONS OF ATTITUDES UNDERPASS

Value	Number Of Students	Category	Percentage
86-100	14	Very Good	43,75%
71,00- 85,99	18	Good	56,25%
56,00-70,99	0	Enough	0%
41,00-55,99	0	Less	0%
<40,99	0	Very Less	0%

In this data, it was found that students who passed the minimum criteria were 32 students (100%), which were in the excellent category of 14 students (43.75%), the good category was 18 students (56.25%). Classically students are said to be complete because as many as 32 or 100% of students complete the bottom learning in the attitude domain.

The purpose of using the product needs to be formulated as clearly and concretely as possible. In instructional technology, objectives are formulated in the form of objectives that describe behaviors that can be observed or measured [16]. The attitude aspect is very important, besides according to the results of research by [13] in developing the lower service-learning model it was found to be able to improve student learning outcomes with results from 3 domains namely 100% skills, 87.5% attitudes, and knowledge 87, 5% then the average student learning outcomes obtained 91.67% of students were in the category very good. Besides that, according to the

research results of [2] that changes in teacher teaching styles can improve the learning outcomes below the volleyball game.

B. Results Student Essay Test

TABLE II. PRESENTATION OF THE RESULTS OF THE LOWER PASSIVE KNOWLEDGE TEST VALUE OF NUMBER OF STUDENTS PERCENTAGE CATEGORY

Value	Number Of Students	Category	Percentage
86-100	8	Very Good	25%
71,00- 85,99	21	Good	65,63%
56,00-70,99	3	Enough	9,37%
41,00-55,99	0	Less	0%
<40,99	0	Very Less	0%

In this data, students who passed the minimum criteria were 28 students (91.63%), who were in the excellent category of 8 students (25%), good categories were 21 students (65.63%), and in the category of 3 students enough (9.37%). Classically students are said to be complete, because as many as 28 students (91.63%) students complete the underpass learning in the realm of knowledge, seeing the results turn out to be in line, ^[9] significant attention was paid to the formation of theoretical knowledge of the basics of techniques of the volleyball player when mastering physical movements, beginners learn to understand the essence of these movements to ensure the personal enhancement of trainees, master the technical elements, of the game faster and more efficiently, and to subsequently achieve great success in sports activities, this knowledge is tested by means of questioning at the beginning and at the end of the pedagogical experiment.

Knowledge is a result of the process of human action by involving all beliefs in the form of awareness in the face of known objects. Awareness in relation to the process of knowing is processing or processing all stimuli that arise from objects that want to be known ^[5]. In line with the theory, the results of the study found that students who passed the minimum criteria were 28 students (91.63%), which were in the very good category of 8 students (25%), good categories namely 21 students (65.63%) and in the category enough three students (9.37%). Classically students are said to be complete because as many as 28 or 91.63% of students complete the underpass learning in the realm of knowledge. Thus the 7.1-grade students of Junior High school No 1 Palembang understand all the movements of the development below the volleyball game, besides the development of learning techniques below the volleyball game on Class VII Junior High school No 1 Palembang using the ADDIE model is able to improve student learning outcomes with results in small group trials, the results of skills and attitude tests on the lower level are obtained by an average of 91.67% or in the category "Eligible, technical development,

learning and bottom passing is said to be valid, effective, and efficient for improving learning outcomes [6]. According to the measurement of the psychomotor domain will usually be combined with the assessment of the cognitive domain [5]. Components of portfolio assessment include teacher records, work results of students, and student development data, the assessment must be added to the realm of skills, in addition, according to the results of research by ^[7] implementation of small groups in the psychomotor domain the number of 12 people consisting of students and college students through tests on top service techniques and lower passing using process assessments obtained an average percentage of 77.08% and these results fall into the fairly good category, this shows that at the stage this small group development of this learning technique can already be used for learning underpass Skill Test.

C. Underpass Test

The test of the bottom passing skill of the volleyball game uses the underpass test, aiming to measure the skill of doing underpass for 60 seconds. This test is in accordance with the characteristics of middle school students aged 13-15 years. The test user has a test validity of 0.733, and the reliability of the test is 0.758.

This test is distinguished in the assessment between students and students so that the assessment results table is divided into male norm tables and daughter norm tables.

TABLE III. RESULTS OF UNDERPASS SKILL TEST FOR 11 MALE STUDENTS IN 7.1 GRADE JUNIOR HIGH SCHOOL NO 1 PALEMBANG:

Interval	Fi	Percentage	Category
>47	0	0	Very Good
40 – 46	7	63,63	Good
27 - 39	4	36,37	Enough
17 – 26	0	0	Less
< 16	0	0	Very Less

The results obtained through the assessment category of the level of passing skills below the male participants were 7 (63.63%) students in the good category and 4 (36.37%) male students in the moderate category.

TABLE IV. RESULTS OF THE UNDER-21 SKILL TEST FOR FEMALE STUDENTS OF 7.1 GRADE 1 JUNIOR HIGH SCHOOL NO 1 PALEMBANG.:

Interval	Fi	Percentage	Category
> 45	0	0	Very Good
37 – 44	15	71,42	Good
21- 36	6	28,58	Enough
13 -20	0	0	Less
<12	0	0	Very Less

The results of the assessment category obtained 15 students (71.42%) in the good category, six students (28.58%) were in the medium category, and for the very good category, less and less were 0 (%). The

results of categorizing the level of data from 32 students were 22 (68.75%) in the good category and 10 (31.25%) in the moderate category, in research^[1] the effectiveness model of test used forearm passing to know the level of forearm passing ability for junior high school age before giving treatment such as forearm passing models that developed and to determine the forearm passing ability after treatment or forearm passing treatment that developed, from the initial tests were conducted obtained the student forearm passing levels are 21.06, then after being given treatment in the form of forearm passing model. The students' forearm passing skills obtained the ability levels are 26.26. Accordingly, this volleyball forearm passing model is effective to raise the learning models of forearm passing in volleyball for junior high school.

Classically or thoroughly, the success rate of students has been said. Good, this is in line with [4]. The implementation aims to guide students to achieve learning goals, guarantee the occurrence of problem-solving or solutions to overcome student gaps, produce output competencies in the form of knowledge, skills, and attitudes needed in students.

The results of the three domains are 100% the attitude domain, the knowledge domain 91.63%, and the 68.75% skill domain so that an average of 86.8% is obtained.

The evaluation was carried out at the second meeting in 3 domains, namely, skills, knowledge, and attitudes to see the extent to which the development of passing learning techniques under the 7.1 volleyball class of Junior High School No 1 Palembang. According to [3]. Evaluation is the application of systematic scientific procedures to assess the design, implementation, and effectiveness of a program.

States in a study: "Affective assessment, often neglected in practice, is quite possibly the one piece of the puzzle when it comes to educational reform"^[10]. Armed with data about student affective status, educators are in a much better position to provide a complete educational experience that is clearly relevant and of interest to learners. Simply stated, the affective assessment is worthy of time and effort, and educational experience is incomplete. "The results of this study concluded that learning techniques in the realm of skills could improve the learning outcomes below the volleyball game.

The results of this study obtained an average of the domain of attitudes, knowledge, and skills is 86,8%, so as seen from the results of this study, the underpass learning technique can improve learning outcomes of 7.1-grade students of Junior High School No 1 Palembang,^[19] Provide scientific and effective reference and guidance for the teaching and training of volleyball, so as to form a sound system to provide the

basis for training and selection more reliable, to further improve the technical level of volleyball, to provide scientific guidance for the development of volleyball project.

IV. CONCLUSION

The conclusion of classroom action research is learning techniques underpass volleyball in seventh class turns out to improve learning outcomes. 86,8 % are in a good category. The implementation of the underpass learning technique can be used as a form of variation in the implementation of learning techniques, especially the underpass.

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