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IMPLEMENTATION OF THE SPONGE BALL GAME TO IMPROVE DOWN PASSING IN VOLLEYBALL CLASS V MIN 3 SRAGEN TANON DISTRICT SRAGEN REGENCY 2019/2020 ACADEMIC YEAR

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Abstract

This research aims to improve the learning outcomes of basic lower passing movements in volleyball by applying sponge balls to students in class V MIN 3 Sragen, Tanon District, Sragen Regency. This research is Classroom Action Research (PTK). This research was carried out in two cycles, with each cycle consisting of planning, implementing actions, observing and reflecting. The subjects of this research were students of V MIN 3 Sragen, Tanon District, Sragen Regency, 2019/2020 academic year, totaling 30 students consisting of 18 male students and 12 female students. Data sources come from teachers, students and researchers. Data collection techniques are tests and observations.

The results of this research show that through the application of sponge ball games to improve bottom passing in volleyball from Pre-Cycle to Cycle I and from Cycle I to Cycle II. Based on the results of this research data analysis, the initial condition of psychomotor students was 59.17%, cognitive 63.12%, affective 63.34% from a total of 30 students, in the first cycle the results of psychomotor students were 71.04%, cognitive 67 .08%, affective 74.16% of the total of 30 students and the second cycle results from Psychomotor students were 84.37%, cognitive 71.87%, affective 80.20% of the total of 30 students. The conclusion of this research is that the application of sponge balls can improve learning outcomes for bottom passing in class V MIN 3 Sragen students in the 2019/2020 academic year.

Keywords: *Game, Passing, Volleyball*

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INTRODUCTION

Physical Education is part of overall education, aiming to develop aspects of physical fitness, movement skills, critical thinking skills, social skills, reasoning, emotional stability, moral actions, aspects of a healthy lifestyle and introduction to a clean environment through selected physical, sports and health activities. which is planned systematically in order to achieve national education goals. Implementation of physical education in elementary schools teaches several types of sports contained in the physical education curriculum. One of the sports taught in physical education is volleyball, which is adapted to the current curriculum. Based on observations made at MIN 3 Sragen in class V, during volleyball learning activities, students tend to experience difficulties when learning low passes, low serves and blocks. In the material of lower passing, lower serving and blocking, many students have not shown maximum results. This can be seen when learning the lower passing of volleyball, there are still many students who have difficulty receiving the material and are afraid of the ball if it is directed towards the body, so that in learning has not shown the expected results.

In the learning process the teacher has provided examples of lower passing, lower serving and blocking movements well and clearly but the movements made by the students are not good. Therefore, the volleyball lessons that are taught still do not provide optimal results. Because most students are unable to grasp the correct basic movements of lower passes, lower serves and blocks that have been taught. Solutions to the obstacles and difficulties experienced by students must be found, one of which is by using modified learning media so that these problems can be overcome. The use of modified learning media here is by replacing the ball with a sponge and rubber ball as well as modifying the field and modifying the net by lowering the net height. The use of modified learning media can help students in the learning process so that students can carry out learning movements well.

Understanding the game of volleyball, Nuril Ahmadi (2007: 20) states that, "The game of volleyball is a complex game that is not easy for everyone to play, because playing volleyball requires correct movement coordination." According to Nuril Ahmadi (2007: 16), the facilities, tools and equipment used in volleyball games are: Field, Net, Ball. Lower pasing is a way of playing the ball using both arms linked together or with one arm. Block is the main defense for repelling enemy attacks. The success of a block is determined by the height of the jump and the reach of the hand to the ball being hit by the opponent. Blocking can be done with active hand movements (when blocking the hand is moved to the right or left) or passively (the main hand is just extended upwards without moving). "Block can be done by one, two, or three players" (Nuril Ahmadi, 2007: 30). According to Syah (2003) states that "learning is a relatively positive and stable stage of change in student behavior as a result of interaction with the environment that

involves cognitive processes (Asep Jihad & Abdul Haris, 2012:1). "Meanwhile, learning according to Slameto (2003) is a process of effort carried out by a person to obtain a new change in behavior as a whole, as a result and his own experience in interaction with his environment" (Asep Jihad & Abdul Haris, 2012:2)

Pribadi (2011: 7) stated that "From an educational perspective, learning occurs when there is a change in a person's readiness in relating to their environment." Heinich states that "Learning is a process of developing knowledge, skills and attitudes that occurs when someone interacts intensively with learning sources" (Pribadi, 2011: 6). According to Asep Jihad and Abdul Haris (2012: 11) "learning is a process that consists of a combination of two aspects, namely: learning is focused on what students must do, teaching is oriented to what the teacher as the teacher must do." According to Law Number 20 of 2003 concerning the National Education System, "learning is a process of interaction between students and educators and learning resources in a learning environment". From these several definitions, it can be concluded that learning is all the efforts made by educators to ensure that the learning process occurs in students. The success of the learning process relies heavily on students' attitudes and ways of learning, both individually and in groups. Maintaining a dynamic and enjoyable learning atmosphere is an essential condition that needs to be created in every learning process.

According to M. Sobry Sutikno (2014:14) that learning has characteristics, namely Activating motivation, Telling learning goals, Directing attention, Stimulating memory, Providing learning guidance, Increasing retention (the ability to remember knowledge that has been learned), Facilitating the transfer of learning , Show performance and provide feedback. According to the opinion expressed by Oemar Hamalik quoted by Sutikno (2014: 14), there are three characteristics contained in learning, namely as follows: Plans, Interdependence, and Goals.

Principles are the foundation, so learning principles are the foundations of learning. Another opinion expressed by Dimyati and Mudjiono (2009:42), "that the learning principles put forward by experts have similarities and also differences. From these various principles, there are several relatively general principles that we can use as a basis for learning efforts, both for students who need to increase their learning efforts and for teachers in efforts to improve their teaching. Learning outcomes are the achievement of a form of behavioral change that tends to persist in the cognitive, affective and psychomotor domains of the learning process carried out within a certain time (Asep Jihad & Abdul Haris, 2012: 14). Meanwhile, according to Hamalik, quoted by Asep Jihad & Abdul Haris (2012: 15), learning outcomes are patterns of action, values, understandings and attitudes, as well as apperception and ability.

According to Purwanto (2011:44) "learning outcomes are gains as a result of carrying out an activity or a process which results in functional changes in input". In Winkel's opinion quoted

by Purwanto (2011:44) "learning outcomes are changes that result in humans changing their attitudes and behavior". The learning outcome domain is the psychological behaviors that will be changed in the educational process. Psychological behavior is divided into three domains: cognitive, affective, and psychomotor. Teaching and learning activities as a system contain a number of components which include: objectives, learning materials, teaching and learning activities, methods, media or teaching aids, sources and evaluation (Nunuk Suryani, 2012: 39).

According to Sri Anitah (2012: 6) "learning media is any person, material, tool, or event that can create conditions that enable students to receive knowledge, skills, and attitudes. One of the contents contained in learning media is realism and models. Realia or also called objects are actual objects in their complete form. For example: people, balls and so on. Models are three-dimensional media that represent actual objects. Three-dimensional objects are objects that have length, width and content (height). A model may be larger, smaller, or the same as the actual object being represented. It may be more complete, detailed, or simpler according to the learning objectives that have been set (Sri Anitah, 2012:24)

According to Suryani and Agung (2012: 136) learning media is "media used in learning, which includes teacher aids in teaching as well as means of conveying messages from learning sources to learning recipients (students)". Meanwhile, according to Asyar (2012: 8) learning media can be understood as anything that can convey or channel messages from a source in a planned manner, resulting in a conducive learning environment where recipients can carry out the learning process efficiently and effectively. Elementary school students are students in the category of experiencing very drastic changes both mentally and physically.

The age of elementary school students ranges from 6 – 12 years. At the age of 10 years, both boys and girls increase their height and weight by approximately 3.5 kg. However, after adolescence, namely 12 -13 years, girls develop faster than boys. The age of entering first grade of elementary school or MI is in a transition period from the rapid growth of early childhood to a slower phase of development. Children's body size changes relatively little during the years in elementary school. This is related to the development and changes in individual emotions. Every individual development must be in line with the development of other aspects, including psychological, moral and social aspects. This characteristic requires elementary school teachers to carry out educational activities that contain games, especially for lower grades. Elementary school teachers should design learning models that allow for game elements in them.

METHODS

The subjects of this research were students of class V MIN 3 Sragen for the 2019/2020 academic year, totaling 30 students consisting of 16 male students and 14 female students who were in normal condition, physically and mentally healthy and none of them had any physical abnormalities. . Data collection in this study used practical test and non-test assessment techniques in the form of observational assessments. The practical test assessment technique is carried out at the end of the lesson, students are asked to take a practical test. Non-test assessment techniques are in the form of observational assessments carried out using observation techniques or observing students' learning motivation and assessing assignment results reports. The data collection tools used in this research were questions in the form of practice, namely those related to Physical Education learning and observation sheets prepared based on the variables observed.

The data used are the results of written test assessments to measure learning outcomes in Physical Education learning. The observation data was validated through one triangulation, namely source triangulation by searching for data in collaboration with collaborators. Data analysis in this research is comparative descriptive, because it compares learning outcomes between initial conditions and cycle I, compares learning outcomes between cycle I and cycle II and compares learning outcomes between initial conditions, cycle I and cycle II. The data obtained in this research was analyzed using comparative descriptive analysis, namely by comparing quantitative data and qualitative data from initial conditions, the first cycle and the second cycle, using percentage techniques. All student learning outcomes are analyzed by researchers and collaborators as indicators to determine whether this action was successful or not and used as a reference for subsequent actions.

The observation data was analyzed using qualitative descriptive analysis based on the results of observations and reflections from each cycle. As a benchmark for the success of this classroom action research, it can be seen from the students' learning outcomes, namely 70% individually and 85% classically. Class success is seen from the number of students who are able to obtain or achieve learning outcomes of at least 70% and at least 85% of the number of students in the class (Depdiknas, 2002: 69). The success indicator for this research itself can be said to be successful if there is an increase in student learning outcomes for each cycle, both classically and individually. The classroom action research procedures carried out are divided into activity cycles where each cycle consists of four main activities, namely: planning, implementing actions, observing and reflecting.

FINDINGS AND DISCUSSION

Pre-Cycle Description

Table 1. Recapitulation of Psychomotor Results in Pre-Cycle

No	Rated aspect	Number of Values
1	Foot movement technique	69
2	Arm movement technique	74
3	Body position technique	73
4	Gaze and head techniques	68
Student's Overall Total Score		284
Overall Percentage		59,17%

Table 2. Recapitulation of Affective Results in Pre-Cycle

No	Rated aspect	Number of Values
1	Willing to take part in learning basic lower passing movements in volleyball	77
2	Be disciplined when attending lessons	75
3	Be sporting	78
4	Ethics and manners	74
Student's Overall Total Score		304
Overall Percentage		63,34%

Based on the table above, it can be concluded that the results of the affective percentage of students are 63.34% for the total of 30 students. In connection with this, it must be improved again in the next cycle.

Table 3. Recapitulation of Cognitive Results in Pre-Cycle

No	Rated aspect	Number of values
1	What is the position of the feet when making a bottom pass in volleyball?	77
2	What is the position of the feet when making a bottom pass in volleyball?	74
3	What is the correct body position when making a bottom pass in volleyball?	70
4	What is the view and head position when making a bottom pass in volleyball?	82
Student's Overall Total Score		303
Overall Percentage		63,12%

Based on the table above, it can be concluded that the results of the cognitive percentage of students are 63.12% of the total of 30 students. In connection with this, it must be improved again in the next cycle. Based on the table and graph above, an action has been developed to improve the learning outcomes of basic dribbling movements in soccer. The implementation of the action will be carried out in a minimum of 2 cycles, in each cycle each one uses a sponge ball in teaching and learning activities. To determine any changes in the process caused by this action, an evaluation was carried out by observing the basic movement of passing the volleyball ball at the end of each cycle. The next activities after the initial observation are planning, implementation, observation and reflection on actions.

Table 4. Recapitulation of Cognitive, Affective and Psychomotor Results in Pre-Cycle, Cycle I and Cycle II

Aspect Be measured	Value	Achievement Percentage			Information
		Pre-Cycle	Cycle I	Cycle 2	
Psychomotor	Percentage	59,17%	71,04%	84,37%	Assessed during learning (observation and tests) according to the assessment rubric and lesson plan.
	Average	59	71	84,5	
Cognitive	Percentage	63,12%	67,08%	71,87%	
	Average	63	67	72	
Affective	Percentage	63,34%	74,16%	80,20%	
	Average	63,5	74	80	

In the classroom action research that has been carried out in the application of the sponge ball game, it can improve the basic movements of lower passing in volleyball, and the results of the implementation of pre-cycle, cycle I and cycle II can be seen that there has been an increase in the learning outcomes of basic movements of lower passing in volleyball in Class V MIN 3 Sragen students in the 2019/2020 academic year. From the analysis results obtained, a significant increase occurred in pre-cycle to cycle I and from cycle I to cycle II. In the pre-cycle learning results for basic lower passing movements in volleyball in the psychomotor category were 59.17%, cognitive 63.12%, affective 63.34%.

In cycle I, the researcher and the teacher prepared the form of teaching that would be provided through the application of sponge ball and boardball games. From the results of learning basic lower passing movements in volleyball in cycle I, psychomotor 71.04%, cognitive 67.08%, affective 74.16%. Based on the results of the reflection from cycle I, in cycle II additional or improvement efforts were given in learning the basic movement of passing down in football,

namely by giving students the opportunity to try again. This action was taken to obtain better learning results from cycle I. The learning results of basic lower passing movements in volleyball in cycle II showed improvement. Psychomotor 84.37%, cognitive 71.87%, affective 80.20%

CONCLUSION

Based on the results of this research data analysis, the initial condition of psychomotor students was 59.17%, cognitive 63.12%, affective 63.34% from a total of 30 students, in the first cycle the results of psychomotor students were 71.04%, cognitive 67 .08%, affective 74.16% of the total of 30 students and the second cycle results from Psychomotor students were 84.37%, cognitive 71.87%, affective 80.20% of the total of 30 students. The conclusion of this research is that the application of sponge balls can improve learning outcomes for bottom passing in class V MIN 3 Sragen students in the 2019/2020 academic year.

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