

EFFORTS TO IMPROVE VOLLEYBALL BOTTOM PASSING LEARNING OUTCOMES THROUGH THE USE OF AUDIO VISUALIZATION MEDIA AND VARIATIONS IN EXERCISES FOR CLASS V STUDENTS

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Abstract

The research objective to be achieved is to improve the learning outcomes of volleyball under Passing through Audio Visualization Media and Exercise Variations in fifth grade students of Public Elementary School 2 Pelem Gabus Grobogan academic year. The method used in this research is the Classroom Action Research method using a cycle model. The research was carried out at Public Elementary School 2 Pelem Gabus Grobogan with a total of 26 students. This Classroom Action Research was conducted through the stages of planning, implementing, observing, and reflecting. Data was collected using test and non-test instruments in the form of action instruments, and field notes. the results of the analysis obtained a significant increase from cycle I and cycle II.

The results showed: Modification of using audio-visual media can improve the learning outcomes of Lower Passing Volleyball in Class V Students of Public Elementary School 2 Pelem Gabus Grobogan. From the results of the analysis obtained a significant increase from cycle I and cycle II. In the initial conditions of completeness achieved by Class V students of Public Elementary School 2 Pelem Gabus Grobogan only 4 students or 15.38% while students who have not completed 22 students or 84.62% in the results of learning volleyball under passing in cycle I in the complete category are as many as 14 students or 53.08%, while the number of students who did not complete was 12 students or 47.1%. In the second cycle there was an increase in the percentage of student learning outcomes in the complete category as many as 22 students or 84.62%, while students who did not complete 4 students or 15.38%. With the achievement of these results, it is hoped that it can provide benefits for researchers, teachers, schools and students, especially Class V students at Public Elementary School 2 Pelem Gabus Grobogan.

Keywords: *Bottom Passing Learning Outcomes, Volleyball, Audio Visual, Exercise Variations*

INTRODUCTION

Education has a very important role to ensure the development and survival of the nation. Directly or indirectly obey (Patmonodewo 2000) Education is a conscious effort to prepare children for growth and development through activities, guidance, teaching and training for life in the future. According to (Sagala 2017) learning is an activity carried out by teachers programmatically in instructional design, to create active learning, which emphasizes the provision of learning resources. The success of learning objectives is determined by many factors, including the teacher factor in carrying out the teaching and learning process, because teachers can directly influence, develop and improve students' intelligence and skills (Arifudin et al. 2020). There are many ways that can be done so that a teacher as a teaching staff has integrity, synergy and is like a role model in teaching students, step by step, step by step can be studied so that a teacher can understand the behavior and characteristics of his students in order to make his students capable. understand the knowledge that will be given by the teacher (Hanifah, Susanti, and Adji 2020). To overcome problems in order to achieve educational goals optimally, the role of the teacher is very important in the learning process appropriately and in accordance with the concepts of the subjects to be conveyed and it is hoped that the teacher will be able to convey all the subjects listed.

According to (Adhi Putra and Sistiasih 2021) Physical education is an educational process that utilizes physical activity to gain students' physical, mental and health abilities. The lack of teacher creativity in delivering physical education material at school can influence low student learning outcomes. Common problems in physical education learning used by teachers affect students' active role in learning activities. Especially for learning volleyball. Even though volleyball looks so easy to do, it is very difficult to do it correctly. Students are less able to analyze the movements that have been taught by the teacher, because the teacher only conveys the material verbally, while giving examples of basic volleyball technique movements through demonstrations is less able for students to analyze, especially on ball contact stance techniques and advanced movement stances, from the results of observations in educational learning physical class V Public Elementary School 2 Pelem Gabus Grobogan students were unable to practice the movements taught by the teacher and did not seem enthusiastic.

Teachers also have not designed a learning system that is innovative, creative, interesting and challenges students so that students are able to achieve learning goals. Because of this deficiency, the evaluation process produced unsatisfactory results. According to (Muthoharoh 2019) states that learning media is one of the tools that teachers can use to convey material. Students' interest in learning material delivered interactively should be able to improve the quality of learning. One of the media used is audiovisual learning media. Audio visual learning media is

the product and use of learning materials that are absorbed through sight and hearing and do not entirely depend on understanding words or similar symbols (Hidayati 2016). Through audio-visual learning, students are given as much freedom as possible and try to master the game in the form of competition. Application of audiovisual media in volleyball games by showing students playing volleyball to observe before students practice movements. By mastering the forms of technical games in volleyball under passing, it is hoped that students will have the concept of basic under passing technique movements properly and correctly. Apart from that, the forms of training implemented by researchers to prepare for volleyball competitions must have an interest in carrying out those designed by researchers with great pleasure and a high sense of responsibility, so that it will stimulate students' interest in learning volleyball passing down.

Learning to pass under volleyball using the audio-visual method and training methods that apply various forms of training can fulfill students' movement desires thereby increasing their courage and improving their ability to assess themselves and other friends. By using competitive learning methods, students carry out teaching tasks that have been explained by the teacher. It is hoped that students will be able to work together to understand the basic techniques of passing volleyball through various forms of practice, even though students will later compete through competitions. Apart from that, he is also able to analyze basic volleyball technical movements and develop high social skills among the team.

The basic techniques contained in the game of volleyball according to (Ahmadi 2007) stated that "techniques in the game of volleyball consist of serves, lower passes and upper passes, blocks and smashes. In reality, students play and compete, but in fact they are doing exercises to learn volleyball underpasses, the stages in volleyball which consist of initial stance, preparatory stance, ball contact stance, advanced movement stance. The games and competition here are of course not aimless games and competition, but to achieve the goal, namely the results of the process of learning to pass under volleyball to increase to get maximum learning results. As explained in the literature review, this learning method aims to motivate, entertain and make the atmosphere of teaching and learning activities different and not monotonous and provide opportunities for students to express their opinions and feelings, develop interest in something, good work methods, abilities, and encourage development. that exists within the student. Evaluation of the learning process can be carried out after core learning is finished, so that students can play a role in developing themselves through discussion and responsibility. Thus, the competitive learning method in volleyball for class V students at Public Elementary School 2 Pelem Gabus Grobogan.

METHODS

This research was carried out at Public Elementary School 2 Pelem Gabus Grobogan. The subjects in this research were Class V students of Public Elementary School 2 Pelem Gabus Grobogan. The research subjects were class V students at Public Elementary School 2 Pelem Gabus Grobogan, consisting of 26 students with a composition of 12 males and 14 females. The class conditions are heterogeneous (different abilities). Apart from that, researchers as research objects are tasked with planning, collecting data, analyzing data, and making research conclusions. The method used in this research is the classroom action research method. According to (Arikunto 2010) states that classroom action research is action research carried out in one's own class through self-reflection with the aim of improving one's performance as a teacher so that student learning outcomes improve.

Classroom action research consists of four stages, namely: planning, acting, observing and reflecting. The instrument in this research uses an observation guide sheet to observe the learning process. Observation sheets are used by teachers and collaborators to carry out direct observations. Observations were directed at short distance running movements as well as attitude assessment during the learning process, namely; activeness, seriousness, cooperation and self-confidence. According to the form of classroom action research and also the type of data sources used, the data collection techniques that will be used in this research are Interviews, Observations, Tests, Documentation.

FINDINGS AND DISCUSSION

Based on the results of the first cycle data description, the learning outcomes of volleyball under passing for Class V students at Public Elementary School 2 Pelem Gabus Grobogan after being given Action II. the achievement target indicator in cycle I was 53.38%. From the student learning results shown in table 4.11 above, the number of students who completed the minimum completeness criteria was 14 students or 53.38%, while in table 22 it can be described that the success rate in action II was 84.62% or 22 students who had completed it. following the process of learning the basic volleyball under passing movements means that the target level of completion in stage II can be achieved.

The results of data analysis and discussions between researchers and collaborators regarding the implementation of learning using modification tools have generally shown significant improvements, where student activity and learning outcomes have increased. With increasing student learning activities, the teaching and learning process becomes more enjoyable. From the analysis of observation data at the end of cycle II, there were still 4 or 15.38% of students from the total number of Class VII students who had not yet completed the minimum completeness

criteria. Of the four students, there has actually been an increase in each cycle carried out, but this increase has not been able to reach the specified minimum completeness criteria. This is due to students' slow motor skills, and students not showing a good attitude during learning. However, the student completion level in the overall score shows 84.62% or 22 students have completed the minimum completeness criteria. The achievement target indicator in cycle II is 75%, so these results have shown the achievement of the planned targets. On the basis of these provisions and looking at the results obtained from observation data, learning by applying the play approach implemented in cycle II is said to be successful, so it does not need to be continued in the next cycle. Thus, this research can be said to be successful.

Table 1. Average Student Scores in Initial Conditions, Cycle I, and Cycle II

| | | Initial Conditions of | Cycle I | Cycle II |
|--------------------|---------|-----------------------|--------------|--------------|
| Psychomotor | Product | 64,15 | 66,11 | 78,07 |
| | Process | 71,73 | 75,57 | 76,76 |
| Affective | | 80,61 | 75,84 | 75,69 |
| Cognitive | | 51,53 | 76,92 | 80,76 |
| Total Value | | 66,69 | 74,53 | 77,95 |

Table 2. Percentage of Student Completion in Initial Conditions, Cycle I, and Cycle II

| | Initial Conditions of | Cycle I | Cycle II |
|---------------------------|-----------------------|------------|------------|
| Test Skills | 4 student | 14 student | 22 student |
| Bottom Passing Volleyball | (15,38%) | (53,08%) | (84,62%) |

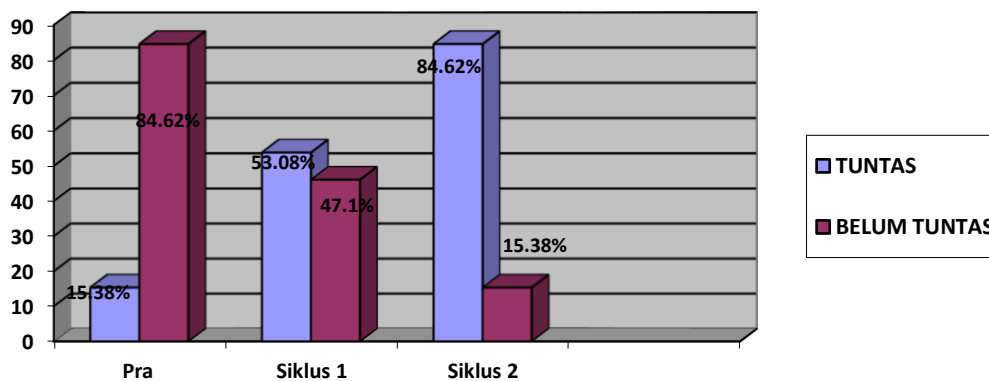


Diagram 1. Mastery of Passing Learning Results

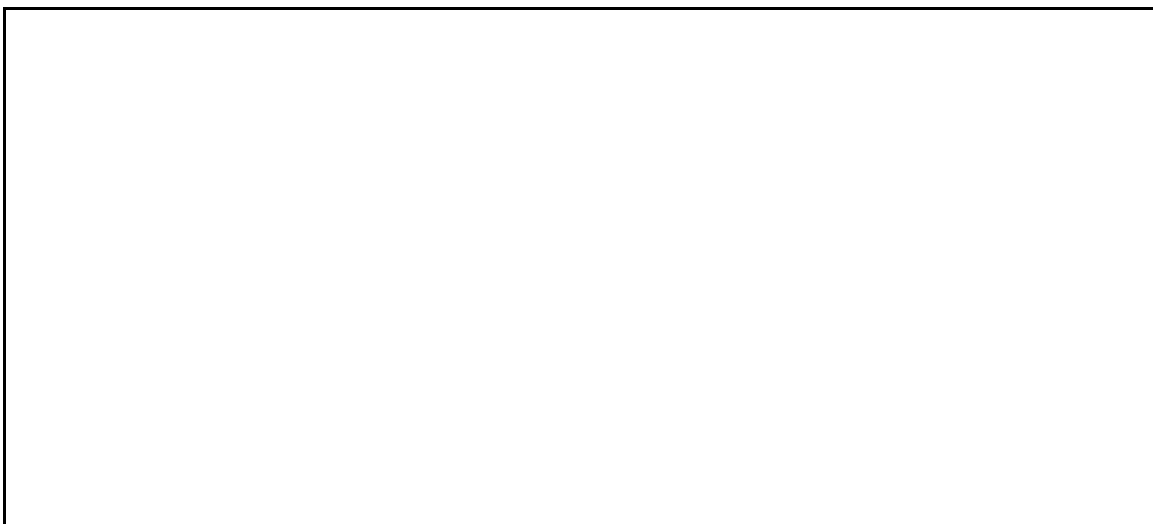


Diagram 2. Circles of Completeness Passing Learning Results

From the data above, it can be used as a reference regarding the completeness and percentage of each student as well as the data for the entire class V students of Public Elementary School 2 Pelem Gabus Grobogan, especially the material for passing in volleyball. By presenting the data above, it is hoped that it can provide information about students' abilities. Apart from that, this data provides information about the improvements that occurred in the initial conditions, cycle 1, and cycle 2 which are classified as quite significant improvements, meaning that using the application of modification tools can have a positive effect, especially on Class V students at Public Elementary School 2 Pelem Gabus Grobogan.

DISCUSSION

Modifications to the use of audiovisual media and modifications to volleyball under passing training can improve learning outcomes for volleyball under passing in class V students at Public Elementary School 2 Pelem Gabus Grobogan. From the results of the analysis, a significant improvement was obtained from cycle I and cycle II. In the initial condition, only 4 students or 15.38% achieved completion achieved by Class V students at Public Elementary School 2 Pelem Gabus Grobogan, while 22 students or 84.62% of students who had not yet completed the volleyball underpass learning results in cycle I in the complete category were 14 students or 53.08%, while the number of students who did not complete was 12 students or 47.1%. In cycle II, there was an increase in the percentage of student learning outcomes in the complete category, as many as 22 students or 84.62%, while 4 students or 15.38% did not complete. By achieving these results, it is hoped that it will provide benefits to researchers, teachers, schools and students, especially Class V students at Public Elementary School 2 Pelem Gabus Grobogan. From the description of the data above, it can be concluded that, the use of

modifications to the use of audiovisual media and modifications to volleyball under passing training can improve learning outcomes for volleyball under passing, being declared successful according to the expected target. This is relevant to research (Kustandi et al. 2021) (Asri 2016) which states that the use of audiovisual media and modification of volleyball under passing training can improve learning outcomes for volleyball under passing. It is just like (Ruhiatna 2018) The results of learning to pass a mini volleyball with a plastic ball can increase student interest and motivation.

CONCLUSION

The modification uses audiovisual media and can improve the learning outcomes of Passing Under Volleyball for Class V Students at Public Elementary School 2 Pelem Gabus Grobogan. From the results of the analysis, a significant improvement was obtained from cycle I and cycle II. In the initial condition, only 4 students or 15.38% achieved completion for Class V Public Elementary School 2 Pelem Gabus Grobogan students, while 22 students or 84.62% of students who had not yet completed the learning results for volleyball under passing in cycle I in the complete category were 14 students or 53.08%, while the number of students who did not complete was 12 students or 47.1%. In cycle II, there was an increase in the percentage of student learning outcomes in the complete category, as many as 22 students or 84.62%, while 4 students or 15.38% did not complete. By achieving these results, it is hoped that it will provide benefits to researchers, teachers, schools and students, especially Class V students at Public Elementary School 2 Pelem Gabus Grobogan.

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