

Volleyball Modifications to Improve Students' Basic Movements in The Learning Outcomes of the Volleyball Game Muhammadiyah 1 High School, Malang City

Arbahan Azizi¹, Wiwik Kusmawati², Praharisti Kurniasari³, Anangga Widya Pradipta⁴

^{1,2}Program Studi Pendidikan Jasmani Kesehatan dan Rekreasi, Fakultas Eksakta dan Keolahragaan, Universitas Insan Budi Utomo

Article Info

Article history:

Received : 18 July 2024

Published : 01 Agustus 2024

Keywords:

Volleyball Mods

Learning outcomes

Abstract

The aim of this research is to improve the learning outcomes of basic volleyball movements with volleyball modifications for students at SMA Muhammadiyah 1 Malang City. This research is Classroom Action Research (CAR), which consists of two cycles. The subjects in this research were 21 students in class XI SMA Muhammadiyah 1 Malang City. Data collection techniques use tests and observations. Data analysis uses qualitative descriptive techniques based on percentage qualitative analysis. The research results in the pre-cycle were only 4 students who passed (19.05%) and 17 students did not pass (80.95%). In the first cycle, the learning outcomes of 11 students who had passed (52.38%) were obtained and 10 students had not yet passed (47.61%). With average gains in affective (81.33%), psychomotor (74.95%) and cognitive (68.33%). In cycle II, the learning outcomes of 18 students who had passed (85.71%) were obtained and 3 students had not yet passed (14.29%). With average gains in affective (81.38%), psychomotor (77.33%) and cognitive (81.81%). Based on the research results, it was concluded that volleyball modifications can improve learning outcomes for the basic movements of volleyball in students at Muhammadiyah 1 High School, Malang City.

This is an open access article under the [Lisensi Creative Commons Atribusi-BerbagiSerupa 4.0 Internasional](https://creativecommons.org/licenses/by-sa/4.0/)



Corresponding Author:

Wiwik Kusmawati

Universitas Insan Budi Utomo

1. INTRODUCTION

Physical Education, Sports and Health is part of overall education, aims 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 physical activity, selected sports and health that are planned systematically in order to achieve national education goals.

The function of physical education and physical activity and healthy living habits which support student growth and development, has a learning function in the aspects of development of body structure and function, movement skills, reasoning skills, thinking skills, mental, social and emotional attitude skills, sports and physical education. Health taught in schools has a very important role, namely providing opportunities for students to be directly involved in various learning experiences through activities.

Health that prioritizes physical exercise and health that is selected and carried out systematically. Providing learning experiences is directed at fostering better physical growth and psychological development, as well as establishing a healthy and fit lifestyle throughout life. Physical Education, Sports and Health is a medium to encourage physical growth, psychological development, as well as motor skills, knowledge and reasoning, appreciation of values (attitude, mental, emotional,

sportsmanship, spiritual, social), as well as habituation to a healthy lifestyle which aims to stimulate balanced growth and development of physical and psychological qualities.

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. Volleyball is a game that has basic movements including passing, physical education lessons adapted to the current curriculum. There are several types of learning material summarized in the physical education curriculum in high school. One of the sports taught in physical education lessons is the big ball game.

The major ball games taught in elementary schools include football, volleyball and basketball. Volleyball is one of the materials taught in physical education lessons in elementary schools. In class If the problems that exist in the game of volleyball cannot be solved then learning in class will be in vain and will not produce good results for students or the teacher themselves with serves and blocks. In other words, the implementation of ordinary learning media solves the problem by using volleyball modifications that are needed in learning volleyball.

Based on observations I made at SMA Muhammadiyah 1 Malang City in class In the material of lower passing, lower serving and blocking, many students have not shown maximum results. This can be seen when learning volleyball lower passing, 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 they have not shown expected results.

This is because students are less interested in the learning being taught, in addition to the lack of use of learning media so that students learn volleyball, which causes a decline in student learning outcomes. Apart from learning factors, the lack of facilities and infrastructure also influences learning, this can be seen from the number of students and inappropriate equipment so that many do not move and just wait quietly for their turn.

This is proven by the too small number of students who usually do the movements well and correctly. Of the 21 students who took part in the learning process, there were only 4 students who could do it well and correctly and met the KKM (Minimum Completeness Criteria), while 8 students were not used to doing it because the ball, they used to be too big and caused pain in their hands and 9 students had difficulty because this less interesting learning is proven by students playing alone and talking with friends. This shows that the student cannot accept it, students tend to be lazy and bored with the material taught well. There were 5 students who played alone during the learning activity and did not pay attention to the teacher's orders. This also shows that student learning outcomes are less than optimal. 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 taught still do not produce results the optimal one. Because most students are unable to grasp the correct picture of the basic movements of lower passing, lower serving and blocking that have been taught.

Solutions to the obstacles and difficulties experienced by students must be found, one of which is by using volleyball modifications so that these problems can be overcome. The use of volleyball modifications here is by replacing the ball with a sponge and rubber ball and modifying it to lower the height of the net. The use of volleyball modifications can help students in the learning process so that students can carry out learning movements well. Using volleyball modifications will help students learn movements so that they can help carry out the learning process well and optimally. Apart from that, using modified volleyball will make students more interested in the material presented.

By using volleyball modifications, it is hoped that students will have an idea of the volleyball learning being taught and be able to carry out lower passing, lower serving and blocking movements well and make it easier for teachers to choose variations of learning media and make students feel

happy about learning volleyball. The main aim of the volleyball modification is to make it easier for participants to understand and be able to practice the material that has been taught properly and correctly.

Based on the description above relating to the delivery of PJOK material, especially the material on lower passes, lower serves and volleyball blocks, the author intends to conduct research on students of SMA Muhammadiyah 1 Malang City with the title "Improving Learning Outcomes of Basic Volleyball Movements with Volleyball Modifications in Students Muhammadiyah 1 High School, Malang City."

2. RESEARCH METHOD

The research used is Classroom Action Research (PTK). The subjects in this research were 21 students in class XI of SMA Muhammadiyah 1 Malang City, with 13 male students and 8 female students. Data collection techniques use tests and observations. Data analysis uses qualitative descriptive techniques based on percentage qualitative analysis.

3. RESEARCH RESULTS AND DISCUSSION

3.1. Research result

The results of the research that has been carried out show that in implementing learning using modified volleyball in cycle I and cycle II, it was concluded that there was an increase in learning outcomes for the game of volleyball among students at Muhammadiyah 1 High School, Malang City. From the results of the analysis carried out, significant improvements were obtained from the pre-action stage to cycle I and cycle II. In the pre-action learning results for the game of volleyball in the good category, 19.04% and 42.85% were sufficient, 38.09% were still insufficient. The number of students who passed was 4 students and 17 students did not pass. This is because the learning media applied is not appropriate or inadequate, so that the material delivered by the teacher is not fully understood by all students. Then apply volleyball modifications in cycle I of volleyball game material. Implementation of learning is carried out with perform the basic movements of playing volleyball. Judging from the learning results of the volleyball game in cycle I, it shows an increase in the pre-action data in the good category, 52.38%, sufficient, 33.33%, and poor, 14.28%. The number of students who passed was 11 students and 10 students did not pass. Understanding of learning material increases, along with this increase, students' enthusiasm for participating in PJOK learning also increases. Students feel happier when learning because learning activities place more emphasis on study groups. However, there are still students who lack psychomotor aspects. However, his cognition is good.

Based on the reflex results from cycle I, in cycle II the learning aids which were originally raffia as nets were replaced with real nets, and the mobility time for each student was accelerated so that no time was wasted. Apart from that, in cycle II, a volleyball game was added which was carried out after the core material of the game had been carried out. The results of learning the game of volleyball in cycle II showed an improvement in the very good category of 14.28%, good 71.42%, fair 14.28%. A total of 18 students were declared to have passed and 3 students were declared not to have passed.

3.2. Discussion

Based on the research conclusions that have been presented in high school, it can be seen that the application of volleyball modifications can improve the learning outcomes of lower passing, lower serving and volleyball blocking in Muhammadiyah 1 High School students in Malang City. Thus, the discussion of this classroom action research is:

1. This research provides a clear picture that the success of the learning process depends on

- several factors. Can be divided into two factors, namely internal factors and external factors. External factors consist of the use of tools help with appropriate learning and learning models that are suitable for students. Meanwhile, internal factors in the form of students' talents, interests and self-motivation play an important role in the success or failure of learning.
2. Providing a clear description that applying volleyball modifications can improve learning outcomes in the game of volleyball, so that this research can be used as a consideration for physical education teachers to improve their volleyball playing skills in other games by using volleyball modifications, especially in game sports.
 3. The use of volleyball modifications to improve learning outcomes in volleyball games, so that students gain new and different experiences in the usual PJOK learning process. PJOK learning, which was initially boring for students, becomes interesting and fun learning for students.
 4. The application of volleyball modifications has been proven to be able to improve students' learning outcomes in volleyball games in PJOK lessons, thereby also influencing overall student learning outcomes thereby improving the quality of the school. Increasing learning outcomes for the basic movements of volleyball by implementing volleyball modifications makes students more active in learning, and they try and take responsibility for carrying out movements.

4. CONCLUSION

Classroom Action Research (PTK) on Muhammadiyah 1 High School students in Malang City was carried out in two cycles. Each cycle consists of four stages, namely: planning, implementing actions, observing and interpreting as well as analyzing and reflecting. Based on the analysis and discussion, the following research results were obtained: in the pre-cycle only 4 students passed (19.05%) and 17 students did not pass (80.95%).

In the first cycle, the learning outcomes of 11 students (52.38%) had passed and 10 students had not yet passed (47.61%). With an average achievement of affective (81.33%), psychomotor (74.95%) and cognitive (68.33%).

In cycle II, the learning outcomes of 18 students who had passed (85.71%) were obtained and 3 students had not yet passed (14.29%). With average gains in effectiveness (81.38%), psychomotor (77.33%) and cognitive (81.81%). Based on the results of the analysis from cycle I and cycle II, it shows that there has been a significant increase and is in line with the achievement target. Based on the analysis above, it can be concluded that volleyball modifications can improve learning outcomes in the game of volleyball among students at Muhammadiyah 1 High School, Malang City..

5. BIBLIOGRAPHY

- Agus Kristiyanto. (2010). *Penelitian Tindakan Kelas (PTK) Dalam Pendidikan Jasmani & Kepeleatihan Olahraga*. Surakarta: UNS Press
- Asep Jihad & Abdul Haris. (2012). *Evaluasi Pembelajaran*. Yogyakarta: Multi Pressindo.
- Bangun, R.A. (2011). *Teknik dasar bermain voli*. [online]. Tersedia: <http://kidinglagutul.blogspot.co.id/> Diperoleh pada 22 Juni 2016.
- Benny A. Pribadi. (2011). *Model Desain Sistem Pembelajaran*. Jakarta: Dian Rakyat.
- Dimiyati & Mudjiono (2009). *Belajar dan Pembelajaran*. Jakarta: Rineka Cipta.
- Dini Rosdiani. (2013). *Perencanaan Pembelajaran dalam Pendidikan Jasmani dan Kesehatan*. Bandung: Alfabeta.
- M. Sobry Sutikno. (2013). *Belajar dan Pembelajaran*. Lombok: Holistica. Jakarta: Departemen pendidikan nasional.

- Munasifah. (2009). *Bermain Bola Voli*. Semarang: CV. AnekaIlmu
- Rayandra Asyhar .(2012). *Kreatif Mengembangkan Media Pembelajaran*. Jakarta: Referensi.
- Sunardi dan Deddy Whinata Kardiyanto. (2013). *Bola voli*. Surakarta: UNS Prees.
- Sri Anitah. (2012). *Media Pembelajaran*. :Yuma Pustaka..
- Sri Anitah. (2009). *Media pembelajaran*. Surakarta: Panitia Sertifikasi Guru Rayon 13 FKIP UNS Surakarta.
- (2007). *Panduan Olahraga Bola Voli*. Surakarta: Era Pustaka Utama.
- FKIP. (2016). *Pedoman Penulisan Skripsi*. Surakarta:UNS
- Mahendra Agus & M. Saputra Yudha. (2006). *Perkembangan dan belajarmotorik*.