

Implementation of the STAD (Student Team Achievement Divisions) Method to Improve Bottom Passing Technique Capability in Volleyball Games at MI Mambaul Ulum Kasri, Bululawang District, Malang District

Rizki Nur Setiawan¹, Yusvidha Ernata², Sudarsono³, Wiwik Kusmawati⁴

^{1,2,3,4}Program Studi Pendidikan Jasmani Kesehatan dan Rekreasi, Fakultas Eksakta dan Keolahragaan, Universitas Insan Budi Utomo

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Abstract

Students' passing skills are still less than optimal, as evidenced by the still quite high number of failed passes in class VI in MI Mambaul Ulum Kasri, Bululawang District, Malang Regency. Teachers have never used the STAD (Student Team Achievement Divisions) method. to improve students' ability to make down passes. This research aims to determine the ability of down passing techniques in volleyball games at MI Mambaul Ulum Kasri, Bululawang District, Malang Regency using the STAD type cooperative method. It can be concluded that learning using the STAD type cooperative method is able to improve the ability of lower passing techniques in volleyball games at MI Mambaul Ulum Kasri, Bululawang District, Malang Regency.

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Corresponding Author:

Wiwik Kusmawati

Universitas Insan Budi Utomo

1. INTRODUCTION

Physical education is a form of learning that helps influence abilities related to physical, mental and skills (Sukama, 2018). Harvianto & Bernisa (2019) further explained that physical education is a systematic study that aims to maintain physical fitness. Apart from that, Baguret Al. (2021) states that physical education is learning that involves physical activity. In this regard, Prabandaru et al (2020) found many problems that must be resolved in physical education learning. There are challenges when implementing education, physical education which includes physical activities and sports to support successful learning.

Volleyball is wrongone of the few sports games. Volleyball is a sport that is popular with all levels of Indonesian society. This sport can be played by both children and adults, both men and women (Rifki etal, 2020). The game of volleyball also requires good teamwork and individual dexterity from the players to achieve quality play (TS Maliki: 2017). The basic techniques of playing volleyball include (1) serve (2) passing, (3) smash, and (4) block.

In volleyball, *passing* is the most important basic technique among the techniques above, and there are two types of passing in volleyball, namely underpassing and overpassing. To develop professional volleyball players, basic skills such as passing skills are needed. Perfection of basic techniques is very important because it determines the entire movement (Alimuddin & Dahlan, 2020). The lower passing technique can also be used as a defense, receiving a serve that determines the course of the game, or receiving an opponent's smash after blocking or bouncing the ball. In volleyball, lack of concentration, wrong hand position, wrong hand angle when receiving the ball,

lack of direct return with a pass low when receiving the ball from the opponent, or not making a direct return when receiving the ball from the opponent. The opponent's passing errors are often made by players who are less accurate in passing the ball. Throwers are often overlooked, so practicing down passes is essential to building a strong foundation for a volleyball team. To properly send the ball to your teammates and build a good initial attack, you need to practice down passes seriously.

Students' passing skills are still less than optimal, as evidenced by the still quite high number of failed passes in class VI at MI Mambaul Ulum Kasri, Bululawang District, Malang Regency. Teachers have never used modeling techniques to improve students' ability to perform down passes. Therefore, when playing volleyball, it is necessary to choose a learning model that suits the characteristics of students who are still at the learning and practice level. There are still many students who are less active in the learning process, so teachers need to be more careful in choosing learning models that are appropriate to the material they are teaching. Moreover, inadequate facilities and infrastructure make the students' learning process ineffective. Alfa et al. (2020)

State that The STAD (Student Team Achievement Divisions) learning method improves student learning outcomes. The collaborative learning model using the STAD method can increase learning motivation and learning outcomes in volleyball bottom track (Wibisono et al., 2018). Next, Setiawan et al. (2020) stated that STAD is superior to the Jigsaw strategy. Other results also show that for students with traditional education, learning outcomes are significantly lower between students who take part in learning using the learning model in the "Team Student Performance" section and those who take traditional learning, this shows that there is a very big difference.

Based on the explanation of several research results, there are several learning methods to overcome and improve physical education learning skills. Based on these differences in methods, the author would like to consider the STAD learning method in more detail. The author states that the STAD learning method has improved learning and problem solving in physical education classes over the past seven years. The aim of this research is to examine the STAD learning method, including its advantages and disadvantages, as well as the degree of learning effectiveness. This research will conduct a survey or literature review of the STAD learning model in physical education.

2. RESEARCH METHOD

This research was carried out at MI Mamabul Ulum Kasri. This type of research is descriptive, according to Sugiyono (2019), the research method is to obtain valid data and use it to understand and solve social problems with the aim of finding, developing and proving certain knowledge, which can be interpreted as Scientific methods for making predictions in the field of education. According to this statement, to obtain scientific truth requires research methods that are relevant to the problem being studied. This also aims to determine students' understanding of volleyball passing abilities.

Students are responsible for every task given to them and practice working together diligently, carefully, persistently and with quality. According to (Mayasari et al., 2021), descriptive research is research conducted to determine the existence of independent variables in one or more variables only, without comparison or combination with other variables. (Independent variables are variables that stand alone and do not stand alone). According to (Sugeng, 2022), descriptive research is carried out for this purpose and is usually carried out to develop knowledge that underlies a problem or problem that will be carried out. Explanation of the form of further research. Therefore, the method used in this research is a descriptive method.

Data collection is the recording of events, things, information, and features that support part or all of your research. According to Sugiyono (2019), data collection techniques are the most important step in research. You can use primary or secondary sources for data collection. Primary

sources are data sources that provide data directly to researchers, and secondary sources are sources that do not provide data directly to researchers. Data collection techniques include: observation, interviews, questionnaires, and documentation.

Table 1 Assessment Indicator Sheet

No	Rated aspect	Criteria	Description
1	Self-confident	Initial Attitude	<ol style="list-style-type: none"> Both knees bent, body bent, one foot supported in front. Putting it togetherBoth palms with the back of the right hand placed on the palm of the left hand and the thumbs positioned parallel to the same length. Form a base with both arms, elbows parallel to thighs. Eyes towards the ball.
		AttitudeTime of Consent	<ol style="list-style-type: none"> Receive the ball in front of the body. Contact with the ball on the inside of the arm on the wide surface between the wrist and elbow. Knees straightened togetherwith swing both arms from bottom to front without bending the elbows. Body weight is shifted to the front and back moving forward.
2	Courage	Advanced Movement	<ol style="list-style-type: none"> Fingers remain clasped and elbows remain locked. The runway follows the ball towards the target. Move your weight towards the target Watch the ball move towards the target.
3	Pleasure	Results	<ol style="list-style-type: none"> The direction of the ball is straight forward. The ball is on target. Deeply

- accuratesend the ball.
4. The ball is easy to receive and the speed of the ball curved/parabot.
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3. RESEARCH RESULTS AND DISCUSSION

The articles obtained explaining aspects of professional teacher performance are as follows:

3.1. Research result

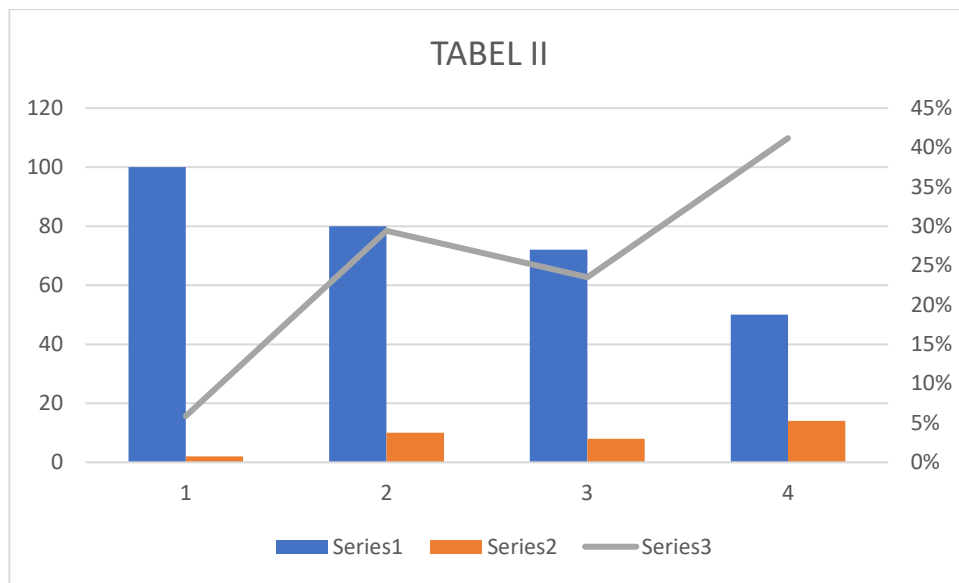
Research on improving the lower passing technique in volleyball using the stad method was carried out on class VI students at MI Mambaul Ulum Kasri, Bululawang sub-district, Malang Regency. In this study there were 34 class VI students at MI Mambaul Ulum Kasri with 17 boys and 17 girls. The results of the research are described in accordance with the problem, namely how the process of learning bottom passing in volleyball using the STAD method can improve the learning outcomes of MI Mambaul Ulum Kasri students.

Table 2 Cycle I Application of the STAD Method for Improving Lower Passing Technique Ability in Volleyball Games



Based on the table above, the average student score is still in the poor category. The average value of students' ability to display passing down from the initial stance, stance at impact, follow-up movements and results is still in the poor category. According to researchers, this happens because students do not know and understand the material. The table above shows that the passing grade for class VI students at MI Mambaul Ulum Kasri is very low, out of 34 students, only 11 students (32%) have reached the kkm, while 23 students (68%) have not yet reached the kkm. Therefore, further action is needed to complete this learning.

Table 3 Cycle I Application of the STAD Method for Improving Lower Passing Technique Ability in Volleyball Games



Based on data from cycle 2, it shows the rate of increase in learning outcomes for underpassing in volleyball games for class VI students at MI Mambaul Ulum Kasri. Of the 34 students, 20 students (59%) have achieved the KKM score while the other 14 students (41%) have not yet achieved the KKM score. method (STAD) has been proven to improve students' basic passing techniques better than before. Therefore, this method can also be used to improve student learning outcomes in other learning materials.

3.2 Discussion

Cycle 1 shows that the level of mastery of basic down passing techniques in volleyball at MI Mambaul Ulum Kasri, Bululawang District, Malang Regency is relatively low. This problem arises due to a lack of knowledge about down passing, inappropriate learning methods, and limited sports facilities. Every Subjects studied at school, including sports, have minimum grades that you must achieve in order to advance to a higher level. A student's inability to meet minimum standards is due to a lack of ability or learning difficulties. Syofian & Gazali (2021) problems occur in physical education classes. Gupta & Wibowo (2021) state that learning problems need to be solved to improve learning outcomes. He further explained that motivation is a key factor in improving skills and solving existing problems.

After the researcher found the data and problems in cycle 1, the researcher continued with cycle 2 of learning using the STAD (Student Team Achievement Divisions) method. The researcher first explains the learning objectives and learning activities that will be implemented. Next, the researcher gave time to the students and asked them to gather and divide into groups of 4-5 students. By combining students who don't understand and students who already understand, this aims to enable students to develop an attitude of cooperation, critical thinking, motivation and responsibility towards themselves and their group. Next, the researcher gave an example of how to pass down with the aim that students could imitate and practice in groups and distribute volleyballs to one group, one ball and the researcher also gave all students 60 minutes to try to do the under pass themselves. Students are given the opportunity to understand and memorize underpassing techniques in the hope that learning volleyball underpassing using the STAD (Student Team Achievement Divisions) type cooperative method can improve volleyball underpassing techniques in class VI MI Mambaul Ulum Kasri. Based on the researcher's experience using the STAD (Student Team Achievement Divisions)

method, students' enthusiasm in participating in learning is very high, students are willing to accept learning, and students are serious about doing something, as proven by the results achieved.

4. CONCLUSION

Based on the research data above, the researcher concluded that learning uses the STAD type cooperative method (Student Team Achievement Divisions) was able to improve the ability of lower passing techniques in volleyball games at MI Mambaul Ulum Kasri, Bululawang District, Malang Regency. This can be seen from cycle II of increasing ability in passing techniques in volleyball among class VI students at MI Mambaul Ulum Kasri.

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