

Differences Between Passing Techniques and Peer Tutoring Method in Volleyball Games for Students of Tamansari 1 Elementary School, Dringu District, Probolinggo Regency

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Abstract

The results of this study aimed to determine the differences in the underhand passing technique with the peer tutor method in volleyball games for students of MI Al Fattah, Malang City. The research method was a quasi-experimental method. The sampling technique was simple random sampling. The sample was 20 students of class 5 A as the experimental class and 20 students of class 5 B as the control class. The data collection technique used tests and non-tests. The instruments were tests and non-test instruments in the form of questionnaires. The data obtained were analyzed using the prerequisite test of normality and homogeneity tests. The results of the t-test that had been carried out with the SPSS program, obtained that the t-count value was greater than the t-table value, meaning that there was a significant difference in the underhand passing technique with the peer tutor method in volleyball games for students of MI Al Fattah, Malang City.

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1. INTRODUCTION

Sukintaka (2004) stated that physical education is an integral part of total education that tries to achieve the goal of developing physical, mental, social, and emotional fitness within the framework of becoming a complete Indonesian human being through physical activity, so that the meaning of physical education is the process of interaction between students and the environment through physical activities that are systematically arranged to become a complete Indonesian human being. One of them is the technique of *passing* under the volleyball. Movement *passing* Underhand is done when the ball is in a low or lower position.

Technique of *passing*. The underhand technique in volleyball is usually used to receive the ball that comes and rolls downwards. This technique is usually used as a defensive wall to hold back the ball and *smash it* from the opponent. Then, *passing* the underhand is used to receive, block, and control a serve thrown by the opponent. Position your hands underhand, using one or both hands. Besides honing this technique, strong teamwork is also required.

According to Winarno (2011:40), volleyball is a team sport played by six players per team. This game will run well if each player has at least mastered the basic techniques of playing volleyball. According to Sanchez (2014:153), "volleyball is a sport characterized

by common movements such as jumping, arm strokes, and short movements. Attacking and blocking are very important in volleyball to achieve victory in high-level competitions."

In implementing the physical education program in schools, it should reflect the characteristics of the physical education program itself, namely, prioritizing the principle "Developmentally Appropriate Practice" (DAP). DAP means that the teaching/movement tasks delivered must take into account changes in the child's abilities or condition and can help encourage those changes. Therefore, learning movement or learning through movement must be adapted to the growth and development of the child/student. The development or maturity referred to includes physical, psychological, and skill development.

This means precision and control in the technique of *passing* itself. The technique of *passing* is done by prioritizing accuracy at the time of *passing*. Based on the background below, the researcher is interested in conducting a study entitled: Differences in Underhand Passing Techniques with the Peer Tutor Method in Volleyball Games for Students of Tamansari 1 Elementary School, Dringu District, Probolinggo Regency.

2. RESEARCH METHODS

The research used a quantitative approach with an experimental research type (Moleong, 2015). The method is the descriptive method, *quasi-experimental*. The design used is *nonequivalent control group design* (Suharsini, 2010). The sample is some students from Tamansari 1 Elementary School, Dringu District, Probolinggo Regency. Sampling technique with *simple random* Sampling. The sample was 20 students from grade 5A as the experimental class and 20 students from grade 5B as the control class. The data collection technique used tests and non-tests. The instruments were tests and non-test instruments in the form of questionnaires. This data was analyzed using the homogeneity prerequisite test of *Levene* and normality *Kolmogorov Smirnov*. Then tested with a t-test using the SPSS program.

3. RESEARCH RESULTS AND DISCUSSION

1.1. Research result

The results of the research can be seen in Table 1 below:

Table 1. Results of Hypothesis Test Calculation

Statistics	Pretest	Posttest
t_{count}	1,47	3,79
t_{table}	2,021	2,021
Results	H_0 rejected	H_a accepted

In Table 1 above, the results of the *pretest* obtained t-value count is 1.47, and the t-table value is 2,021; the t-count value smaller than the t-table, so the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_a) is rejected. This means that there is no significant difference between the results of the *pretest* experimental class and the control class.

In Table 1 above, the results of *posttest* obtained t value_{count} is 3.79, and the t value_{table} is 2,021 t-values_{count} from the results of *posttest* greater than the t-table, so that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This means that there is a difference between the results of *posttest*. The experimental class and the control class. The average underhand passing technique in the

experimental class increased compared to the average underhand passing technique in the control class.

The underhand passing technique using the peer tutoring method in volleyball can improve the underhand passing technique more significantly than conventional learning. The results of the normal gain test (*N-gain*) show that the experimental class is higher compared to the control class. In the experimental class, the value of *N-gain*. The value of 0.82 indicates the high category, while the control class value of 0.60 indicates the moderate category. The experimental class's underhand passing technique improved after learning with the peer tutoring method in volleyball, compared to the improvement of students' underhand passing technique in the control class.

1.2. Discussion

After the two classes were given different learning treatments using the peer tutoring method in volleyball, the average scores of the two classes differed. Based on the results of the hypothesis test, the scores of the *posttest* between the control class and the experimental class were compared. The t-value count was obtained greater than the t-table value, namely $3.79 > 2.021$, meaning there is an effect with the peer tutor method on volleyball games on improving the underhand passing technique of students at SDN Tamansari 1, Dringu District, Probolinggo Regency. There is a difference in the average score of the post-test; students in the experimental class obtained an average score on the post-test higher than students in the control class. There is a difference in the underhand passing technique with the peer tutoring method in volleyball games for students at Tamansari 1 Elementary School, Dringu District, Probolinggo Regency.

4. CONCLUSION

It was concluded that there was Differences in the underhand passing technique with the peer tutor method in volleyball games for students at SDN Tamansari 1, Dringu District, Probolinggo Regency.

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