

Improving Volleyball Game Learning Outcomes Through Cooperative Learning Model

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Abstract

The purpose of the study was to describe the application of cooperative learning methods in improving student learning outcomes of Physical Education subjects in the volleyball sport in fifth-grade students of SD Inpres Sungguminasa, Gowa Regency. The research approach is a descriptive qualitative approach with Classroom Action Research (CAR) and four Cycle I and Cycle II meetings. It consists of four stages, namely planning, implementation, observation, and reflection. The data source for this research is the fifth-grade students of SD Inpres Bercepat Gowa, as many as 24 students consisting of 9 male students and 15 female students. Data collection uses observation, tests, and documentation, while the data analysis technique used is descriptive qualitative analysis technique. The results of the quantitative analysis of learning the game of volleyball showed that out of 24 students, only 13 students with a percentage of 54.17% completed in Cycle I with an average score of 72.96, while of 24 students, only 23 students with a rate of 95.83% achieved in Cycle II with an average score. Average 80.56. So it can be concluded that this research is through a cooperative learning model that can improve volleyball games' learning outcomes.

Keyword: Cooperative Learning Model, Volleyball

INTRODUCTION

The volleyball game is a group activity; the ability of a volleyball team is determined by the essential technical skills possessed by each team member in carrying out their respective functions (Alipasali et al., 2019). As in other sports, the key to success in becoming a good player is to learn the correct playing techniques from an early age (Effendi et al., 2019). The teacher plays a central role in the teaching and learning process (Rizal and Kasriman 2020). The quality of education in a school is determined mainly by a teacher's ability to carry out his duties.

Based on direct observations of physical education teachers in class V SD Inpres Bercepat Sungguminasa, Gowa Regency, especially volleyball, students like

physical education material in the form of games, especially volleyball games, although there are still many students who have not been able to perform the basic techniques of playing volleyball. Correctly. The presentation of volleyball game physical education is less attractive. It does not stimulate the curiosity of students as well as a less pleasant classroom atmosphere that causes students not to calm down, concentrate on understanding the material being taught.

Learning is an effort of educators to help students carry out learning activities (Ronkainen et al., 2021). The purpose of learning is to realize the efficiency and effectiveness of learning activities carried out by students. Cooperative Learning is a group study with 2-5 students to motivate each other among its members and helping each other to achieve maximum learning goals (Setiawan et al. 2020). Both illustrate that cooperative learning increases positive social attitudes and cognitive abilities following educational purposes. In completing their group assignments, each group must work together and help each other to understand the subject matter, and encourage students to interact or communicate actively and positively in groups.

The role of the teacher in this learning model is more as a facilitator who functions as a bridge to a better understanding of students because students are ready to learn, work as a team, thus providing freedom and opportunity for students to find and apply their ideas.

As a teacher, the author feels the need to apply the correct method in providing physical education lessons to students if the teacher still uses the old learning paradigm in the sense that communication in physical education lessons tends to take place in one direction, generally from teacher to student, the teacher dominates learning, then learning tends to be monotonous. Therefore, in providing physical education lessons to students, teachers should prefer a variety of approaches, strategies, or methods appropriate to the situation to achieve the planned learning objectives. The selection of learning methods for students is also influenced by the learning objectives, suitability with learning materials, the level of student development, the ability of teachers to manage to learn and optimize existing facilities.

Learning outcomes are achieved in numbers or scores after being given a learning outcome test at the end of each lesson. The value obtained by students becomes a reference to see student mastery in receiving subject matter. Bloom

(Husdarta 2019) describes that behavior in the learning process is divided into three domains or domains. The three domains are cognitive, affective, and psychomotor domains. Learning outcomes are the final result after experiencing the learning process; the change is seen in actions observed and measured (Arikunto 2010). The product is a change in the individual. The changes in question are not changes in knowledge but also include changes in skills, attitudes, understanding, and self-esteem in the individual.

Cooperative learning is a learning strategy with several students as members of small groups with different ability levels. In completing their group assignments, each student member must work together and help each other understand the subject matter. According to (Mustafa and Winarno 2020) states that to create good teamwork in volleyball games, good movement coordination is needed from each player. To form the coordination of motion and cohesiveness of players, training with cooperative learning methods is required. In collaborative learning, learning is said to be incomplete if one of the friends in the group has not mastered the lesson material. It can be concluded that cooperative learning is related to grouping techniques in which students work directed at learning goals together to master teaching materials in small groups, which generally consist of 4-5 people. Regarding the cooperative learning method, there are 6 (six) phases in the steps (Setiawan et al. 2020), namely:

Table 1 Cooperative Learning Steps

No	Phase	Teacher Behavior
1.	Communicate student goals and motivation.	The teacher conveys all the lesson objectives to be achieved in the lesson and motivates students to learn.
2.	Submit information.	The teacher conveys information to students by way of demonstrations or through reading materials.
3.	Organizing students into study groups.	The teacher explains to students how to form study groups and helps each group make the transition efficiently.
4.	Guiding study groups.	The teacher guides the study groups as they work on assignments.
5.	Evaluation.	The teacher evaluates the learning outcomes of the material that has been studied or each group presents the results of their work.
6.	Give awards.	Reward both individual and group efforts and learning outcomes.

Volleyball is played by two teams facing each other, and each team consists of six players. The volleyball game is played by bouncing the ball three times. The volleyball game aims to pass the ball over the net so that it can fall to the floor of the opponent's court and prevent the same effort from the opponent. Each team can play three bounces to return the ball (outside of block hit) (La'l and Haluti 2018).

METHOD

This research is classroom action research (Ramadan & Juniarti, 2020). The subjects in this study were fifth-grade students of SD Inpres Sungguminasa, Gowa Regency, with 24 students consisting of 9 boys and 15 girls. This classroom action research procedure consists of two cycles. Each cycle is carried out following the changes to be achieved. In the first cycle, three meetings were held. In detail, the procedure for implementing the actions in process I can be described as follows: Planning (making learning scenarios, making observation sheets to see how active students are in class when the method is applied, making Final Test Assessment Cycles I and II. Action Execution, the steps are taken in the implementation of this action are to carry out learning the basic techniques of playing volleyball following the learning scenarios that have been made, namely in every provision of material, the researcher who acts as a teacher always provides an overview or model to students who are in life with learning carried out. With a time allocation of 2 meetings.

In principle, the observation stage is carried out during the research, which is contained in the observation sheet which includes the presence of students, students who are active during learning, who pay attention to the teacher, who asks about subject matter that has not been understood, who asks for a re-explanation of a specific concept that has been discussed, who raised their hand when asked a question, who could not solve the problem, and who did their homework. During the research, the researcher was assisted by a student.

The results obtained at the observation stage were collected and analyzed. The reflection in question tests the success or failure of achieving temporary goals to formulate the next improvement plan. This study uses data collection techniques, namely through student learning process assessment sheets and end-of-cycle tests with rubrics and documentation. Test the basic design of playing volleyball with

passing and serving. Implementation of the evaluation is a practical test of the accuracy of doing the bottom passing, top passing, bottom service, and top service. End of Cycle Test is an assessment carried out at the end of each cycle by assessing practical and oral tests from 3 aspects: cognitive, psychomotor, and affective, aiming to determine whether there is an improvement from each process. Documentation supports data collected as reinforcement of observation data, both written data, pictures, and others. The researcher documented written data such as the names of fifth-grade students and took photos during the learning process. The tools used by researchers are a set of stationery and a digital camera. The data collected were analyzed descriptively, qualitatively, and quantitatively. Data about observations were analyzed quantitatively, while data about learning outcomes were analyzed quantitatively using descriptive statistics and categorization.

RESULTS AND DISCUSSION

Results

The increase in learning outcomes of volleyball games through cooperative learning in fifth-grade students of SD Inpres Sungguminasa, Gowa Regency, in the first cycle reached 54.17%, with 13 students graduating. In comparison, for the second cycle, it went 95.83%, with 23 students graduating. Comparison of improving volleyball learning outcomes through cooperative learning models for fifth-grade students of SD Inpres Sungguianasa, Gowa Regency in cycle I and cycle II can be seen in the frequency distribution graph of learning outcomes of volleyball games through cooperative learning model by dividing each group into one basic technique of the game. Volleyball as follows:

Table 2 Comparison of Comparison of Completeness Values Description of Cycle I and Cycle II Learning Outcomes of Volleyball Game through Cooperative Learning

Value Range	Criteria	Model			
		Cycle I		Cycle II	
		Frequency	Percentage	Frequency	Percentage
<75	Complete	13	54,17%	23	95,83%
>75	Not Complete	11	45,83%	1	4,17%
Amount		24	100%	24	100%

Average value	72,53	82,18
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Furthermore, to find out the categorization of volleyball learning outcomes through cooperative learning models by dividing each group into 1, the basic techniques of volleyball games can be seen in the following table, and the complete results can be seen in the following table:

Table 3 Recapitulation of Comparison of Categorization Description of Cycle I and Cycle II Learning Outcomes of Volleyball Game Through Cooperative Learning

Value Range	Category	Model			
		Siklus I		Siklus II	
		Frequency	Percentage	Frequency	Percentage
85-100	Very well	1	4,17%	5	20,83%
75-84	Good	12	50%	18	75%
65-74	Enough	9	37,50%	1	4,17%
55-64	Less	2	8,33%	0	0%
0-54	Less once	0	0%	0	0%
Amount		24	100%	24	100%

Discussion

This research was carried out in 2 cycles (three meetings each) consisting of 4 stages according to the Kemmis and Mc Taggar model (Kesuma 2013), namely the planning stage, the implementation stage, the observation stage, and the reflection stage. After the teacher knows the location of the success and obstacles of the actions that have been carried out in 1 cycle I, the teacher prepares a plan for the second cycle of activity.

In cycle 1, it shows that the ability of students to do volleyball skills is still lacking because communication in the group has not been well established. After all, students are still awkward and shy towards their group friends and other groups. Cooperative learning where students must be more active in demonstrating and explaining the procedures for implementing the basic techniques of playing volleyball.

With group learning, it can create a fun and happy learning atmosphere in doing basic techniques passing and serving in volleyball games so that efforts to apply them through cooperative learning models in improving the learning outcomes of volleyball games for fifth graders of SD Inpres Sungguminasa, Gowa Regency, can be achieved in

the maximum phase. Students' incompetence in achieving volleyball game learning outcomes becomes material for consideration and improvement in implementing teaching and learning activities in cycle II.

In the second cycle, there was an increase in learning outcomes of volleyball games through cooperative learning models for fifth-grade students of SD Inpres Sungguminasa, Gowa Regency, achieving 95.83% completeness with a frequency of 23 students who completed. Thus, this proves that the cooperative learning model positively increases students' courage in practicing the basic techniques of playing volleyball.

After being given treatment on what the shortcomings were in cycle II, it was shown that students were not awkward and shy in their group and other groups, so that the material process went well. With this, the results in the second cycle increased and completed while one student could not complete the lesson because the student felt pain in his hand during the learning process.

CONCLUSION

They were learning by applying a cooperative model to fifth-grade students of SD Inpres Sungguminasa, Gowa Regency. The results of the analysis obtained a significant increase from cycle I and cycle II. The results of learning volleyball games through cooperative learning models in the first cycle in the complete category were 54.17% the number of students who completed was 13 students. There was an increase in student learning outcomes in the complete variety of 95.83% in the second cycle, while 23 students completed. Therefore from this study, it can be concluded that the application of the cooperative learning model can improve the learning outcomes of volleyball games in fifth-grade students of SD Inpres Sungguminasa, Gowa Regency.

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