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Application of Sport Education Models in Basic Movement Skills Passing Under the Volume Ball Game

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ABSTRACT

The main objective of this research is to determine the extent of implementation of sports education model on the basic movement skills of forearm pass in volleyball. The research method used was an experimental method with a pre-test and post-test control group research design. The subjects of this study were students of Grade VII of Junior High School with total sample of 22 students divided into two groups, namely the experimental group and the control group. The research instrument used was a modified forearm pass accuracy test from the Braddy Volley Ball Test and documentation. The final results of this research, we could see there is an effect of the sports education model on improving learning outcome skills of forearm pass in volleyball game as the author has described above. The meanof the sports education model group has a value of 15.36 with a final score of 21.00 having a percentage difference of 70%. While the average value of the control group was 16.36 and the final score was 17.82 with a percentage difference of 59.4%. The t value is smaller than the t table, therefore the hypothesis is accepted. Thus it can be concluded that there is a significant effect on the sports education model group on the improvement of forearm pass in volleyball. Thus it can be concluded that there is a significant effect in the sports education group on the improvement of volleyball forearm pass skills.

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1. INTRODUCTION

Education is a conscious effort and an integrated concept of a number of components thatinteract with each other and carry out certain functions in order to help students become educated humans and be able to develop the potential of each individual (Zuwirna, 2015).

School is one of the places where educational activities take place. Therefore, educational activities in schools are expected to be more than just learning. Learning or teaching activities are part of the most basic activities in the whole process of education in schools (Marshall et al., 2015). The success or failure of the process of achieving educational goals depends a lot on how the learning process is experienced by students.

One of the subjects in school is physical education. Physical education is one of the subjects applied in schools according to the latest curriculum of the Indonesian Ministry of Education and Culture. Physical education is a subject that emphasizes a process of a person as an individual or a member of society which is carried out consciously and systematically through various activities in order to acquire physical abilities and skills, growth, intelligence, and character formation (Santosh Kumar Mishra, 2013).

The games that students enjoy are big ball games such as volleyball. In several schools that I have met in the game of volleyball, it seems that there are still many students who have not been able to do the technique of playing volleyball correctly. The definition of volleyball game has been explained by (Ryazanov & Bogdanov, 2019) that the game of volleyball requires fast and good coordination of motion. volleyball game played by two teams on a field separated by a net. the goal of volleyball is to pass the ball over the net so that it can fall onto the floor of the opponent's court and to prevent the opponent from making the same effort (Boichuk et al., 2017) .

From the above understanding, the writer made observations about the game of volleyball at SMPN 1 Plered, based on the results of the observations made there were various kinds of obstacles faced by students in learning big ball games, especially in volleyball games and the knowledge that students had about volleyball. still very lacking. It was found that students in the volleyball game could not play the appropriate pattern.

We all know that the characteristic of the volleyball game is a system of teamwork. So that not just any teacher to apply the appropriate learning model. The development of the current educational model has a considerable influence on the achievement of learning objectives, especially in the subject of physical education. Among the many learning models, the author tries to apply a sports education model.

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Based on the background and problems that occur in volleyball, the authors think there is a need for observation and research on sports education models with physical education activities, in this case volleyball. So the authors take the research title "Application of Sports Education Model in Basic Movement Skills Passing Below Volleyball Game (Experiments on Students of Grade VII of Junior High School)".

2. METHODS

2.1 Procedures

The research procedure used in this study was to formulate a learning implementation plan (RPP) consisting of 12 meetings. This training program is a combination of learning patterns between sports education models in a process where individuals who learn actively as regulators of their own learning process, starting from planning, monitoring, controlling and evaluating themselves systematically to achieve learning goals.

Design or Data Analysis

After the data is collected from the measurement results based on the test in the study sample. Furthermore, the data is processed and analyzed statistically. Data processing techniques in this study were carried out manually and using SPSS version 23.0 for windows software with a significance level of p-value ≤ 0.05, the steps takenin processing the data include:

1. Test prerequisite Analysis
   1) Testing the normality of the data with theShapiro-Wilk test at p-value ≥ 0.05. This normality test is to determine the next analysis, namely parametric analysis if the data is normally distributed and non- parametric if the data is not normally distributed.
   2) Levene's homogeneity test at p-value ≥ 0.05
   Homogeneity test between groups with the levene statistic test to determine whether thevariance between groups of data ishomogeneous or heterogeneous.
2. Hypothesis Testing
   Independent or unpaired t test at p-value ≤ 0.05. This test is used to analyze the effect of the sports education model.

2.2 Design or Data Analysis

The research method used in this research isquantitative experiment. In this study the authors used a pretest-post test control group design. In this design, there are two groups, namely the experimental group and thecontrol group. The two groups were first given a pretest with the same test. Then the experimental group was given treatment using a sports education learning model. While the control group was not given treatment.

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Table 1. Design Research Pretest-Postest Control Group Design

Sampel	Pretest	Treatment	Posttest
R	O_1	X	O_2
R	O_3	-	O_4

Participants

Participants in this study included students of Grade VII of Junior High School. Where the students consist of class VII as many as 230 people, generally the participants have different abilities involleyball game skills. In general, these participants were at the age of 13-15 years.

Next regarding the sample, the sample is representative of the population whose data is taken and then the data is processed and examined. As for the samples of this study were class VII-A and VII-B of Students of Grade VII of Junior High School, totaling 22 people.

Sampling Procedures

The sampling technique is a method that is achieved by taking samples that are really in accordance with the overall object of the study. The sampling technique in this study was to use purposive sampling. The adoption of this method is based on the needs where the criteria of the authorare related to the limited time, cost and labor of the author.

Materials and Apparatus

The principle in conducting research is to take measurements, so there must be a good measuring instrument. Some of the measuring instruments or instruments that will be used in thisresearch are as follows:

1. Lower Passing Accuracy Test

The instrument used was a modified under-passing accuracy test of the Braddy Volley Ball Test. The measure for the Braddy test before modification was the target on the wall measuring 152 cm wide, with the target plot distance from thefloor for girls 335 cm and for boys 350 cm. In this study, the instrumentused was the accuracy of the under-passing from the modified Braddy Volley Ball Test, namely the target on the wall with a width of 150 cm, with a target plot distance from the floor of 300 cm. The Braddy Volley Ball Test instrument has a validity of 0.921 and a reliability of 0.820 (Hartanto, 2012). This study uses a volleyball skill test method from a modified Braddy Volley Ball Test with the following conditions:

1) Objective: to determine the accuracy ofvolleyball students' underpassing.
2) Tools or equipment: volleyball, whistle, dividing tape, wall
3) Instructions for implementation: the testi stands behind the line that has been

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bounded with adhesive tape, waiting for an examiner tosignal. If there is a sign from the examiner, thetesti must immediately carry out an under-passto the wall (the first bounced ball is not counted, it is calculated from the second bounce using an under-pass, as well as when in the middle of a dead ball test, the ball must be taken immediately and resume under- passing to the wall. , the first move does not count)

4) Score: the score is calculated according to the value stated in the instrument. If the ball is right on the line the highest score is taken. Testi did 10 times. The highest score is three and the lowest score is one. Maximum score of 30.

2. Documentation

The documentation carried out by the researcher was in the form of photographs during thevolleyball game research activity process. As at thetime of the pretest, the training process and the posttest. This documentation also supports as physical evidence of an increase in students when students experience a good increase in volleyball passing. In chapter IV, the researcher will describe the results of the data analysis.

3. RESULTS

From the results of the under-passing skills test conducted by students 10 times in accordance with the modified braddy volleyball instrument by Amri Hartanto, it was found that the pretest resultsof the experimental group students with a total value of 169, and an average value of 15.36, standard deviation of 3.47, had a percentage of 52.2%. The posttest results of the under-passing skills in the experimental group showed that the total score of students was 231, with an average number of 21.00, and a standard deviation of 2.86, resulting in a percentage of 70%.

In the conventional learning group, the pretest score for lower pass skills was 180, with an average number of 16.36, a standard deviation of 2.90 and a percentage of 54.5%. The results of the posttest were not too significant, namely the total value of 196, an average of 17.82, a standard deviation of 3.81 and a percentage value of 59.4%. This descriptive data illustrates that the scores of the two research groups have different values both in the pretest and after the posttest. The average of the sports education model group has a value of 15.36 with an end value of 21.00 having a difference of 70%. While the average value of the initial conventional learning group was 16.36 and the final score was 17.82 with a difference of 59.4%.

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Tabel 2. *One-Sample kolmogorov-Smirnov Test* Pre test

Statistik	*Var I*
N Sampel	22
Mean Standar Deviation D_n =	15.864
KS Table	3.167
	0.140
	0.290
Normal	

Kolmogorov Smirnov counted 0.140. At 95% degree of confidence, Kolmogorov Smirnov (KS) counts 0.140 <0.423 (KS Table on DF 22 {number of samples}), therefore it means that the data is normally distributed.

Homogeneity Test

Based on the results of the two variances similarity test above, it is known that the results ofthe Fcount of the group in the final test = (0.56) aresmaller than Ftable (3.71) at dk = (10:10) with a significance level of α = 0.05. The conclusion fromthe results of the two variances similarity test is that the two sample groups are homogeneous

Tabel 3. Hypothesis Testing

Data	F Count	F Table	Description
Variance Value	0.56	3,71	HOMOGEN

The t value (1.575) is smaller than the t table(1.38), therefore the hypothesis is accepted that there is a significant difference in the group treated with conventional sports education and learning models.

So based on the basis of decision making through t value with t table, it can be concluded that H0 is rejected and Ha is accepted, which means that there is a difference in the average passing of volleyball between the sports education model group and the conventional learning group or in other words the application of the model learning method. sports education with conventional learning by teachers will produce learning outcomes in the form of different volleyball passing skills.

4. DISCUSSION

After the authors acted as researchers and teachers and were assisted by research partners (asobservers) in conducting classroom action researchfrom the beginning to the final stage of the study, the following findings were obtained:

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1) Students participate in learning the sports education model because of the rules that make it easier for students to play so thatstudents are no longer confused, the division of tasks in groups and group dynamics is veryactive, including teamwork and reminding each other is the point that the sports education model has an influence on volleyball passing skills for student (Kastrena & Setiawan, 2017).
2) The application of the sports education learning model has a positive effect on increasing student motivation (Hernández-Andreo et al., 2020; Spittle & Byrne, 2009). This is evidenced by the enthusiasm of students in learning sports education models in playing various games.
3) There is an increase in the application of the sports education model to student playing in volleyball underpass. This is indicated by a gradual significant increase in graph.

From the application of sports education model game activities that the results show an increase in the ability of students' skills, students become skilled, active and feel happy not being burdened when learning takes place. In addition to students being happy in learning physical education, namely physical education material with a playing atmosphere, students have unconsciously practiced increasing volleyball underpassing with the application of a sports education model in which it can improve cognitive, affective and skills in students along with experiences obtained by the students themselves.

So, it can be concluded that with the application of the sports education model, students have increased learning outcomes. This answers the hypothesis in this study that by implementing sports education model activities, the basic skills ofpassing under volleyball for students of Junior High School can be improved

5. CONCLUSION

From the results of the analysis of the findings above, it can be concluded that there is anincrease in the results of learning to pass under thegame of volleyball in the sample after being given the application of the sports education learningmodel. By proving the reference for learning using conventional learning, there is a significant difference in the effect of learning outcomes of basic movement skills of passing volleyball between the sample group of the sports education model and conventional learning.

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