

Conventional Methods and Cooperative Effect of Basic Skills Game Volleyball

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Abstract:

Purpose: Based on the author's preliminary research, researchers found that many students did not have the basic skills for volleyball games. The problem occurred because of the improper strategy/teaching method used by the teacher. The purpose of this research is to show the effects of conventional and cooperative methods on the basic skills of volleyball games of the students.

Methodology: This is pre-experimental research. The population of this research is a group of 195 students. The samples were 30 male students from class X choosing by purposive sampling technique. The instruments of this test are the volleying test, including the passing test and serving test. The data were analyzed by the required analysis; the normality test, homogeneity test, and T-test.

Main Finding: Based on data analysis and discussion that has been described earlier, then it can put forward some conclusions as follows: 1) Conventional methods have a significant influence on the basic skills of volleyball games; the results obtained $t_{\text{observed}} (12.27) > t_{\text{table}} (1.75)$. 2) The cooperative method provides a significant influence on the basic skills of volleyball games; the results obtained $t_{\text{observed}} (3.74) > t_{\text{table}} (1.75)$. 3) Giving a cooperative method is not better than the conventional method of the basic skills of volleyball games with the obtained $t_{\text{observed}} (1.467) < t_{\text{table}} (1.75)$.

Keywords: Conventional, Cooperative, and Volleyball.

I. INTRODUCTION

Sport is a part of everyday human activities that are useful for forming physically and mentally healthy. Until now, the sport provides a positive and tangible contribution to the improvement of public health. *Sports activities in the younger generation have the goal to change or mature the human resources*, Astuti (2018). Besides, exercise also serves as a means for the name of both regions, nations, and countries as well as the establishment of achievement event. In Physical Education learning process, students besides are taught motor skills; they are also taught the values of sportsmanship, honesty, discipline and cooperation, and responsibility so that students can form both physically and mentally, Sagala, Syaiful. (2005). In Indonesian Law No. 3 of 2005, chapter 1 verse 11 explains that: "sports education are physical education and sport undertaken as part of the regular education process and continuing to acquire knowledge, personality, skills, health, and fitness." Volleyball is a sport played by two groups or teams in each group consisting of six players, each of which has its task. In education, sports

volleyball has been included in the curriculum taught at all school levels either of Elementary School Junior High School, Senior High School, and Higher Education.

II. LITERATURE REVIEW

Volleyball game basic skills taught in schools as a service, passing down and passing on. It is consistent with the understanding of Donald Ary, Luchy Asghar C. Jacobs and R. (2004) that the basic techniques in volleyball game consist of serve, passing, smash, and block. In the process of teaching and learning, a teacher who became a central concern as a facilitator, and will not come off with the implementation of the learning process is carried out. Included in it is the readiness of teachers in teaching. The basic idea of volleyball game according to Erianti & Astuti (2019) is "put the ball into the opponent's territory through a strap in the form of a rope or net and try to win the game by turning off the ball in the opponent's swath. The level of professionalism of a teacher should be able to make proper planning and strategy before starting the learning process, which is based on the attitude, knowledge, and skills of teachers. The method means "way". The method is defined as a method or procedure used to achieve specific goals, Yunus, M. (1992). The word "learning" means all efforts made by educators to enable the learning process of students. It concurs with Sudjana (2009: 76), which describes "a method of learning is one way to put teachers into contact with students during teaching." They found problems such as lack of physical education learning outcomes in Senior High School Muaro. It can be seen from the learning outcomes of volleyball from class X in the semester of July-December 2018. From 297 students, only 131 students who have equal or exceed the value of 75 (KKM on the matter volleyball). The results obtained from the student's learning volleyball skills test skills in volleyball.

The level of learning outcomes can be influenced by two main factors, namely, internal factors and external factors. Internal factors are factors that originate or factors that exist in individuals who are learning. Internal factors cover motivation, body condition, health, level of intelligence, ability, aptitude, interests and others. External factors are factors that are outside the individual. External factors include the environment, the economic situation of parents, the ability of teachers to deliver lessons, instructional methods used by teachers, curriculum and others.

Senior High School 1 Muaro in teaching teachers still use conventional methods in the learning activities

Penjasorkes, so that the classroom atmosphere seem stiff and dominated by the teacher. In the delivery of material, teachers usually use lecture and demonstration where students only see and hear what is conveyed by teachers and few opportunities for students to ask if this activity continues to be an impact on students' learning outcomes and will make it difficult for teachers to achieve the learning objectives that have been set. Based on the phenomenon that occurs, researchers feel the need to do research and prove scientifically. The researchers aim to conduct research related to the previously mentioned problems to establish one of the solutions to the problems faced.

III. METHODOLOGY

The research method used is pre-experimental. It said pre-experimental because "this design is not an experiment seriously because there are external variables that have contributed to the formation of the dependent variable. It may occur in the absence of a control variable, and the sample was not selected randomly" (Arikunto, 2007). Where the research was conducted in Senior High School 1 Muaro. While the study period was conducted in April-May 2018. The population in this study were all students of class X Senior High School 1 Muaro listed in the Academic Year 2017/2018, amounting to 195 students. The samples in this study were male students class X2 and X7 as many as 30 boys. The sampling technique used is the technique of "purposive sampling."

To measure the basic skills of volleyball games is done through a passing test to get the data of the underarm pass, and a serving test to get the data of service. To view the basic skills of volleyball as a whole, there should be analysis skills by testing the service, underarm pass, and forearm pass, Widiastuti, (2011). The results of the three tests are then summed and calculated the average. Data from these tests are taken two (2) times, namely at the time of the initial test (pre-test) and the final test (post-test), Siregar, Syofian, (2014).

IV. RESULTS AND DISCUSSION

1. Group A (*Exercise Conventional Method*)

From the analysis conducted, at the end of the test results with the conventional method group to the basic skills of volleyball game initial test and final test. From an average score of 26.44 at baseline to 29.51 test at the end of the test. It means that the research hypothesis that says the conventional method of giving effect significantly to the basic skills of volleyball game class X Senior High School 1 Muaro can be accepted as valid. An increase is likely caused by the adaptation of the conventional method in which every movement of students always guided by the teacher. Conventional learning considers that the learning process is carried out as generally teachers to teach the material to students. Teachers transfer knowledge to students, while students more as a receiver. According to Djamarah B, Saiful and Zain, Aswan. (2013), "the conventional method approach

dominated by lecture and assignment. Conventional learning can be defined as learning more teacher-centered.

2. Group B (*Method Cooperative*)

From the analysis conducted, At the end of the test results group cooperative methods to the basic skills of volleyball game initial test and final test of the average score of 26.51 at baseline to 32.84 test at the end of the test. It means that the research hypothesis that says the cooperative method provides a significant influence on the basic skills of volleyball games can be accepted as valid. An increase is likely caused by the adaptation of the cooperative method that focuses on the students to be able to perform the required movements well in the group. According to Slavin (2010: 201), "promote cooperative learning students interact actively and in a group." The cooperative method is one method to improve the basic skills of volleyball games. Exercise using this cooperative will give someone the ability to master the techniques of basic skills in the game of volleyball. Basic skills obtained will adapt and make the students familiar techniques - techniques that right in the game and the match.

3. Exercise Conventional Methods and Cooperative

At the end of the test results of the conventional method group and cooperative methods to the basic skills of volleyball game with an average score of 29.51 in the conventional method, while the cooperative method with an average value of 32.84 and with the calculation results of hypothesis $t_{\text{observed}} (1.467) < t_{\text{table}} (1.75)$ that means the hypothesis is rejected. It means that the research hypothesis which says cooperative method gives a better effect than the conventional method of the basic skills of a volleyball game, is rejected and does not provide a significant difference to the basic skills of the volleyball game. It means that both methods equally affect the basic skills of the student volleyball game. However, when seen from the increase in the average obtained from the final test administration cooperative method gives more considerable influence to the basic skills of volleyball games with the increase in the average score of 6.33 and for the conventional method by 3.07. Of the two forms of treatment accorded by the conventional method and the cooperative has been described above it is clear that each of these methods has the same effect. It is because both of these methods have their own advantages and disadvantages.

No more effective workout methods cooperative of practice conventional methods to improving the basic skills of the game volleyball may be due to time undertaken for giving treatment/training to students may still lack, a lack of understanding of teachers about the implementation of cooperative learning, number of students too much resulting in the teacher's attention the learning process is relatively small so that only a handful of people who master-class arena, and a form of exercise among Cooperative method and Conventional methods are relatively similar, so exercise Cooperative method is not better than conventional exercises to increase leg muscle explosive power.

V. CONCLUSION

Based on data analysis and discussion that has been described earlier, then it can put forward some conclusions as follows:

1. Conventional methods have a significant influence on the basic skills of volleyball games; the results obtained $t_{\text{observed}} (12.27) > t_{\text{table}} (1.75)$.
2. The cooperative method provides a significant influence on the basic skills of volleyball games; the results obtained $t_{\text{observed}} (3.74) > t_{\text{table}} (1.75)$.
3. Giving a cooperative method is not better than the conventional method of the basic skills of volleyball games with the obtained $t (1.467) < t_{\text{table}} (1.75)$.

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