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## THE INFLUENCE OF TEACHING STYLE AND MOTOR ABILITY ON THE BOTTOM PASSING LEARNING OUTCOMES IN THE VOLLEYBALL

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### Abstract

The purpose of this research is to find the effectiveness of teaching style to the learning outcomes of passing motor ability under the volleyball. The Method is Used by experiment with 2 x 3 factorial design. This research is Implemented at SMPN 1 Kayuagung with sample of class VIII. The Results of This study concluded that: (1) There are differences between the forces Teaching reciprocity and training on the learning outcomes of passing down in a manner Overall (2) there are differences between reciprocal teaching style and inclusion To the overall passing learning outcome (3) There are differences Between teaching practice style and inclusion to lower passing learning outcomes Overall. (4) There are interaction between teaching styles (reciprocal, training, And inclusion) and motor ability (high and low) on learning outcomes Passing down as a whole. (5) There are differences teaching styles Reciprocal and training on lower passing learning outcomes in students High motor ability. (6) There are a differences in reciprocal teaching style and Inclusion of lower passing learning outcomes in students with motor ability High. (7) There are different styles of practice teaching and inclusion to results Learn passing down on high skill motor students. (8) There are Differences in reciprocal teaching styles and training on passing learning outcomes (9) There are a differences in teaching styles reciprocity and inclusion to lower passing learning outcomes in students Low motor ability. (10) There are different teaching styles and practice Inclusion of lower passing learning outcomes in students with motor ability low. Implementing of teaching styles in lower passing learning gain learning out come it had better resiprokal teaching style than practice teaching style and inclusion.

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## INTRODUCTION

In an effort to achieve good learning outcomes in physical education learning, physical education teachers need to strive for effective and attractive teaching styles. For this reason, physical education teachers must try as optimally as possible to influence students in the physical education learning process, namely by presenting good and correct forms of learning mobility, in order to encourage students to understand, understand, and be able to do so.

But the reality found in the field, during the corona pandemic, all teaching and learning activities in the field stopped and were diverted to online or online learning, therefore there were many obstacles related to learning. In junior high school (SMP) Negeri 1 kayuagung, the teaching and learning process of physical education is not very good, students feel bored in following Physical Education lessons, especially in volleyball so that the completeness of the student's under-passing learning results is not optimal. When learning under passing in volleyball there are still many students' mistakes in making the movements required in the under-passing. For example, in the initial position of under-passing, there is a very prominent

error, when the ball comes the arms are not straight to greet the ball. The view towards the ball is not adjusted to the swing of the hand against the ball, so the ball cannot be directed as expected. In the attitude of the subject, there are still errors, namely, students have not been able to optimally adjust the speed with which the ball arrives with the movement of the arm of the hand when touching the ball. The results of the researchers' observations were supported by the input of teachers from other Physical Education subjects, that teaching in junior high schools (SMP) was different from teaching students in other areas. By paying attention to the mindset of their students and their local culture, teachers are more likely to apply / use teaching styles that are difficult for students to understand.

### 1. Learning Outcomes

that "learning outcomes include: Variable information, intellectual skills, cognitive strategies, motor skills, attitudes"(Wibowo et al., 2018).

Learning outcomes are broadly classified into three domains, namely the cognitive domain, the affective domain, and the psychomotor domain.

A person who has done the learning activity, in him will occur a change of behaviour called the learning outcomes. Sudjana (Yoesya et al., 2020),

explained classifies learning outcomes into three domains, namely:

1. Cognitive Domain: Concerning intellectual learning outcomes which consists of six aspects, namely knowledge or memory, understanding, application, analysis, synthesis, and evaluation.
2. Affective Domain: With regard to the attitude which consists of five aspects, namely acceptance, answers or reactions, assessment, organization, and internalization.
3. Psychomotor domain: With regard to the learning outcomes of the ability and ability to act.

Meanwhile, Ahmad Susanto (2015) suggests a systematic "Five categories of learning outcomes" or "Five Major Categories of Learned Capabilities" which specifically pay attention to learning outcomes are:

- (1) The intellectual ability of movement is the ability that makes a person competent with a subject so that he can classify and identify
- (2) cognitive strategies, namely the ability to be able to control his intellectual activity in overcoming problems
- (3) verbal information, namely a person's ability to use a problem
- (4) motor skills, namely the ability of a person to coordinate regular and smooth muscle movements in a conscious state
- (5)

attitude, namely the tendency to accept or reject a subject.

The learning outcomes obtained by students can meet the cognitive, affective, and psychomotor domains which are the targets of the learning outcomes themselves. Then, Learning outcomes mean the results a person gets from the activities carried out and results in changes in behavior (Desnarita, 2019). learning outcomes are the results obtained by students after carrying out the learning process where the learning process of students must meet the affective, cognitive and psychomotor domains.

Based on the description above, it can be interpreted that what is meant by learning outcomes is the level of mastery achieved by students of one or more learning tasks after participating in the learning process and experiences in a certain period. Examples of learning outcomes in underpassing are obtained through tests using test instruments that have been tested for validity and reliability, and finally can be determined in the form of a score or value.

## 2. Passing Down

The bottom pass is the pass to the ball own friends in a team with a technique certain, as a first step to composing a pattern attacks on the opposing team (Indriyani, 2011)

There are two types of passing, namely over passing and under-passing, in this study the under-passing technique will be discussed.

Underpassing is the basic technique of playing the ball using both hands, namely the ball on both forearms, under passing is a passing technique that is often used to receive service balls or smashes. Lower passing is a technique of playing the ball with the side of the inner forearm either by using one or two arms simultaneously

Physical education teachers need to have knowledge of the characteristics of students and skills in formulating learning methods or models that can support the achievement of the goals of physical education it self (Hanief et al., 2010).

### 3. Teaching Style

learning style is a way of learning something to follow individual tendencies. There are various theories and models of learning styles has been put forward by scientific figures who can be practiced and used as a guide by today's students.(Meor Ibrahim Kamaruddin & Assaadah Mohamad, 2011)

In line with the opinion above, the teaching and learning process by using appropriate teaching strategies is very important in an effort to the effectiveness and efficiency of the learning process. suggest that the general notion of strategy

is "an outline of direction to act in an effort to achieve predetermined goals.

The teaching style in physical education is known as the Mosston teaching style which consists of 11 teaching styles including command (style a), practice (style b), reciprocal (style c), self-check (style d), inclusion ( style e), guided discovery (style f), convergent discovery (style g), divergent discovery (style h), learner-designed (style i), learner-initiated (style j), self-teaching (style k) (Takraw et al., 2020)

From the overall teaching styles above, in this study three teaching styles were selected to be used as research material, namely reciprocal teaching styles, practice teaching styles and the inclusion styles.

#### a. Reciprocal Teaching Style

According to Mosston, reciprocal style (reciprocal style) is a development of a style of exercise that is enhanced its performance for enlarge socialization relationships with friends as well as benefit from any immediate feedback. This style involves friends to give feedback on the implementation of their duties.(Susanto, 2017). Students are also given the obligation to assess learning outcomes on a limited basis. One of the goals of reciprocal learning is construction meaning, where its reciprocal nature forces student engagement and modeling by the teacher

becomes an example of expert performance.(Resiprokal et al., n.d.)

This assessment is only limited to formative or corrective scores by a student against a student or by a group of students on the learning outcomes of a student. Such an organizing system is called a reciprocal teaching style.

Teaching style reciprocal when the teacher gives lessons beforehand demonstrate and describe how the implementation. Then teacher provide an assignment sheet describes the evaluation criteria as determinants of the movement that must be done. Students are arranged in one pair play the role of the perpetrator and the others as an observer. after that the perpetrator do what it says on the sheet assignments and observers provide comments about what the perpetrator made.(Nugroho & Raharjo, 2020),Teaching styles like this are often applied in physical education learning activities in the form of paired formations.

#### b. Style of Teaching Exercises (Practice Stlye)

The practice teaching style is one of the most suitable teaching models applied to lessons, because it has the following advantages: (1) The teacher will have the opportunity to teach a large number of students at once, (2) Students learn to be

able to work independently , (3) Students learn on decisions that are in accordance with existing provisions, (4) Students learn about time constraints, (5) Students can learn about goals that must be achieved by carrying out certain tasks, (6) Students have to increase interaction individually with each student.

#### c. Inclusion Style

Inclusive teaching styles are a form of learning that emphasizes at the stages of a teaching task. The stages of the teaching assignment are designed from easy level to difficult level. From the stage-hold teaching assignment. (Pengaruh et al., 2010)The students can choose a teaching assignment according to their abilities.

Inclusive teaching styles introduce several levels of work and assign assignments at different levels. In this method students are encouraged to determine their level of performance. According to inclusion is defined as:

1. Recognition that all children and adolescents can learn and that all children and adolescents need support,
2. Acceptance and appreciation that all students have different ways and have different learning needs as a balance value that is part of normal human life,
3. Educational structures, systems and

learning methodologies that make it possible for students.

#### 4. Motor Skills

Lutan states that motor abilities are more accurately called as the capacity of a related person with an implementation and demonstration a relatively inherent skill after a lifetime kid.(Dewi & Sitompul, 2016).

Motor skills are individual skills in learning certain skills, determined broadly by the level of perceptual skills and motor skills. General motor skills, measuring speed, muscle strength and endurance, power, kinesthetics, eye-hand coordination, eye-foot coordination, agility, flexibility, accuracy and motor sensory rhythm. Motor skills can be divided into 5 types of abilities, namely: Endurance (endurance) is the ability to perform long-term training activities.(Ucd & Col, 2017)

- a. Strength (strength) is the ability to use muscle tension.
- b. Flexibility (Flexibility) is the flexibility of joint motion
- c. Speed (Speed) is the ability to move with the fastest possible speed.
- d. Explosive Power is the strength and speed of dynamic and explosive muscle contraction and involves the maximum expenditure of muscle strength in the fastest possible time.

Based on the description above, motor skills in this study are to determine the potential, talents and abilities of a person in a sport, as well as in the selection of athletes to learn certain skills so that the success of movement can be achieved, especially in a particular sport. In this study, there are two motor skills, namely:

##### a) High motor skills

Motor ability in this study is to know the potential, talents and abilities of a person in a sport, physical condition and abilities that are relatively better or more so that it can produce a high motor ability test and can see the physical condition and potential, talents, if you have the stamina. and good performance, the person can pass a series of tests smoothly and can produce a good to excellent assessment score so that he can be assessed as having high motor skills.

##### b) Low Motor Ability

Motor skills are tasks that require similar stamina, skills, strength and characteristics, therefore someone who will be tested for motor ability must have the stamina and performance to be able to carry out a series of motor ability tests, in the form of tests of strength, agility, endurance etc. . But if you don't have good stamina it will reduce the motor ability assessment score so that it is categorized as low motor ability.

### Sampling Procedures

Sugiyono, the population is the generalization area consisting of object / subject that has quality and characteristics that are.(Safitri et al., 2019)

Describe the procedures for selecting participants, including (a) The sample is part of the number and characteristics of the population. The sampling technique in this research is using random sampling. Of the total population of 236 people, 222 people were taken randomly as samples in the study. The sample was then tested for motor skills in order to determine the level of motor ability of each sample. The test results are then ranked 1-222. Of the 122 students, the level of motor skills was measured based on Verducci's opinion on the following calculations: The category of the high motoric ability group was the student who was included in the 27% highest score. The category of the low motoric ability group was students who were included in the lowest 27% score.(Hadi, 2019)

### Materials and Apparatus Procedures

This information is likely to merge the actual procedures with the materials and apparatus because it is hard to say what the participants were doing without indicating what they were doing it with. There are some fairly standard elements in the procedure. They include, (a) variables that are manipulated and measured, including independent and dependent variables, (b) any conditions or groups that you intend to compare, (c) how

participants are assigned to, or placed in, groups, (d) the role of the researcher in the session, (e) the directions that participants received, (f) the activities in which the participants engaged.

### Design or Data Analysis

The method used is the design method mexperiments, especially factorial design methods to get an optimal condition response and significant factors.(Petra, n.d.) The method used in this research is the experimental method with a 2 x 3 factorial design. Meanwhile, according to Kerlinger factorial design is a research structure which two or more independent variables are compiled together for assess their effects individually or their interactions with them dependent variable.(Setyanto, 2013)

The design determination refers to opinion, namely that the experimental units are grouped into cells in such a way that the experimental units in the cell are relatively homogeneous and many experimental units are in the cell. equal to many of the treatments currently being studied. The treatments were carried out randomly to the experimental units in each cell. The 2 x 3 factorial design matrix is:

Table. 2 x 3 factorial design

Teaching Style (A)	Resiprocal (A <sub>1</sub> )	Practice (A <sub>2</sub> )	Inklusi on (A <sub>3</sub> )
Ability Motor (B)			
High (B <sub>1</sub> )	A <sub>1</sub> B <sub>1</sub>	A <sub>2</sub> B <sub>1</sub>	A <sub>3</sub> B <sub>1</sub>
Low (B <sub>2</sub> )	A <sub>1</sub> B <sub>2</sub>	A <sub>2</sub> B <sub>2</sub>	A <sub>3</sub> B <sub>2</sub>

Information:

A = Teaching style

B = motor skills

A1 = Groups of students who are taught in a reciprocal teaching style

A2 = Groups of students who are taught in an exercise teaching style

A3 = Groups of students who are taught with an inclusive teaching style

B1 = Group of students who have high motor skills

B2 = Group of students who have low motor skills

A1B1 = Groups of students who have high motor skills are taught in a reciprocal teaching style

A2B1 = Groups of students who have high motor skills are taught in an exercise teaching style.

A3B1 = Groups of students who have high motor skills are taught in an inclusive teaching style

A1B2 = Groups of students who have low motor skills are taught in a reciprocal teaching style

A2B2 = Groups of students who have low motor skills are taught in an exercise teaching style

A3B2 = Groups of students who have low motor skills are taught in an inclusive teaching style

## RESULT

Hypothesis	Calculated Value	Table Value	Decisions	Descriptions
<b>First</b>	2,592	2,002	H <sub>0</sub> rejected	Hypothesis Tested
<b>Second</b>	2,144	2,002	H <sub>0</sub> rejected	Hypothesis Tested
<b>Third</b>	4,735	2,002	H <sub>0</sub> rejected	Hypothesis Tested
<b>Fourth</b>	21,721	3,938	H <sub>0</sub> rejected	Hypothesis Tested
<b>Fifth</b>	6,222	2,002	H <sub>0</sub> rejected	Hypothesis Tested
<b>Sixth</b>	2,036	2,002	H <sub>0</sub> rejected	Hypothesis Tested
<b>Seventh</b>	4,185	2,002	H <sub>0</sub> rejected	Hypothesis Tested
<b>eighth</b>	2,557	2,002	H <sub>0</sub> rejected	Hypothesis Tested
<b>Ninth</b>	5,068	2,002	H <sub>0</sub> rejected	Hypothesis Tested
<b>Tenth</b>	2,511	2,002	H <sub>0</sub> rejected	Hypothesis Tested

This research hypothesis testing was carried out using analysis of variance

(ANOVA) techniques. This test aims

Varians	JK	Db	RJK	F <sub>hitung</sub>	F <sub>tabel</sub>
$\alpha = 0,05$					
<b>Antar A</b>	549.233	2	274.617	11.245	3.938
<b>Antar B</b>	693.600	1	693.600	28.402	5.300
<b>Interaksi AB</b>	1060.900	2	530.450	21.721	3.938
<b>Dalam</b>	1392.000	57	24.421		
	3695.733	59			

to examine the effect of teaching style and interaction effect between teaching style and motor skills on high jump skills. The results of the next test were carried out using the t-test to determine the average difference in the long jump skill score which was formed by the factors of teaching style and motor skills. Based on the results of the analysis that has been carried out using the 2-way ANAVA model,

Based on the results of the analysis using Anova in Table 21, it can be seen that for the factor between A, namely the teaching style, the Fcount value is 11.245 with a Ftable value of 3.938 for db = 2. Thus, it can be seen that the Fcount > Ftable value is 11.245 > 3.938 which it means that there is a difference in the average score of long jump skills for groups of students who use practice teaching methods, groups of students who use reciprocal teaching methods, and groups of students who use inclusive teaching methods. So that further testing can be done to answer the first hypothesis to the third hypothesis.

## CONCLUSION

Based on the discussion of the research results, several conclusions can be drawn as follows

1. The average under passing skill score of the student group using the exercise teaching method was higher than the average long jump skill score of the student group using the reciprocal teaching method.
2. The average under passing skill score of the group of students who used the training teaching method was higher than the average long jump skill score of the group of students who used the inclusive teaching method.
3. The average long jump skill score of the group of students who used the inclusive teaching method was higher than the average long jump skill score of the group of students who used the reciprocal teaching method.
4. There is an interaction effect between teaching styles and motor skills or in other words that teaching styles and motor skills are interdependent.
5. The average under passing skill score of the group of students who used the exercise teaching method was higher than the average score of the long jump skill of the group of students who used the reciprocal teaching method in the group of students who had high motor skills.
6. The average under passing skill score of the student group who used the exercise teaching method was higher than the average long jump skill score of the student group who used the Inclusion teaching method in the group of students who had high motor skills.
7. The average under passing skill score of the group of students who used the inclusion teaching method was higher than the average score of the long jump skill of the group of students who used the reciprocal teaching method in the group of students who had high motor skills.
8. The average under passing skill score of the group of students who used the reciprocal teaching method was higher than the average score of the long jump skill of the group of students who used the exercise teaching method in the group of students who had low motor skills.
9. The average under passing skill score of the group of students who used the inclusion teaching method was higher than the average score of the long jump skill of the group of students who used the exercise teaching method for the group of students who had low motor skills.
10. The average under passing skill score of the group of students who used the

reciprocal teaching method was higher than the average score of the long jump skill of the group of students who used the inclusive teaching method in the group of students who had low motor skills

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