



## RESEARCH ARTICLE

# Improving Learning Outcomes of Basic Movement Patterns of the Game of Volleyball Through a Playing Approach for Class V Students at SDN Alue Keujrun

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## Abstract

The general objective of this research is to improve student outcomes through the implementation of Basic Movement Patterns Learning in Volleyball Games using a play-based approach. Additionally, this study aims to obtain in-depth information about the application of game variations in the basic movement patterns of volleyball. The research design employed is Classroom Action Research (CAR). The subjects in this study are 12 students from class V at SDN Alue Keujrun. The research was conducted over two meetings spanning two cycles. Each cycle consisted of four stages. The first cycle indicated that through action, students can self-motivate. From this first cycle, the result was 8%, indicating it was incomplete. The second cycle, as a reflection of the first cycle, also demonstrated that action improves student learning outcomes. The result of the second cycle was 83%, indicating completion. Based on the findings of this research, it can be concluded that: (1) Learning basic movement patterns in volleyball games using a play-based approach enhances student learning outcomes, (2) Learning basic movement patterns in volleyball games using a play-based approach motivates students and encourages active participation in the learning process.

## Keywords

Improving Learning Outcomes, Basic Movement Patterns in Volleyball, Play-Based Approach

## INTRODUCTION

School is a formal institution that is systemized as an effort to improve student achievement. The success or failure of educational activities at school is shown by changes in students' behavior, knowledge, attitudes and skills as students (UNJ, 2012). In carrying out learning, educators besides having to master the teaching material, of course also need to know how the material will be delivered and what the characteristics of the students who receive the learning material are (Arikunto, 2010). A teacher's failure in delivering teaching material is not because the teacher does not master the material to be taught but rather the teacher does not master how to convey the material to be taught (Meire, 2011). Physical education, sports and health are an integral part of overall education, where the aim of physical education itself is to develop aspects of physical fitness, movement, thinking, social and even emotional skills of a child in accordance with the objectives of national education article 3. (Ministry of Education and Culture, 2013)

The implementation of physical education, sports and health is considered to still require improvements to support the achievement of learning objectives (Suherman, 2000). There are several reasons why it is considered necessary to modify this subject, including: (1). the teacher's teaching style is still monotonous and teacher centered, (2) the teacher's lack of approach to students in the teaching and learning process, (3) the lack of learning evaluations for students at the end of the activity, (4) the lack of understanding of students and even teachers in terms of achieving learning targets, ( 5) limited teacher creativity in learning activities. Deficiencies in the learning process will have a negative effect on achieving the desired results (Sidik, 2010). These negative impacts can be in the form of: (1) students do not have the

opportunity to develop basic skills (locomotor, non-locomotor and manipulative), (2) students do not understand the movements and goals of learning, (3) students are not active and do not enjoy the learning process, (4) failure to achieve learning targets. (Aip Syarifuddin, 1992)

In the basic movement patterns of volleyball, most physical education teachers have not been able to assess what is actually the goal of achieving the learning itself. Most physical education teachers only look at the child's results without paying attention to the stages of movement in the material provided. Physical education teachers often teach using conventional methods, namely by lining up children and asking them to make movements with full energy (Sukintaka., 2014). In fact, this method is not completely wrong, but it would be good if a physical education teacher saw the child's basic movement process through its stages, so that later it would help the child to find the correct technique and have a deep understanding of the movements being studied.

Based on the description above, it is deemed necessary to improve, creativity and innovation in teaching physical education, sports and health, especially in the basic movement patterns of volleyball. Basically, teaching must refer to activities that are safe, comfortable and enjoyable (Mulyasa., 2003). For this reason, in this research the researcher tries to apply learning of the basic movement patterns of the volleyball game to fifth grade elementary school students through a play approach, in this case the researcher tries to provide material with a play approach which is expected to help students or physical education teachers in the teaching and learning process on the material. basic movement patterns of volleyball games.

## METHODS

This research was carried out at SDN Paya Demam 2, the research was carried out in odd 2022 with a sample size of 22 class V students taken using total sampling techniques. This research uses a Classroom Action Research (PTK) approach, with a kemmis and taggart design. (Endang Mulyatiningsih., 2011)

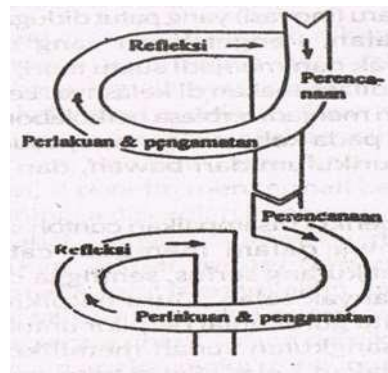


Figure 1: Kemmis and Taggart model.

Action research is a form of research design, where in the action research design the researcher can describe. Procedures need to be explained according to the type of research (Madya, 2011). The type of data, how the data is collected, with which instruments the data is collected, and the technicalities of collecting it, need to be explained clearly in this section. How to interpret the data obtained, its relation to the problem and the purpose of interpreting and explaining a social situation at the same time as making changes or interventions with the aim of improvement or participation (Suganda, 2011). Carrying out research involves colleagues as collaborators and class teachers as implementers of the action (Sudjana, 2017). The final result of the action research activities was to increase the learning of basic movement patterns in the game of volleyball in fifth grade elementary school students.

## RESULTS

### Cycle I

Based on the results of the research and evaluation carried out by the researchers, it can be concluded that through the learning model of basic movement patterns in the game of volleyball using a playing approach, it can improve the initial process, core movements and final attitudes in learning the basic movement patterns of the game of volleyball so that student learning outcomes are better than before. The final process, action and reflection were used to determine the shortcomings in implementing the planning program which emerged in the analysis of the lesson model, provision of material, application of the learning model for basic movement patterns in the game of volleyball through a playing approach.

The evaluation results obtained by students in the initial test are presented in the form of tables and bar charts as follows:

Table 1. Distribution of Learning Results for Basic Movement Patterns in the Game of Volleyball Cycle I

NO	NILAI/SKOR	F	%
1	50.0-59.0	0	0%
2	60.0-69.0	1	8%
3	70.0-79.0	10	84%
4	80.0-89.0	1	8%
5	90.0-99.0	0	0%
6	100	0	0%
JUMLAH		12	100%

Information:

$S \times F = \text{Score} \times \text{Frequency}$

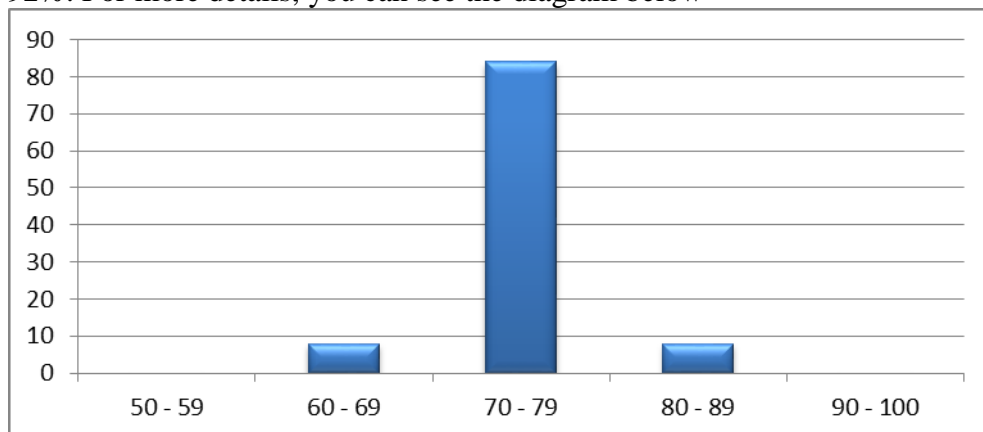
The average score of the class =  $S \times F / f$

=  $900 / 12 = 75$

Number of successful students = 1

Completion percentage = 8%

Based on student learning results in cycle I, the class average score for learning basic movement patterns in volleyball was 75, students who passed cycle I had a passing percentage of 8% and students who did not pass 92%. For more details, you can see the diagram below



TOTAL 100%

Information:

$S \times F = \text{Score} \times \text{Frequency}$

The average score of the class =  $S \times F / f$

=  $1854 / 23 = 81$

Number of successful students = 10

Completion percentage = 43%

So from the data obtained in cycle I, there was 1 student who completed cycle I with a percentage of 8% of students who passed and 11 students who did not pass with a percentage of 92%. Because this first cycle could not be said to be successful because the number of students who had completed had not reached 80% of the total, it was continued to the second cycle where action had been given with the results of around 10 students completing with a percentage of 83%.

### Cycle II

Observation results were generated from field notes (CL). Observation results from field notes regarding learning models using a play approach to improve learning outcomes for basic movement patterns in the game of volleyball.

Table 2. Distribution of Learning Results for Basic Movement Patterns in Volleyball Cycle II

NO	NILAI/SKOR	F	%
1	50.0-59.0	0	0%
2	60.0-69.0	0	0%
3	70.0-79.0	2	17%
4	80.0-89.0	8	66%
5	90.0-99.0	2	17%
6	100	0	0%
JUMLAH		12	100%

Information:

$S \times F = \text{Score} \times \text{Frequency}$

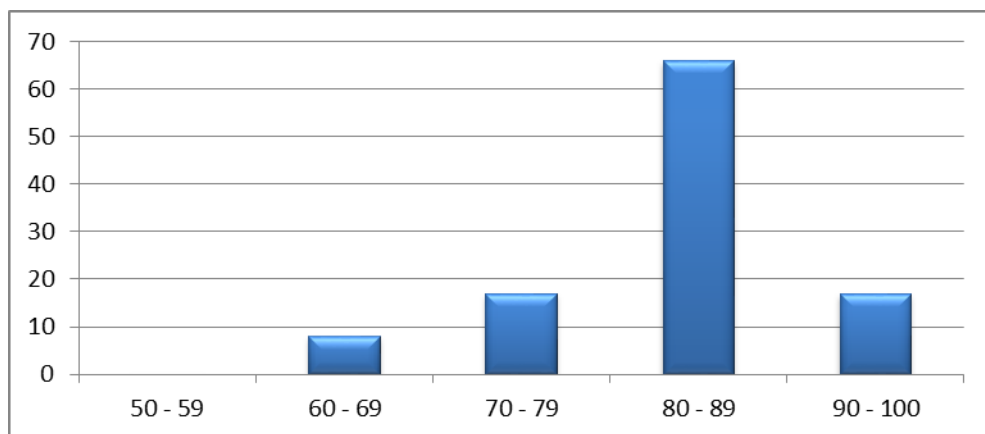
The average score of the class =  $S \times F / f$

=  $996 / 12$

= 83

Number of successful students = 10 Percentage of success = 83%

Based on the table above, we can conclude that 10 people completed the test with a presentation of 83%. This can be seen from the histogram graph below:



Based on student learning results in cycle I, the class average score for lower passing learning was an average of 81, students who passed in cycle I had a passing percentage of 43% and students who did not pass 57%. For more details, you can see the diagram below

Figure 3. Bar Diagram of Learning Results of Basic Movement Patterns of Volleyball Game Cycle II

At this last meeting, the students seemed to have made a lot of changes and progress, where the students had applied the playing approach learning approach to the basic movement pattern material of volleyball games, where the students were able to do the starting, core movements and final stance correctly. Students have experienced a lot of progress, overall students and teachers carry out learning well and correctly. It has been proven that students apply this playing approach in practice on the basic movement patterns of volleyball with satisfactory results where classically 80% have been completed according to the specified target.

An increase of 10 students who passed or 83% of the total number of students shows that students have progressed in participating in athletics learning with a play approach. Researchers and collaborators have found answers that have become research material, namely the application of learning with a play approach to the basic movement patterns of the volleyball game. can improve learning outcomes.

Table 3. Comparison of the results of assessing basic movement patterns in the game of volleyball

No	Kategori	Nilai kelulusan	Siklus 1		Siklus 2	
			F	%	F	%
1.	Lulus	> 75	1	8	10	83
2.	Tidak lulus	< 75	11	92	2	17
3.	Σ		12	100	12	100

It can be seen from the table above that in cycle 1 there were 1 students (8%) who passed and 11 students (92%) did not pass, in cycle 2 there was a significant increase in that there were 10 students who passed. (83%) and 2 people (17%) did not pass, so it can be concluded that there is an increase in learning outcomes for basic movement patterns in volleyball seen from cycle 1 compared to cycle 2. More details can be seen from the histogram diagram below.

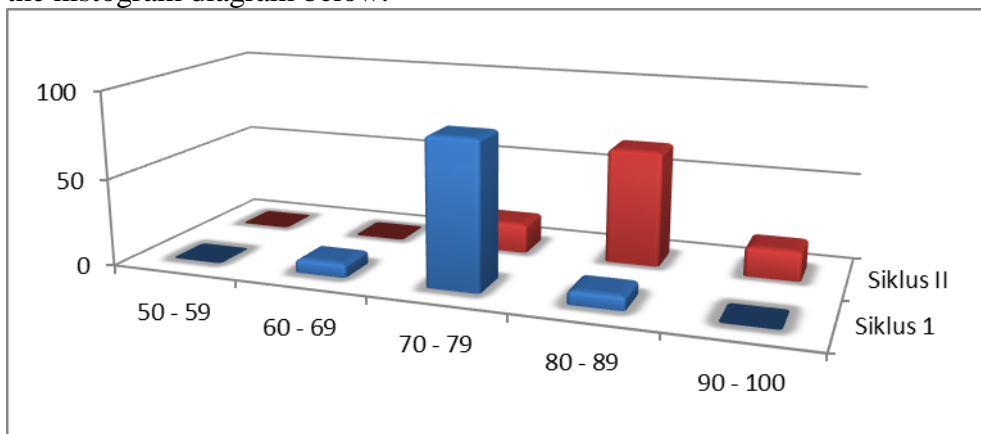


Figure 4. Comparison graph of learning outcomes for basic movement patterns in the game of volleyball

According to researchers and collaborators, the research stops here and is not continued to the next cycle, because the problem has been answered, namely through research on the application of a play approach to the basic movement patterns of volleyball in the teaching and learning process.

## CONCLUSION

The researcher's hope is that 80% of students will be active and enthusiastic in participating in learning activities. So that in the second cycle the researchers succeeded in improving the learning approach by providing understanding and direction according to the students' conditions at that time. The result was

that 10 students were active in participating in athletic learning, only 2 students were sometimes active and sometimes indifferent. Based on student learning outcomes in the first cycle, the average score for the lower passing learning class was 75 with a completion percentage of 8% of students who passed and student learning outcomes in the second cycle was 83 with a completion percentage of 83% of students who passed. Based on the research results that have been presented, in general it can be concluded that there is an increase in student learning outcomes with the playing approach to the basic movement patterns of the volleyball game in physical education learning for class V Alue Keujrun students.

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