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

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Abstract

Objectives: This research aims influence teaching style (self training, comando, and divergen) movement ability (high and low) to upon passing learning in volley ball.

Methods: The method is used eksperiment with factorial desain 2 x 3. The population in this research is 241 person with sample 120 person that choiced as random and clarificationed depend on movement student's ability.

Results: The resiult of this resarch show that 1. There is distinction between self training teaching style and the comando to the result of learning up passing all with the value t_{hitung} = 6,357 dan sig = 0,006; 2. There is distinction between self training teaching style and the divergen to the result of learning up passing all with the value t_{hitung} = 9,019 dan sig = 0,000; 3. There is distinction between self training teaching style and the divergen to the result of learning up passing all with the value t_{hitung} = 8,653 dan sig = 0,000 ; 4. There is interaction between (self training, comando, and divergen) and ability movement (high and low) the result of up passing all as with value $F_o(AB)$ = 36,557 dengan p-value (sig) = 0,000; 5. There is distinction between self training teaching style and comando to the result up passing ability to students ability of movement high with value t_0 (A_1B_1- A_2B_1) = 6,126 and p-value (sig) = 0,000; 6. There is distinction between self training teaching style and divergen the result of up passing to the student's ability of movement high with value t_0 (A_1B_1- A_3B_1) = 9,633 and p-value (sig) = 0,000; 7. There is distinction between self training teaching style of comando and divergen the result of up passing to the student's ability of movement high with value t_0 (A_2B_1- A_3B_1) = 3,507 and p-value (sig) = 0,0005. 8. There is distinction between self training teaching style of comando and the result of up passing to the student's ability of movement low with value t_0 (A_1B_2- A_2B_2) = -5,752 and p-value (sig) = 0,000; 9. There is distinction between self training teaching style of divergen and the result of up passing to the student's ability of movement low with value t_0 (A_1B_2- A_3B_2) = 5,658 and p-value (sig) = 0,000; 10. There is distinction between self training teaching comando and divergen to the result of up passing to the student's ability of movement low with value t_0 (A_2B_2- A_3B_2) = 11,410 and p-value (sig) = 0,000.

Conclusion: The implemetation of teacing style in up passing learning to the students' ability in movement high gets the result the learning result. The good learning is self training teaching style than comando teaching style and divergen.

Keywords : Teaching Style, Movement Ability and Learning Result of Up Passing.

INTRODUCTION

Efforts to achieve good learning outcomes in learning physical education, then physical education teachers need to seek an effective and attractive teaching style. Therefore, the physical education teacher should try to optimize the student's influence in the process of physical education, that is presenting the forms of learning ability of motion is good and correct, in order to encourage students to understand, and able to do it.

The provision of physical education in elementary schools has been oriented to the teaching of sports branches that lead to the mastery of techniques. Essentially the essence of physical education is motion. In this sense there are two things that must be understood is to make the motion as an educational tool and make the movement as a tool for fostering and developing the potential of learners. Therefore, educational personnel are required to generate passion and motivation of children in the move. Because moving is not only a natural need for primary school learners, it also shapes, nurtures and develops children. Meanwhile, from other side of motion activity can improve intellectual ability of students.

The fact that found in the field, in junior high school (SMP) 3 One Roof, the process of teaching physical education is not very good, students feel bored in following the lesson, especially in the game of volleyball so that the completeness of learning outcomes passingatas the student is not maximized. When learning passingatas in volleyball there are still many students' mistakes in performing the movements required in the passing. For example in the attitude perenaan, there is still a mistake that is, students have not been able to maximally adjust the speed of the arrival of the ball with the movement of the hand arm when touching the ball. Then in the final attitude in passingatas, the student does not return to the initial position of passingatas. As a result less effective is learning process so that students difficulty are learning pemas, either in the form of ability, physical, or in the process of learning in school as a whole.

The role of teachers in the process of learning pemas a special volleyball in between is not independent of the students themselves, as well as the role of teachers in choosing the appropriate teaching style approach and effective so that students can understand and easily understand the learning materials presented in accordance with the expected goals . The ability of teachers to choose and present the teaching style material that is determined by the ability and experience in the process of learning volleyball. In relation to that, then in doing the process of volleyball is chosen approach of teaching style that is appropriately and easily applied to the students, so that various basic motion and movement coordination can be mastered properly and correct and speed of thinking in doing physical education education activity in school.

The teaching style is chosen and applied is as an effort to create conditions that enable students to learn effectively and efficiently so that the purpose of teaching can be achieved. In this regard, the primary responsibility of the teacher or coach is direct and to assist the student to streamline the learning process. Relation to the above, the style of teaching that can be used by teachers as an effort to improve the ability of students in passing up is a style of teaching self-train, command, and divergent.

METHOD

The method is used in this research is the experimental method with 2 x 3 factorial design. The treatment is done randomly to the experimental units inside each cell. The 2 x 3 factorial design factorial matrix is:

Table 1. Factorial Design 2 x 3.

Teaching Style (A) / Movement ability (B)	*Melatih Diri (SelfTeaching)* (A_1)	comand (A_2)	Divergen (A_3)
High (B_1)	$A_1 B_1$	$A_2 B_1$	$A_3 B_1$
Low (B_2)	$A_1 B_2$	$A_2 B_2$	$A_3 B_2$

The target population in this study were all students of grade VIII of SMP Negeri 3 Satu Atap Labuhan Batu Utara, while the population reached to the students of grade VIII and numbered 236 men and women. The sampling technique in this research is using random sampling. the total of population of 236 people were taken 222 people randomly as samples in the study. The samples were then tested for motion capability with the aim to determine the level of motion capability of each sample. The test results are ranked 1-222.From the results of the test rankings are then taken 27% (60 people) from above as a group with high motility and 27% (60 people) from below as a group that has been low ability of motion, so the total number of samples to be given treatment that is as much as 120 people. Stages in data collection are (1) motion ability test, and (2) passing ability test with indicator (a) preparation stage (thebackswingphase) consisting of leg attitude, attitude, hand attitude, head attitude; (2) the stage of execution (thestrikingphase) consisting of the movement of the feet, the position of the hand and the perenaan ball, body movement and head, and hand movements; (3) the stage of movement (thefollow-throughphase) which consists of the

attitude of the feet, hand attitude, posture, and attitude of the head and back willing. the data in this study used two-lane analysis of Variance (ANOVA) with the design of treatmentby level 2 x 3 at significant level α = 0,05. Before performing the analysis of variant, as requirement to fulfill requirement of data analysis, firstly tested sample normality with Liliefors, while to find homogeneity level of population variance by using Barlett test. Furthermore, if there is interaction (result of Anova calculation) that is followed by Tukey test which aims to know the level of significance of F arithmetic with significance level α = 0,05.

RESULTS AND DISCUSSION

1. Data Description

Description of the learning result of passing on volleyball is described as follows :

Tabel 2. Descriptive statistics					
Dependent Variable: the result of up Passing					
Teaching Style	Cognitive Ability				
		Mean	Std. Deviation		N
Self Training	High	39,80	4,287		20
	Low	29,90	3,523		20
	Total	34,85	6,335		40
Comando	High	33,25	3,143		20
	Low	36,05	2,460		20
	Total	34,65	3,126		40
Divergen	High	29,50	2,724		20
	Low	23,85	3,801		20
	Total	26,68	4,341		40
Total	High	34,18	5,469		60
	Low	29,93	5,985		60
	Total	32,06	6,095		120

Source: Primary data processing result (2017)

Based on Table 2. above, it can be seen that the average learning outcomes of passing up in a volleyball game group of students taught by using a self-taught teaching style get a score of 34.85 more when compared with the command teaching style with average score 34,65 and divergent teaching style is 26,68. Based on the group of students who has high motion skills that has a meaning value of passing learning outcomes are taught 39.80 self-taught. teaching style is better than students taught with a command teaching style 33.25 and divergent teaching style 29.50. Similarly, on the contrary, the average upper passing learning outcomes that have low motion capability are taught by using divergent teaching style that is 23.85 is lower than the average of upper passing learning outcomes taught by using self-training teaching style 29.90, and the command teaching style 36,05.

2. Hypothesis testing

Hypothesis testing was done by t-test technique and Analysis of Variance (ANOVA) two lane then continued by doing Tuckey test. The process of data analysis is done by using softwareSPSS. Two-way ANOVA analysis was conducted with the aim to know the effect of each independent variable on the dependent variable and the interaction effect.

1. **Test Results t-test (Paired Samples Test)**

   a. Testing of difference learning result of passing data on group A1 and A2

T-test (pairedsamplestest) test is done using SPSS. The testing process was performed on the passing learning outcomes of the group of students taught by using self-training teaching style (A1) and command teaching style (A2) with the test criteria that if the sig (2-tailed) ≥ 0.05, then H0 is

accepted and H1 rejected and if sig (2-tailed) <0,05, then H0 is rejected and H1 accepted. The results of tests performed on data groups A1 and A2, using t-test (pairedsamplestest) are presented in Table 5. below.

		Paired Differences							Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Df	
					Lower	Upper			
Pair 1	A1 - A2	0,200	8,033	1,270	-2,369	2,769	6,357	39	0,006

Tabel 5. Paired samples test

Based on the results of the analysis in Table 5. on the difference in learning outcomes of passing over the group of students taught by using self-taught teaching styles and commando style of learning known that the value of Sig. (2-tailed) = 0.006, then sig (2-tailed) <0.05 or 0.006 <0.05, thus the first hypothesis H0 is rejected and H1 is accepted. Then there is a significant difference between the teaching style of self-training (A1) and command (A2) to the overall passing learning outcomes.

b. Testing of difference data of learning result of passing over group A1 and A3

Data analysis of difference of learning result of passing on group A1 and A3 was done on passing learning result of group of students taught by using self-training teaching style (A1) and divergent teaching style (A3) with test criteria if sig value (2-tailed) ≥ 0 , 05, then H0 is accepted and H1 is rejected and if sig (2-tailed) <0,05, H0 is rejected and H1 is accepted. The results of tests performed on data groups A1 and A3, using t-test (pairedsamplestest) are presented in Table 6. below.

		PairedDifferences							Sig. (2-tailed)
		Mean	Std. Deviation	Std. ErrorMean	95% Confidence Interval of theDifference		t	Df	
					Lower	Upper			
Pair 1	A1 – A3	8,175	5,733	0,906	6,342	10,008	9,019	39	0,000

Tabel 6. *Paired Samples Test*

Based on the results of the analysis in Table 6. on the differences in learning outcomes passing over the group of students taught by using self-taught teaching style and divergent teaching style is known that the value of Sig. (2-tailed) = 0,000, then sig (2-tailed) <0,05 or 0,000 <0,05, thus the second hypothesis H0 is rejected and H1 is accepted. So it can be concluded that there is a significant difference between the teaching style of self-training (A1) and divergent (A3) to the overall passing learning outcomes.

c. Testing of difference data of learning result of passing over group A2 and A3

Data analysis of difference of learning result of passing over group A2 and A3 was done on passing learning result of group of students taught by using command teaching style (A2) and divergent teaching style (A3) with test criteria if sig value (2-tailed) ≥ 0, 05, then H0 is accepted and H1 is rejected and if sig (2-tailed) <0,05, H0 is rejected and H1 is accepted. The results of tests performed on data groups A2 and A3, using t-test (pairedsamplestest) are presented in Table 7. Below

Tabel 7. Paired samples test

			Paired Differences						
		Mean	Std. Deviation	Std. ErrorMean	95% Confidence Interval of theDifference		T	Df	Sig. (2-tailed)
					Lower	Upper			
P air 1	2 − A3	7,975	5,829	0,922	6,111	9,839	8,653	39	0,000

Based on the results of the analysis in Table 8. on the difference in learning outcomes of passing over the group of students taught by using the command teaching style and divergent teaching style it is known that the value of Sig. (2-tailed) = 0,000, then sig (2-tailed) <0,05 or 0,000 <0,05, thus the third hypothesis H0 is rejected and H1 is accepted. It can be concluded that there is a significant difference between the command teaching style (A2) and divergent (A3) to the overall passing learning outcomes.

2. Path Anova Test Results

Tabel 8. *Tests of between-subjects effects*

Dependent Variable: Result

| Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	3117,342[a]	5	623,468	54,537	0,000
Intercept	123328,408	1	123328,408	10787,983	0,000
A	1739,617	2	869,808	**76,085**	**0,000**
B	541,875	1	541,875	**47,400**	**0,000**
A * B	835,850	2	417,925	**36,557**	**0,000**
Error	1303,250	114	11,432		
Total	127749,000	120			
Corrected Total	4420,592	119			

ANOVA test results using SPSS then it can be argued that:
1. Main Effect
   a. In the F column of the 3rd row (three), it is seen that the value Fo (A) = 76.085 with p-value (sig) = 0,000. Thus p-value (sig) <0,05 or 0,000 <0,05. This means that overall there is a difference in upper passing learning outcomes between self-taught teaching styles, command teaching styles, and divergent teaching styles.
   b. In column F of row 4 (four), it is seen that the value Fo (B) = 47,400 with p-value (sig) = 0,000. Thus p-value (sig) <0,05 or 0,000 <0,05. This means that there is a difference between a high-ability student group and a low-mobility student group of upper passing learning outcomes.
2. Interaction Effect (Interaction Effect).
   Based on Table 8. in column F of row 5 (five) it is known that the value Fo (AB) = 36.557 with p-value (sig) = 0,000. Thus p-value (sig) <0.05 or 0,000 <0.05, then the fourth hypothesis H0 is rejected and H1 is accepted. This means that there is a significant interaction effect between factor A (teaching style) and factor B (ability of motion) to upper passing learning result. It can be seen from the results of the analysis in Table 8. that the R-Squared = 0.705, thus the influence of teaching style, keeterampilangerak, and the interaction between teaching style and the ability of motion toward the result of passing up learning is 70,50%.
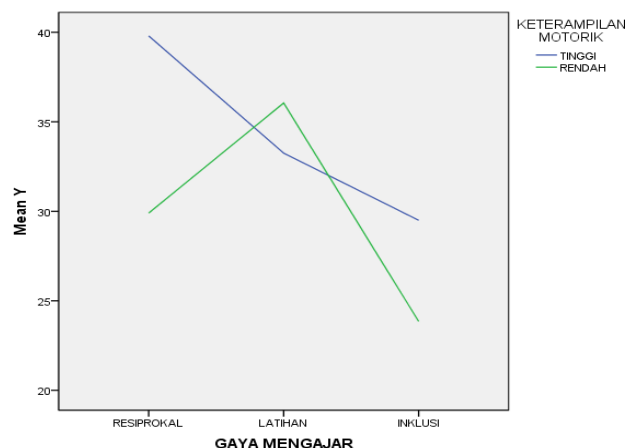
Based on ANOVA test result known that the influence of interaction between teaching style and motion ability is significant. Thus, it can be continued to test the average difference in each treatment group. The result of simple effect analysis test (simpleeffect) is presented in Table 9. Below.

Table 9. Contrast Test

		Contrast	Value of Contrast	Std. Error	t	df	Sig. (2-tailed)
learning outcomes	Assumeequalvariances	1	6,55	1,069	6,126	114	0,000
		2	10,30	1,069	9,633	114	0,000
		3	3,75	1,069	3,507	114	0,001
		4	-6,15	1,069	-5,752	114	0,000
		5	6,05	1,069	5,658	114	0,000
		6	12,20	1,069	11,410	114	0,000
		7	9,90	1,069	9,259	114	0,000
		8	-2,80	1,069	-2,619	114	0,010
		9	5,65	1,069	5,284	114	0,000

Based on the above table can be simple effects test results (simpleeffect) can be stated that:
1. The fifth hypothesis that states the learning outcomes of passing over a group of high-motion students and taught by using self-training teaching style (A1B1) is better than the students taught by command-teaching style (A2B1). This is evidenced by the value t0 (A1B1-A2B1) = 6,126, p-value = 0,000 / 2 = 0,0000 <0.05 then H0 is rejected and H1 is accepted. The rataskor result of learning passing over group A1B1 = 39,80 higher with group A2B1 = 33.25
2. The sixth hypothesis that states the learning outcomes of passing over high-motivated student groups and taught by using self-training teaching styles (A1B1) is better than those taught by diverging teaching styles (A3B1). This is evidenced by the value t0 (A1B1-A3B1) = 9,633, p-value = 0,000 / 2 = 0,000 <0.05 then H0 is rejected and H1 is accepted. The rataskor result of learning passing over group A1B1 = 39,80 higher with group A3B1 = 29,50.
3. The seventh hypothesis that states the learning outcomes of passing over a group of high-ability students and taught by using a command teaching style (A2B1) is better than the students taught with divergent teaching style (A3B1). This is evidenced by the value t0 (A2B1-A3B1) = 3.507, p-value = 0.001 / 2 = 0.0005 <0.05 then H0 is rejected and H1 is accepted. The rataskor result of learning passing over group A2B1 = 33,25 higher with group A3B1 = 29,50.
4. The eighth hypothesis that states the learning outcomes of passing over low-motion group of students and taught by using self-training teaching style (A1B2) is lower than the students taught

by command-taught style (A2B2). This is evidenced by the value of t0 (A1B2-A2B2) = -5.752, p-value = 0,000 / 2 = 0,000 <0.05 then H0 is rejected and H1 is accepted. The rataskor result of learning passing over group A1B2 = 29.90 lower than group A2B2 = 36,05.

5. The ninth hypothesis that states the learning outcomes of passing over low-motion group of students and taught by using self-training teaching style (A1B2) is better than the students taught by divergent teaching style (A3B2). This is evidenced by the value of t0 (A1B2-A3B2) = 5,658, p-value = 0,000 / 2 = 0,000 <0.05 then H0 is rejected and H1 is accepted. The rataskor result of learning passing over group A1B2 = 29,90 higher than group A3B2 = 23,85.

6. The tenth hypothesis that states the learning outcomes of passing over the low-motion group of students and taught by using the command teaching style (A2B2) is better than the students taught by divergent teaching style (A3B2). This is evidenced by the value of t0 (A2B2-A3B2) = 11.410, p-value = 0,000 / 2 = 0,000 <0.05 then H0 is rejected and H1 is accepted. The rataskor result of learning passing over group of students capable A2B2 = 36,05 higher than group A3B2 = 23,85.

CONCLUSION AND SUGGESTION

1. Based on the results of the above research, it can be concluded as follows. There is a difference between the teaching style of self-training and command to the overall passing learning outcomes with the tcount = 6.357 and sig = 0.006.

2. There is a difference between self-training and divergent teaching styles to the overall passing learning outcomes with thitung = 9,019 and sig = 0,000.

3. There is a difference between command and divergent teaching styles to the overall passing learning outcomes with tcount = 8.653 and sig = 0,000.

4. There is an interaction between the teaching style (self-training, command, and divergence) and the ability of motion (high and low) to the overall passing learning result with the value of Fo (AB) = 36.557 with p-value (sig) = 0,000.

5. There are differences in self-training and command-line teaching styles on passing top learning results in high-ability students with values with t0 (A1B1-A2B1) = 6,126 and p-value (sig) = 0,000.

6. There are differences in self-training and divergent teaching styles on upper passing learning outcomes in high-motility students with t0 (A1B1-A3B1) = 9,633 and p-value (sig) = 0,000.

7. There is a difference of command and divergent teaching style to the upper passing learning outcomes in high-motility students with the value of t0 (A2B1-A3B1) = 3.507 and p-value (sig) = 0.0005.

8. There are differences in self-training and command-line teaching styles on passing top learning outcomes in low-motion students with t0 (A1B2-A2B2) = -5,752 and p-value (sig) = 0,000.

9. There are differences in self-taught and divergent teaching styles on upper passing learning outcomes in low-motion students with t0 (A1B2-A3B2) = 5,658 and p-value (sig) = 0,000.

10. There are differences in command and divergent teaching styles to the upper passing learning outcomes of low-motion students with t0 (A2B2-A3B2) = 11.410 and p-value (sig) = 0,000.