



Improve the Motivation of Learning and Learning Outcomes Passing Down volleyball Through Cooperative Learning Model

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History Article

Received 03 July 2018
Approved 1 October 2018
Published November 2018

Keywords

Learning model; STAD type cooperative, & student learning motivation; learning result of passing under volleyball

Abstract

The purpose of this research is to know the improvement of learning motivation and the result of passing down learning in volleyball game through applying cooperative learning method Student Teams Achievement Divisions (STAD) in class V SD Raden Patah. The type of research used in this study is Classroom Action Research (CAR). Working procedures taken in this PTK is a cycle, which consists of four stages, namely the planning (planning), the stage of action (action), observation (observation) and reflection stage (reflection). The result of the research shows that in cycle 1 students' learning motivation and learning result of passing under volleyball as many as 20 students (65%) have achieved minimum mastery criteria (KKM) and the remaining 11 students (35%) have not reached KKM. In Cycle II the students' learning motivation and learning outcomes of passing under the volleyball were 27 students (87%) had achieved KKM scores and 4 students (13%) had not reached KKM scores. Based on the results of the study of passing out learning under volleyball by using STAD type cooperative learning model can increase the interest and motivation of learning to passing learning process under volleyball so as to achieve KKM value. Improvement of learning outcomes of students of grade V SD Raden Patah Surabaya can be seen from each aspect during cycle I and cycle II. Psychomotor value in cycle I reaching KKM as much as 65%, while in cycle II reach 87%. Results of cognitive assessment during the first cycle as much as 74% and increased in cycle II to 94%. Based on the above analysis, it can be concluded that through cooperative learning model type STAD can improve learning motivation and learning outcomes passing under volleyball on subjects PJOK in grade V students Semester II SD Raden Patah Surabaya Lesson Year 2017/2018.

How to Cite

Wibisono, R., Kartiko, D. C., Hartoto, S. (2018). Efforts to Improve the Motivation of Learning and Learning Outcomes Passing Down volleyball Through Cooperative Learning Model. *Journal of Physical Education, Health and Sport*, 5(2), 39-45.

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INTRODUCTION

School as one educational institution is directly responsible for the full performance of quality education and able to fix all aspects of the authority in the implementation of school management. Among them is through improving the learning process to become more qualified in accordance with the competencies to be achieved. The learning process applied should pay attention to the specifications of the characteristics of the subjects as well as the development of learners so as to create a conducive, enjoyable, effective and visible atmosphere in the lessons. Learning process is expected to contain 3 domains or aspects, namely: cognitive, affective, psychomotor.

Along with the progress in the world of education, there are many methods of learning that can be one of the alternative solutions of existing learning problems, as well as can be used to create successful learning objectives. Nevertheless, the method of learning has not been widely applied in schools because many teachers have not yet learned the methods of learning. Providing interesting, practical, and desirable learning of students is the task of a teacher, especially the physical education teacher of sports and health (PJOK). Therefore, teachers should be able to adjust the needs associated with students and learning materials. Teachers must also be able to apply approaches, models, methods and strategies in accordance with the learning materials to be delivered.

One of the basic competencies of PJOK in the 2013 revision curriculum at elementary level is basic competence number 4.1, which is to practice the results of analysis of motion skills of one big ball game and to prepare improvement plan.

In the game of volleyball there are some basic techniques, namely service, passing, smash, and blocking. For passing down, the mastery of lower passing techniques by students tends to be low. Many factors that influence the low mastery of passing technique lower, either caused by factors from teachers, students and due to limited facilities for the infrastructure of passing exercises.

From the observation that the researcher did on SD Raden Patah, explained that the class V consisted of 2 classes with the number of 61. In the learning process of practice, found the learning result is still low, it is proven in student skill test which complete 37 students (60,6%) and still unfinished 24 (39,3%) students have not succeeded in reaching Minimum Exhaustiveness Criteria (KKM), because student's learning motivation is still low in learning PJOK. Especially in

the less passing lesson this PJOK subject teachers use learning patterns that tend to be monotonous and only use the lecture method so that the technique of passing down the material presented becomes difficult for students to understand. In student learning also tend to look individualistic, students who have been able to function less to help their friends who have not been able to. This shows that in the learning process of passing down techniques, students are less encouraged to develop social aspects such as cooperative ability, mutual respect among peers, mutual help, discipline, and other social aspects, with the delivery of information, instruction and learning activities centered on the teacher.

The direct impact of the approach makes the students' learning motivation tends to be low and students' learning outcomes are technical skills in volleyball games, especially the bottom passing technique is still not complete. Students' learning outcomes in lower passing skills for VA Class SD Raden Patah in the academic year 2017/2018 showed that out of 31 students, 20 students (56%) were incomplete and only 11 students (44%) completed the lower passing technique.

Looking at the problem, it is necessary to model the learning or the way that can be taken so that the learning motivation and learning outcomes of volleyball on the bottom passing material increases and the KKM is achieved. If the method used by the teacher does not involve active students, learning is less effective and ultimately can lead to low motivation and student learning outcomes. The success of a learning can be measured from the success of students who follow the learning. Meanwhile, good learning outcomes should be supported by a quality learning process, which is a learning process that can generate student learning motivation on the learning objectives to be achieved that is learning outcomes. According to Wicaksono (2009, p.38) explains that important concepts of learning motivation are:

- (1) Learning motivation is an internal process that activates, guides and maintains behavior over time;
- (2) learning motivation depends on the theory it describes;
- (3) learning motivation can be enhanced by emphasizing learning objectives;
- (4) motivation can be if teachers generate student interest, provide feedback frequently and immediately;
- (5) learning motivation can increase in students when teachers reward value, specific, and trustworthy;
- (6) achievement motivation can be defined as a general tendency to seek success and choose activities that are oriented to success

or failure.

With this explanation, a teacher needs to try to apply alternative learning model and method to improve learning motivation and student learning outcomes. One effective learning model is as follows:

STAD type cooperative learning According to Trianto (2010, p.68) is one type of cooperative learning model using small groups with the number of members of each group of 4-5 students heterogeneously. Beginning with the delivery of learning objectives, delivery of materials, group activities, quizzes, and group awards. And the results of research from Pramana (2012) entitled "Comparison of Cooperative Learning Teaching Type STAD (Student Teams Achievement Division) and TGT (Teams Games Tournament) Against the Ability of the Badminton Service Punch". Based on the results of this study, STAD learning model shows the capability of the badminton service boost increases with the pretest result is 405 the posttest increase is 563".

Based on the background and some of the research results, the researcher is interested to know more about the application of cooperative learning method Student Teams Achievement Divisions (STAD) on PJOK subjects in research entitled: "Efforts to Increase Learning Motivation and Learning Outcomes Under Volleyball Through Learning Model Co-operative Student Teams Achievement Divisions (STAD)".

METHOD

This research is classified into Classroom Action Research (CAR) research. Iskandar (2011, p.21) defines classroom action research (PTK) as "a scientifically rational, systematic and empirical research activity that is reflective of actions done by teachers or lecturers (educators) kalaborasi (team of researchers) who as well as researchers. "Sukidin, et al (2008: 16) said that" TOD is done to improve the ability of teachers in carrying out tasks, deepen understanding of the actions taken, learning practices that have been done".

Participant Observation

The subjects of this study are the subjects of PJOK and grade 5 students of SD Raden Patah Surabaya in the lesson year 2017/2018. VA class students are 31 people consisting of 13 men and 18 women. Students in the Vini class is still low learning motivation and engineering skills passing down in the game volleyball.

Instrument

Before the implementation begins the researcher has a list of values, or a collection of student learning outcomes generated before the first cycle and cycle II implemented. After we know the learning outcomes of the pre cycle, then before melaksanakan cycle I and cycle II then the researchers prepare a list of values pembuatan and observation sheet for given to peers, to be filled when peers carry out learning observations.

The tool used as data collection is the observation / observation sheet as the process and test value as the final result, and the questionnaire questionnaire as the completeness data from the students. Data taken with this observation activity the implementation of the action during the learning. How the implementation of learning passing under volleyball whether it is in accordance with the planned or not.

Data Analysis

The data collected at each observation activity from the implementation of the classroom action research cycle (PTK) was analyzed descriptively. Analytical technique is done because as large data collected in the form of descriptive description of the learning process on the subject of passing under the volleyball. After we perform the action cycle I and cycle II then the test results are examined. The results of this check is further presented in the form of tabulation score and conducted assessment. Initially, the data obtained learning results are calculated average, seen mastery learning, and also calculate the percentage of completeness. To know the success in this classroom action research there are two indicators as a reference, namely: 1. Increasing student activity in passing learning process under volleyball through STAD type cooperative learning model. Secuuitatif can be seen from the average change of observation score and seen from student response to learning through observation sheet or observation. 2. Improvement of student learning outcomes is done by comparison with the previous action of all students who get more or equal value with minimal mastery competence (KKM) that is 75. this can be seen from the average change of previous learning result and after classroom action research took place.

RESULT AND DISCUSSION

Based on the basic competence test of big ball game on learning material passing down volleyball, the result is still less satisfactory, student attention is not focused on learning, especially

when the teacher deliver the material, it is caused by the teacher has not used the appropriate method of learning in the material passing down volleyball. In the initial condition after the test, there is still a value below the KKM.

Data retrieval is done during the execution of cycle I action. Description of data taken after cycle I action is presented in **Table 1-5** form as follows:

Implementation of Cycle I

Table 1. Teacher Activity Observation Sheet Results

Meeting	Score	Criteria
Meeting I	9	Great
Meeting II	10	Excellent

Based on **Table 1** sheets of teacher activity observation consists of 12 statements filled by the observer there is the result that, the teacher has been carrying out the learning process well although there are some that still not reconciled. This is evidenced by the results of the observation sheet of teacher activity filled by the observer at the meeting I score of 9 good categories and meeting the II score of 10 categories very well.

Table 2. Data of Student Activity Observation Sheet

Meeting	Score	Criteria
Meeting I	9	Great
Meeting II	10	Excellent

Based on **Table 2** sheets of student activity observation consists of 12 statements filled by the observer there are results that, students have followed the learning process well although there are some students who are still not serious. This is evidenced by the results of the observation sheet of teacher activity filled by the observer at the meeting I score of 9 categories both once and the meeting II score of 10 categories is very good.

Table 3. Description of Learning Data on Cognitive Learning Passing Under Volleyball

Criteria	Total Of Student	Prosentase
Complete	23	74%
Not Complete yet	8	26%
TOTAL	31	100%

Based on **Table 3** the results of the description of the first cycle data, the result of cognitive

rating assessment under volleyball of grade 5 students of SD Raden Patah is 23 students (74%) has reached minimum completeness criteria (KKM) and the remaining 8 students (26%) have not reached KKM.

Table 4. Data Description of Learning Results Passing Under Volleyball

Criteria	Total Of Student	Prosentase
Complete	20	65%
Not Complete yet	11	35%
TOTAL	31	100%

Based on **Table 4** the results of the description of the first cycle data, the result of passing learning under volleyball of grade V students of SD Raden Patah is as many as 20 students (65%) have achieved minimum completeness criteria (KKM) and the remaining 11 students (35%) have not reached KKM.

Student motivation questionnaire observation sheets contain 25 statements filled by students of class V. By describing the results of the percentage of values as follows **Table 5**:

Table 5. Results Questionnaire Motivation Learning Cycle I

Name	Prosentase	Category
APKP	65%	Strong
ARAA	65%	Strong
AAAP	66%	Strong
AFDBZ	66%	Strong
ARS	67%	Strong
ALA	64%	Strong
AHPP	66%	Strong
BAS	66%	Strong
DPF	69%	Strong
DNW	66%	Strong
FRP	66%	Strong
FRM	66%	Strong
FZGRP	68%	Strong
HRT	66%	Strong
JFR	66%	Strong
NSIRN	66%	Strong
NHA	72%	Strong
NN	68%	Strong
NAR	67%	Strong
NAK	65%	Strong
QAB	68%	Strong

RCP	66%	Strong
RAW	66%	Strong
RYP	67%	Strong
SAS	67%	Strong
SRI	66%	Strong
SACP	65%	Strong
SZ	67%	Strong
VRR	65%	Strong
VSN	66%	Strong
ZAN	65%	Strong

Based on **Table 5** student motivation observation sheet consisting of 25 statements there are results that students follow learning PJOK in terms of motivation to get good category.

Implementation of Cycle II

Follow-up of analysis and reflection result done in cycle I. student learning outcomes in cycle I show improvement, but not yet fulfill the target of achievement, so do cycle II action with reference to action of cycle I, phase II cycle action is as follows **Table 6-10**;

Table 6. Sheet Result Observation of Teacher Activity Cycle II

Meeting	Score	Criteria
Meeting I	11	Great
Meeting II	12	Excellent

Based on **Table 6** observation sheet of teacher activity consists of 12 statements filled by the observer there are results that, researchers have implemented the learning process in accordance with the RPP although there are some that have not been conveyed. This is evidenced by the results of the observation sheet of teacher activity filled ole observer at meeting I score of 11 categories both once and meeting II score of 12 categories very well.

Table 7. Result of Student Activity Observation Sheet Cycle II

Meeting	Score	Criteria
Meeting I	11	Great
Meeting II	12	Excellent

Based on **Table 7** sheets of student activity observation consists of 12 statements filled by the observer there are results that, students have followed the learning process well although there are some students who are still not serious. This is evidenced by the results of the observation sheet

of teacher activity filled by the server at the meeting I score of 11 categories both once and the meeting II score of 12 categories is very good.

Table 8. Data Description Cognitive Value Cycle II

Criteria	Total Of Student	Prosentase
Complete	29	94%
Not Complete yet	2	6%
TOTAL	31	100%

Based on **Table 8** the result of description of cycle II data, the result of learning passing under volleyball of class V students of SD Raden Patah is 29 students (87%) have achieved KKM score and 2 students (13%) have not reached KKM value.

Table 9. Description of Psychomotor Value Data Cycle II

Criteria	Total Of Student	Prosentase
Complete	27	87%
Not Complete yet	4	13%
TOTAL	31	100%

Based on **Table 9** the result of description of cycle II data, the result of learning passing under volleyball of class V students of SD Raden Patah is 27 students (87%) have reached KKM value and 4 students (13%) have not reached KKM value.

Student motivation questionnaire observation sheet contained 25 statements filled by grade 5 students of SD Raden Patah Surabaya. By describing the result of percentage value as follows:

Table 10:

Table 10. Results Questionnaire Motivation Learning

Name	Prosentase	Category
APKP	70%	Strong
ARAA	68%	Strong
AAAP	67%	Strong
AFDBZ	70%	Strong
ARS	70%	Strong
ALA	66%	Strong
AHPP	70%	Strong
BAS	70%	Strong
DPF	70%	Strong

DNW	67%	Strong
FRP	70%	Strong
FRM	70%	Strong
FZGRP	69%	Strong
HRT	69%	Strong
JFR	70%	Strong
NSIRN	69%	Strong
NHA	74%	Strong
NN	71%	Strong
NAR	68%	Strong
NAK	68%	Strong
QAB	70%	Strong
RCP	68%	Strong
RAW	69%	Strong
RYP	70%	Strong
SAS	69%	Strong
SRI	67%	Strong
SACP	68%	Strong
SZ	71%	Strong
VRR	68%	Strong
VSN	70%	Strong
ZAN	66%	Strong

Based on **Table 10** student motivation observation sheet consisting of 25 statements there are results that students follow learning PJOK in terms of motivation to get good category.

CONCLUSION

Based on the results of the study of passing out learning under volleyball by using STAD type cooperative learning model can increase the interest and motivation to learn the learning process passing under volleyball so as to achieve KKM value. Improvement of learning outcomes of students of grade V SD Raden Patah Surabaya can be seen from each aspect during cycle I and cycle II. Psychomotor value in cycle I reaching KKM as much as 65%, while in cycle II reach 87%. Results of cognitive assessment during the first cycle as much as 74% and increased in cycle II to 94%. Thus the learning is declared complete and has reached the KKM and no longer need to be given further action.

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