

# Analysis of Volleyball Service Learning Outcomes Through Inclusive Teaching Style

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**Abstract.** This study aims to determine the improvement of volleyball bottom service learning outcomes for students of class XI MIPA II SMA Yayasan Pendidikan Mulia in the 2022/2023 academic year, through the application of inclusive teaching styles. The method used in this research is Classroom Action Research. The research was carried out in one cycle, which consisted of planning, implementing actions, observing and reflecting. To obtain data in this study, a learning outcome test was conducted at the end of the cycle in the form of an application for the lower service technique assessment. The data analysis technique used in this research is descriptively based on qualitative analysis with percentages. The results of the study conclude: (1) from the first cycle of learning outcomes tests obtained as many as 22 students with scores after being converted (88%) have reached the level of mastery learning, while 3 students (12%) have not reached the level of complete learning. With the average value of overall learning outcomes is 75.92. Based on the results of data analysis, it can be said that the application of inclusive teaching styles can improve the process of lower service learning outcomes for students of Class XI MIPA II SMA Yayasan Pendidikan Mulia in the Academic Year 2022/2023

**Key words:** Inclusive Teaching Style, Volleyball Game Down Service

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## INTRODUCTION

Physical education is basically an integral part of the overall education system (Lubis & Nugroho, 2020). Therefore, the implementation of physical education must be directed at achieving these goals. The purpose of physical education is not only to develop the physical domain, but also to develop aspects of health, physical fitness, critical thinking skills, emotional stability, social skills, reasoning and moral action through physical activities and sports. Physical education is a field of education that applies knowledge through movement. Physical education is not only limited to seeing and hearing but its application through movement is a top priority. Physical education has a very important purpose in all aspects of human life. This is because physical education has a direct effect on all aspects of human life (Siregar et al., 2021).

In line with this, the use of teaching styles as teaching aids is a form of approach that can be expected to improve learning outcomes (Machis, 2021). Teaching style can be applied in various subjects, one of which is physical education. Physical education is essentially learning to move, where a person's motor function is indeed prepared in such a way as to be able to lead to changes in behavior as a result of learning and practicing. In the physical education curriculum the game of volleyball has been included as one of the subject matter at school. In the game of volleyball there are various basic techniques including serving, passing, smash and block. Serve is one of the basic techniques that aims to start the game as well as the first attack on the opponent's field (Ilyas & Almunawar, 2020).

The problem that is often found in volleyball learning is the lack of students' ability to practice the underhand serve (Harahap & Novita, 2021). According to the writer's observation, this was due to the lack of courage and motivation of the students in serving under. In addition, the reality on the ground is

that there is still a lack of teacher creativity in teaching ground serve due to limited volleyball facilities and infrastructure and physical education teachers at these schools still carry out monotonous learning using conventional styles, namely lectures and commands (Siregar & Nugroho, 2022).

Based on the observations made by the author, it shows that the learning outcomes for volleyball underhand serve are still low for class XI high school students at the Mulia Education Foundation for the 2022/2023 academic year, which is caused by the dominant teaching factor used by physical education teachers, namely the command teaching style. The teacher fully takes a role in these learning activities while students are more inclined to follow the teacher's instructions so that the effectiveness of time is fully controlled by the teacher (Aksaruddin et al., 2020). This makes students bored and less motivated to take part in the lesson. This shows that there is a lack of variation in the teaching style applied by these physical education teachers (Fernando, 2022).

Based on the description above, the writer feels interested in applying another teaching style. One of them is the inclusive teaching style (Helmi & Aditya, 2017). The inclusive teaching style is a coverage teaching style by introducing various levels of assignments. In the inclusion style, the teacher acts as a decision maker in planning, while students determine the choice of activity groups in implementation and evaluation. Students are given different assignments according to their level of ability, in this style students are encouraged to determine their level of performance and provide opportunities to analyze and synthesize tasks (Irfandi & Rahmat, 2022).

From this form of style, it is hoped that it can become input and other alternative ways in the use and application of the physical education teaching style in schools. So it is expected that the implementation of teaching and learning itself is more varied and able to foster interest, motivation and creativity. From the description above, the author wants to carry out research with the title "Analysis of Learning Outcomes of Underserved Volleyball Game Through Inclusive Teaching Style in Class XI MIPA II SMA Yayasan Pendidikan Mulia Academic Year 2022/2023".

## **METHODS**

The design in this study was classroom action research (CAR), the procedures or steps to be carried out in this study were carried out in activities in the form of a research cycle. In this study the researchers used two cycles and in each cycle consisted of four stages, namely planning (planning), action (action), observation (observation), reflection (reflection).

In action research this is the main actor and collaborator as well, while the teacher is a research partner who will carry out the learning design in the classroom. Action planning based on existing problems, selection of possible solutions to the problem, implementation in the field up to the evaluation stage and formulation of the next action. This action research process is carried out in 2 cycles, and each cycle will be carried out with the changes to be achieved. The research subjects were Analysis of Underserved Learning Outcomes using the Inclusion teaching style, namely students of Class XI MIPA II SMA Yayasan Pendidikan Mulia Medan with a total of 25 students.

The research instrument used in this study was the assessment process with portfolios and the assessment of low service learning outcomes. The assessment aspect and the amount of the score obtained from each item is adjusted based on the criteria that have been made, where the highest total score is 4 and the lowest is 1, and the maximum total score of all items is 12. The data collection tool in this study is in the form of sheets portfolio research learning outcomes test I and II. The learning result test is given after the teacher uses simple media. In this test students are asked to do a series of long jumps.

The data reduction process is carried out by selecting, simplifying and transforming the data that has been presented in the field note transcripts. This data reduction activity aims to see the mistakes or deficiencies of students in carrying out tests on the actions of what students do to correct student errors and deficiencies. In this activity, the data obtained from student learning outcomes are presented in tabular form using a predetermined formula. To determine the progress of the completeness of the Lower Service learning outcomes for Class X MIPA II SMA Yayasan Pendidikan Mulia Medan, the KKM value (Minimum Completeness Criteria) for High School Level Physical Education subjects was used.

## RESULT AND DISCUSSION

The initial description of the results of the volleyball underhand serve through the inclusive teaching style can be seen in the table below:

**Table 1.** Description of Volleyball Bottom Service Preliminary Test Results

Test Results	Total students
72 % (Unfinished)	18
28 % (Completed)	7

Based on the results of the pre-test, the data for which can be seen in Appendix 5. It was found that 25 students had mastery in learning serve down by 7 students (28%) and those who did not yet have mastery in learning serve down were 18 students (72%) with an average score of the average has not reached the KKM of 65.36.

Based on the results of learning to serve underhand volleyball through the application of an inclusive teaching style in cycle I, students' ability to carry out tests of learning outcomes underhand serve individually and classically has increased. Of the 25 students, there were 22 students (88%) who had achieved learning mastery, while 3 students (12%) had not achieved learning mastery. With an average KKM score of 75.92.

Based on the results of the initial test conducted on Class XI students of the Mulia Education Foundation High School for the 2022/2023 Academic Year. Of the 25 students there were 7 students (28%) who had achieved a level of mastery with an average score of 65.36 student learning outcomes. The results of the first cycle there were 22 students (88%) of the 25 students who had reached the level of mastery learning with an average score of 75.92 student learning outcomes. It can be seen that the student learning outcomes from the initial test to the first cycle have increased, it can be said that through the application of an inclusive teaching style in learning to serve under volleyball this can improve learning outcomes.

The purpose of this study was to improve learning outcomes of underhand service through an inclusive teaching style in Class XI MIPA II SMA Yayasan Pendidikan Mulia Academic Year 2022/2023. From the results of the research conducted, it can be seen that in cycle I there has been a significant increase in student learning outcomes. The average score of the students on the pre-test was 65.36 (Unfinished), on the post-test I it increased to 75.92 (Completed). From the data analysis that has been done, it can be concluded that through the use of an inclusive teaching style, students can improve their learning outcomes on the subject of underhand service. From the data analysis it is also known that the learning outcomes I have been very good, so there is no need to do it in cycle II.

## CONCLUSION

Based on the results of the research and discussion it can be concluded that: Based on the learning outcomes test in cycle I in serving underhand there has been an increase. Of the 25 students, 22 students (88%) had mastery learning, while 3 students (12%) had not yet achieved learning mastery. The average value obtained in this first cycle is 75.92; Individually and classically there has been an increase and the PKK has been achieved so that the research can be stopped or in other words there is no need to continue to cycle II; Based on the above, it can be stated "through the application of an inclusive teaching style it can improve the learning outcomes of serving under volleyball in Class XI MIPA II SMA Yayasan Pendidikan Mulia Academic Year 2022/2023.

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