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by Fauzan Siregar

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The Influence of Teaching Style and Motivation on Students Knowledge of Services in Volley Ball Games at Students of Class X SMA Negeri 5 Langsa

Fauzan Siregar¹ Sanusi Hasibuan² Suprayitno³

^{1,2,3}Sports Education, Universitas Negeri Medan, Medan, North Sumatra, Indonesia

*Corresponding Author: siregarf2@gmail.com

ABSTRACT

The purpose of this study to understanding of the influence teaching styles and motivation on students knowledge about analyze movements skills of serving in learning volleyball. This research is an experimental research which are quantitative approach with the research design is the treatment by level 2X2 with three research variables, namely one dependent variable and two independent variables. This research will be held at SMA Negeri 5 Langsa Academic Year 2020—2021 with sample in this research are students class X which cluster random sampling are used in this study. The research stages included collecting data about the students motivation, then collection data learners knowledge outcomes from giving treatment of teaching styles in analyze service movement skills. Implementation of the teaching style of treatment (inclusion teaching style and command teaching style) which depending on students motivation. As timing of the application of treatment teaching style behavior of the inclusion and command teaching styles done for 4 weeks. By the time the research as much as 4 times.

Keywords: Teaching Styles, Motivation, Knowledge, Volleyball Learning

1. INTRODUCTION

Physical education is an important part of the educational process. Physical education is a process through which an individual obtains optimal physical, mental, and social skills and fitness through physical activity. In its implementation of the scope of activities such as sports, games, plays, and or recreations which cannot be separated from development and quality improvement efforts. As general in the schools, Physical education, sports, and health (PJOK) are parts of education in which the learning process is directly through the experience of movement through physical activity which can contribute to the growth and development of students as a whole such as cognitive, physical, lifestyle, affective, social [1]. That means it is not only focused on physical learning, but also includes different aspects to study, namely psychomotor, cognitive, affective and lifelong aspects. As well that PJOK stimulate learners to think while active physical movement who demanded them to practice self-control and fairplay.

Volleyball is a game favored by many people. Both used as a tool for education, recreation, and achievement. Volleyball is a team game that requires cooperation from fellow team members. One of the characteristics of volleyball is simple game, but to good playing, he/she is

to do simple things as well as possible. The players must be equipped with good basic techniques. The basic techniques in this game are serving, passing, smash, and blocking. Furthermore, a person has to maintain his physical fitness in an effort to bolster his skills in playing its.

In learning with in subject matter in the schools, the basic competency knowledge of learners through volleyball lesson are having factual, conceptual, and procedural knowledge in applying and analyzing movement skills [2, 3] in volleyball (such as serve) to produce good movement coordination, one of which is analyzing volleyball serve movement skills which are form of the initial presentation in a volleyball game [4], and which is a form of physical literacy [5] to lifelong participation [6].

In the schools, the implementation of learning there are still educators who use traditional strategies that do not encourage students to be active in the learning process. This can be seen from the observations made by researchers at SMA Negeri 5 Langsa on August 22, 2019 in learning PJOK. From the observations of researchers that the learning process considers the efficiency of teaching time more than the achievement of learning objectives and without considering the motivation and ability of students in carrying out the given movement or psychomotor tasks. Previous research indicates that,

when student's motivation is low in learning, it is better to use a teacher-centered teaching style to improve service abilities [7]. Where teacher learning tends to be traditional and monotonous in delivering learning material, and students are less active in the learning that is carried out, many students did not have understand of procedural knowledge the in analyzing volleyball serve movement, and the teacher also added that children still have limited abilities in apply or executing serve, and students are less enthusiastic in learning volleyball. In addition, teachers are more frequencies in using teacher-centered approaches [8].

Different teaching styles are suitable for achieving different learning outcomes, such as physical, social, emotional, and cognitive [9]. These means that to achieve learning objectives, the choice of teaching style must be appropriate. In order to select a style of teaching, Mosston and Ashworth suggested that physical educators should first look at the subject matter they want to teach, and then determine what to be accomplished. If the primary task requires imitating of a model and specific feedback from the teacher, a style from the reproduction cluster of styles should be selected; because these styles elicit reproduction of knowledge and skills [9].

In learning, the motivation of students can be generated or eliminated through the learning environment. When students have high motivation in learning they will be enthusiastic about learning. According to several others research, the level of physical activity of adolescent students outside of school is related to their motivation in their participation of PJOK learning and when the students are well motivated in that learning, it can increase their level of physical activity outside of school, and teachers [10, 23]. Its means that making it possible to do physical activity in their leisure time such as exercising or enjoying their leisure time by playing the sports that they are interesting, can be affected of learning environment.

The purpose of this research is to knowing the learning outcomes of students in the knowledge domain analyzing serving movement skills in volleyball games through the application of teaching styles and students learning motivation in the senior high school which can have practical implications in the teaching and learning, especially in PJOK learning in the schools.

2. LITERATURE REVIEW

According to Spectrum of teaching styles, teaching styles can be categorized in clusters reproduction and production, which suggests that this spectrum of teaching styles is an attempt to bridge between subject matter and learning. Each teaching style has a certain anatomy that describes the role of the teacher, students and identifies the objectives to be achieved, if the teaching style is used [9]. Which in anatomy for various activities and implementation and each styles of students growth and development in the physical, emotional, social and cognitive domains [9]. The use of teaching styles aims to provide roles to students in learning that are useful for developing potential in students and can smooth it out a

learning process if the means and limited school goals. There is no style teach the truest or the best. All teaching style can be said to be good if the teacher can use the style accordingly existing circumstances. Teaching styles in the reproductive cluster are command, practice, reciprocal, self-check, and inclusion style [11]. Cluster reproduction of styles in teaching is to increase the knowledge and skills of special knowledge [11]. Once the teacher has determined the subject of the lesson, he explains the teaching style, specifies the learning conditions and defines the criteria. Feedback during teaching is clear and corrective.

Style-A is also known as the command style is a teaching style where the role of the teacher makes all decisions on the anatomy of this style [9]. The teacher makes all decisions starting from the pre-impact, impact, and post-impact sets [9]. The role of students is to perform and follow teacher decisions. The teacher prepares all aspects of teaching and is fully responsible and takes the initiative in teaching and monitors learning progress.

The command style has its weaknesses and advantage. The advantage of using a command style is that there will be uniformity in the form of movement and student discipline because the use of the commando teaching style in the learning and learning process is entirely controlled by the teacher, efficient time, place, tools and materials, strengthen previously skills of students, whereas the weaknesses of the command style are, it cannot accommodate various needs based on individual differences; inhibits student creativity; if the examples of movements given are not careful and careful, it will create a sense of dissatisfaction; examples of wrong movements will be a source of ridicule for students, and what is more fatal is that students will follow, causing the wrong skills as well.

In the inclusion style also known as Style-E, the teacher creates a plan to challenge of students with varying degrees of skill so that each can engage in optimal practice [9]. The concept of this teaching style is none other than to design learning assignments according to the differences in the abilities of students through one learning material with different levels of task difficulty that can be chosen by students to do [9].

At the impact stage, if students feel that they have not been able to perform at a difficult task level, then students are allowed to choose another level of task. In addition, at this stage, students can make decisions about the speed, location, and start and stop times, and choose a predetermined task at a level of difficulty that is chosen by their own and assess their own performance against the criteria given on the task sheet. In the post-impact stage, students look at the criteria sheet for assessing their own performance, to make advanced-level decisions from the assignment, and initiate questions for clarification, and the teacher answers or provide feedback on questions that learners ask. The length of time will vary for each students. However, the teacher can give students choices for how long it will take to complete the assignment according to the criteria sheet.

The purpose of the inclusive teaching style according to Mosston are involving all students, adjustment for individual differences, provides the opportunity to start at one's own level, provide the opportunity to start working with light to heavy tasks, according to the student's ability level, learning to see the relationship between abilities and what tasks students can do, individualization is possible because of choosing between alternative levels of assignments that have been provided [12].

In Self-Determination Theory [13, 14], motivation regarding the quality of four types associated with extrinsic motivation. External and introjected regulations were grouped in controlled extrinsic motivation or less autonomous or less self-determined. Meanwhile, the identification and integrated regulations are grouped into relatively autonomous extrinsic motivations or relatively self-determined motivation [14]. And also autonomous motivations include intrinsic motivation which is the most autonomous in human behavior and are very positive feature of human nature activity and curiosity [13]. Students are autonomously motivated, pupils experience volition, or a self-endorsement of their actions and when students are controlled motivation, they experience pressure to think, feel, or behave in particular ways [14]. Autonomous and controlled motivations different from amotivation, which refers to a lack of desire or intention to engage in an activity [14]. The two groups of motivation (autonomous and controlled motivation) have different results in learning outcomes, for example cognitive, behavioral, and affective outcomes, such as knowledge, skills [15, 16], effort, exercise intention, boredom, free time physical activity [17, 18].

Knowledge is at the heart of physical literacy and provides the foundation for knowing what to do and how and when to perform [5]. There are four kinds of knowledge, namely are factual, conceptual, procedural, and metacognitive knowledge dimensions. These types of knowledge actually show from the concrete (factual) to the abstract (metacognitive) [2]. In volleyball games, serve is a starting stroke to get the ball into the opponent's area to start the game and can also using as an initial attack on the opponent. In the curriculum schools, one of the indicators in achieving basic competency in volleyball learning is practicing the results of "analyzing of serve movement skills to produce good movement coordination". Analysis has that meaning breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose [2]. Alternative verbs from this cognitive process such as distinguishing, managing, and attribute [3].

Based on basic competencies in the knowledge dimension, such as indicators of learning achievement in volleyball games in the curriculum on students in senior high namely "analyzing movement skills through volleyball games". On the achievements in the an indicator, needs much long time. This is because the game of volleyball has varied movement skills, and a complex structure. As previously mentioned, namely serve, pass, smash, block which are the movement skills of this game. Therefore this research will be limited to the specific target of service motion skills in volleyball.

3. RESEARCH METHOD

This research is a quantitative approach [19]. The method used in this research is experimental by level 2x2 factorial designs [20]. The two-way analysis of variance (ANOVA) is an extension of the one way analysis of variance and it involves two independent variables also called factors [19, 20, 21]. The technique used to analyze research data was two-way ANOVA with significant level $\alpha = 0.05$.

This test can determine whether there is a significant difference in the influence of the main variable or the interaction between the independent variables [20, 21]. If the results of the analysis show differences and interactions, the analysis is continued with the Turkey's test to determine which group has better knowledge with level of significance $\alpha = 0,05$ [20]. The normality test uses the Lilliefors test ($\alpha = 0.05$) and homogeneity of variance using Bartlett's test before the two-way ANOVA was performed.

The participants in this study were students of class X in first semester of 2020–2021 SMA Negeri 5 Langsa, which consisted of seven classes, total participants of 178 students, with 94 male and 84 female students. Cluster random sampling method has been used in this study to determine the sample [19].

This study is a research that provides a teaching style of inclusion and command in each group of students who have autonomous and controlled motivation. Variable of teaching style called factor "A" with variation inclusion teaching style (A1) and command teaching style (A2), and variable motivation called factor "B" with level autonomous motivation (B1) and controlled motivation (B2), and then variable dependent in this study is students knowledge in the analysis of serve movement skills in volleyball games. The dimension of knowledge includes factual, conceptual, and procedural knowledge. Sampling in this study as much forty students which were conducted into four groups equally.

Given corona virus disease 2019, the procedure in this study was carried out online through an application that is already available as the school uses. Data collected of student's motivation and student's knowledge via online within post-test only group.

Behavioral Regulations in Physical Education Questionnaire (BRPEQ) [10] was used for assessing self motivation of students in physical education learning with consistency internal alpha was 0.89 and 0.82 for autonomous motivation and controlled motivation respectively [10].

References [10], the questionnaire has been translated into Indonesian language and the internal validity test of the questionnaire items was carried out by calculating the correlation coefficient between the item scores and the total score item of autonomous motivation and controlled motivation. Questionnaire items are considered valid if the item scores have a significant correlation coefficient with the total score [21]. The response scale of item was modified to a 4-point Likert' scale ranging from 1 (Not all true for me) to 4 (Very true of me).

Students' knowledge measure of serve volleyball was assessed using a 10-item multiple-choice test designed for the current study. All items on this test represented content chosen from the county's physical education curriculum guide for tenth graders. The purpose of this test was to gauge students' cognitive understanding of serve in volleyball games. In order to examine the content validity of the knowledge test, two experts have experience teaching volleyball were asked to rate each question in terms of its content accuracy and difficulty appropriateness for students tenth level (1= very inaccurate/inappropriate, 6 = very accurate/appropriate).

4. DISCUSSION

This study aims to obtain empirical facts about differences in knowledge of serve between students who are taught with the use of command and inclusion teaching styles, the interaction between teaching styles and student learning motivation towards knowledge in analyzing serving movement skills, differences in knowledge in analyzing service movement skills in students with autonomous motivation is taught using inclusive teaching styles and commando teaching styles, differences in knowledge in analyzing serving movement skills in students with controlled motivation are taught using inclusive teaching styles and commando teaching styles.

This research will be held at SMA Negeri 5 Langsa. Phases of this research include the collection of data about student's motivation, and then treatments the style of teaching and learning outcomes data collection about student's knowledge of serve. As for the timing of the application of the teaching style (inclusion and command teaching styles) done for 4 weeks. The research design was by level 2 x 2 with three variables study, namely, one dependent variable and two independent variables. As the dependent variable is the result of students knowledge in analyze serving movements skills and two independent variables is teaching style and student's motivation. Variable treatment teaching style is differentiated into two, namely the inclusion teaching styles (A1) and command teaching styles (A2) and another independent variables namely autonomous motivation (B1) and controlled motivation (B2), The variable that is affected is the knowledge in analyzing the service movement skills.

5. CONCLUSION

Based on this research, the influence of teaching style and motivation on students knowledge of services in volley ball games at students of Class X SMA Negeri 5 Langsa is good with the autonomous motivation. This is due to assessing self-motivation of students in physical education learning with consistency internal alpha was 0.89 and 0.82 for autonomous motivation and controlled motivation respectively.

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