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THE INFLUENCE OF RECIPROCAL TEACHING STYLE ON LEARNING OUTCOMES DOWN PASSING IN VOLLEYBALL

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Abstract
The process of teaching and learning physical education is not so good, students feel bored in attending physical education lessons. So the purpose of this study is to obtain an overview of the differences between the independent variables and the dependent variable. This research design is a quantitative research with experimental methods. The population in this study were all fourth grade elementary school students in Bekasi City. From the results of the study it can be seen that tcount < ttable, -1.647 < 0.682 so it can be concluded that there is a significant influence between the reciprocal teaching style on the learning outcomes of volleyball underhand passing.

Keywords: *Reciprocal Teaching Style; Learning Outcomes; Lower Passing; Volleyball*

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INTRODUCTION

In an effort to achieve good learning outcomes in physical education learning, physical education teachers need to pursue an effective and attractive teaching style. For this reason, physical education teachers must try as optimally as possible to influence students in the physical education learning process, namely by presenting good and correct forms of learning movement skills, so that they can encourage students to understand, understand, and be able to do it. For example, learning the basic techniques of downward passing movements in volleyball games. The role of the teacher in the physical education process includes determining and selecting an effective teaching style so that students can understand and understand the learning material presented in accordance with the expected goals. The teacher's ability to choose and present learning material is determined by his ability and experience in learning. In this regard, to carry out

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the physical education learning process, the appropriate teaching style is selected and easily applied to students, so that various physical education movement activities can be mastered properly and correctly.

But the reality is found in the field, in junior high schools (SMP), the teaching and learning process of physical education is not very good, students feel bored in participating in physical education lessons, especially in volleyball games so that the completeness of the student's underhand passing learning outcomes is not maximized. Learning to pass under in volleyball games there are still many student mistakes in carrying out the movements demanded in the under passing. For example, in the initial attitude of passing, there is a very prominent error, when the ball arrives, both arms are not straight to greet the ball. The kick towards the ball is not balanced with the swing of the arm against the ball so that the ball cannot be directed as expected. In the attitude of contact, there are still errors, namely, the student has not been able to optimally adjust the speed of the arrival of the ball with the movement of the arm when touching the ball. Then in the final attitude in passing down, the student does not return to the initial position of passing down. As a result, the learning process is less effective so that students have difficulty learning physical education, both in the form of abilities and skills as a whole, physically, mentally and intellectually.

In this regard, in order to teach the basic techniques of underhand passing in volleyball, a teaching style is chosen that is appropriate and easy for students to understand, so that the subject of Physical Education and Volleyball can be studied properly. This teaching style is a reciprocal teaching style with the reason that it can foster students' creativity, sense of responsibility and independence so as to improve student results in the teaching and learning process.

There are many definitions of learning, all of which have the same direction, namely explaining the problem of the process of learning. According to Wittrock, as quoted by Good and Bropphy, learning is a term used to describe the process of change starting from experience. Furthermore, it is said that the

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changes that occur as a result of the learning process are relatively permanent and include changes in understanding, attitudes, knowledge, information, abilities, and skills. Gagne, defines learning as a change in disposition through earnest effort made in a certain time and not because of the growth process. From this definition there are three important things in learning, namely: (1) the process of change obtained through experience, (2) the changes that occur are permanent, (3) the changes cover the realm of understanding, attitudes, knowledge, information, abilities, and skills.

From the general understanding of learning that has been stated above, it also applies to learning related to motion. Movement is a characteristic of life. Every living thing has an urge to move. Learning is a capacity that exists in every individual, humans have the capacity to learn more complex types of learning. In the reality of human life, that learning is characterized by characteristics in the form of changes in behavior or the formation of habits, only occurs in the activities of the individual concerned.

The purpose of learning is not just to increase knowledge or change behavior, but so that what is learned can be used in various other situations. Using what has been learned into a new situation that has never been faced before is called transfer. Learning outcomes are a description of the level of students' mastery of the learning objectives on the topic discussed in the experiment, measured based on the number of correct answer scores on the questions arranged according to the learning objectives. Meanwhile J.J. Hasibuan argues that learning outcomes are manifestations of changes in the cognitive domain, namely from not knowing to knowing or not understanding the role that must be played to being able to play an active role.

While playing (play) is an activity that is simple and fun. Playing activities are very liked by children (students). This can be seen when the recess bell rings or the bell ends for class, the students immediately scramble out of the classroom to play in the school yard, they run around chasing, prancing, jumping, throwing,

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and so on. Playing regularly has great benefits for students. Playing can provide a very valuable learning experience for students. The experience can be in the form of building relationships with friends and channeling repressed feelings.

Playing is an activity that has no intention or purpose, except as an overflow of expression, an outlet for tension, or imitating a role. In other words, the activity of playing in the nuances of joy has a purpose attached to it. Rusli Lutan explained that playing is an activity that is carried out freely and voluntarily. Playing itself is not really serious, but at the same time, we see the ability to absorb their concentration and energy while playing. According to Sukintaka, if the aim of playing is to earn money or improve a record, then it is no longer playing.

Team game is a game in which each participant must be part of a team. The number of team members depends on the type of game to be played. Team games prioritize cohesiveness and cooperation between team members or groups. Therefore, the main purpose of team games is not only to increase physical fitness but also to foster a sense of togetherness and familiarity, which will become a part of life that can be applied every day. Another aim of this game is to familiarize the atmosphere, foster healthy competition and foster a fighting spirit. Especially the last part is very important, because for everyone, especially children and youth, the joy of life and maturity is obtained precisely through struggle. Life means being ready to face various challenges. Therefore life is a process of struggle that requires quick, careful and accurate decisions.

Reciprocal teaching style on basic volleyball material Lower passing in outline uses the following procedure or steps: (1) Prepare a worksheet or worksheet that demands a description of the movements or subject matter carried out by students. The description will be clearer if it is accompanied by descriptions and pictures of the movement. (2) Form classes into paired classes that will act as actors and observers. The perpetrator performs or carries out the movement or subject matter listed in the worksheet. Observer students observe the

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process of implementing the actors, record their deficiencies on the worksheet and convey the results of their observations to the perpetrators after completing these movements. The results of their observations were then discussed by the pair. (3) Alternate roles, where previously the actor becomes the observer, the observer becomes the actor and do the procedure as above.

Based on the background of the problems stated above, the author intends to examine the effect of the reciprocal teaching style on learning outcomes of underhand passing in volleyball in junior high school (SMP) students.

METHOD

This study aims to obtain an overview of the differences between the independent variables and the dependent variable. This research design is a quantitative research with experimental methods. The research design is a quasi-experimental design. The data collection stage was carried out in 2 sample groups. The first group uses a reciprocal teaching style while the second group uses a conventional teaching style. The research design can be seen in the following figure:

O	X_1	O
O	X_2	O

Figure 1 Quasi-experimental design

Information:
X1: treatment using a reciprocal teaching style
X2: treatment using a conventional teaching style
O : pretest and posttest

The population in this study were all fourth grade elementary school students in Bekasi City. The sampling technique based on purposive sampling selected as many as 60 students to be used as research samples. A total of 30 grade VIII students of junior high school will be treated with a reciprocal teaching style and 30 students in grade VIII of junior high school will be treated with a conventional teaching style. In this study, the data collection technique used was a test instrument used to measure students' learning outcomes of students' passing.

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RESULT AND DISCUSSION

Based on the data analysis that has been carried out using SPSS 25, it can be seen that the effect of the reciprocal teaching style on learning outcomes of lower passing by combining the post-test scores of the control and experimental classes. The initial stage carried out in data analysis is the data description stage. Based on the description of the research data, it can be seen that there is a table below:

Table 1. Description of the control class posttest score data

N	Valid	30
	Missing	0
Mean		81.63
Std. Error of Mean		1.303
Median		80.00
Mode		80
Std. Deviation		7.137
Variance		50.930
Range		24
Minimum		70
Maximum		94
Sum		2449

Based on the description of the posttest score data of the control class taught with conventional teaching styles, an average of 81.63 and a standard deviation of eleven 8,514 were obtained. This means that the average learning outcome of passing below students is high if it is close to a theoretical score of 120 (the maximum number of scores questions). The frequency distribution for the control class posttest scores can be seen in the following table:

Tabel 2. Frequency Distribution of control class posttes scores

No	Scor	Absolute Frequency	Relative Frequency
1	70-74	3	10
2	75-79	10	33.33
3	80-84	5	16.67
4	85-89	6	20
5	90-94	6	20
6	95-99	0	0

The learning value of passing under students who are taught with a conventional teaching style that gets the largest percentage is in the 2nd interval

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with a value of 75-79, namely 10 people or 33.33% and the number of students who get scores below the average are 3 people or 10 %. For more details, the data on the results of learning to pass under is displayed in the form of a histogram as shown in the following figure.

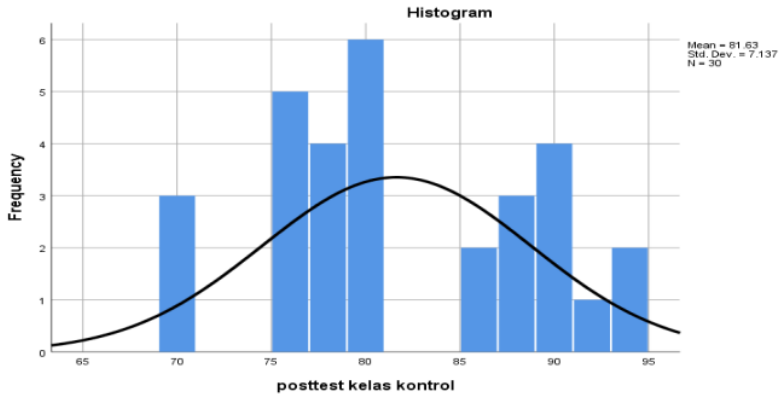

Figure 2. Histogram Posttest Class Control.

Furthermore, a description of the data for the experimental class posttest scores can be seen in the following table:

Table 3. Description of the experimental class posttest score data

N	Valid	30
	Missing	0
Mean		84.77
Std. Error of Mean		1.387
Median		87.00
Mode		89
Std. Deviation		7.596
Variance		57.702
Range		28
Minimum		70
Maximum		98
Sum		2543

Based on the description of the posttest score data for the experimental class taught in a reciprocal teaching style, an average of 84.77 was obtained and a

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standard deviation of 7.596. Furthermore, the frequency distribution for the experimental class posttest scores can be seen in the following table:

Table 4. Frequency distribution of experimental class posttest scores

No	Scor	Absolute Frequency	Relative Frequency
1	70-74	2	6.67
2	75-79	7	23.33
3	80-84	2	6.67
4	85-89	12	40
5	90-94	4	13.33
6	95-99	3	10

The learning value of passing under students who are taught with a reciprocal teaching style who obtain a percentage above the average is in the 4th interval with a value of 85-89, namely 12 people or 40% and the number of students who get scores below the average are 2 people or 6.67 %. For more details, the data on the results of learning to pass under is displayed in the form of a histogram as shown in the following figure.

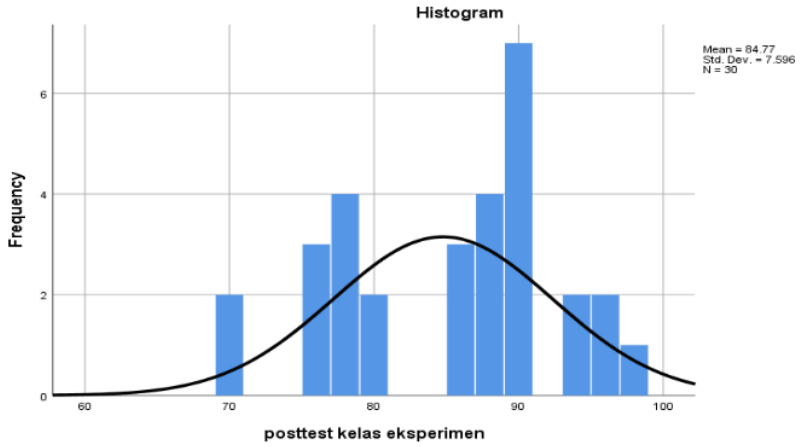

Figure 3. Histogram Posttest experimental class

Based on the data description data and frequency distribution on the two posttest scores, the data analysis stage continued with the analysis requirements test by carrying out the normality and homogeneity tests of the data. The

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normality test results can be seen in the table below:

Table 5. Data Normality Test

		posttest control class	posttest eksperimental class
N		30	30
Normal Parameters[a,b]	Mean	81.63	84.77
	Std. Deviation	7.137	7.596
Most Extreme Differences	Absolute	.191	.164
	Positive	.191	.113
	Negative	-.114	-.164
Test Statistic		.191	.164
Asymp. Sig. (2-tailed)		.007[c]	.037[c]

Based on the data normality test table in the posttest control class, it can be seen that the D count < D table, 0.191 < 0.242, it can be concluded that the posttest scores in the control class are normally distributed. Then in the normality test for the experimental posttest scores it is known that D count < D table, 0.164 < 0.242 it can be concluded that the posttest scores of the experimental class are normally distributed.

Furthermore, the homogeneity test of the data can be seen in the following table:

Table 6. Data Homogeneity Test

		Levene Statistic	df1	df2	Sig.
hasil belajar	Based on Mean	.045	1	58	.833
	Based on Median	.027	1	58	.869
	Based on Median and with adjusted df	.027	1	56.661	.869
	Based on trimmed mean	.032	1	58	.858

Based on the following table, it is known that the value of sig = 0.869 > α = 0.05, it can be concluded that the data variance of the two groups is homogeneous (same). Based on the normality and homogeneity tests, then the research hypothesis was tested using the Independent sample test which can be seen in the following table:

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Table 7 Hypothesis Testing Table

Independent Samples Test

		Levene's T Equality of V		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
hasil belajar	Equal variances assumed	.045	.833	-1.647	58	.105	-3.133	1.903	-6.942	.676
	Equal variances not assumed			-1.647	57.775	.105	-3.133	1.903	-6.943	.676

Based on the following table it is known that tcount < ttable, -1.647 < 0.682. Thus it can be concluded that there is a significant influence between the reciprocal teaching style on the learning outcomes of volleyball underhand passing.

CONCLUSION

Based on the data analysis and discussion that has been put forward, it can be concluded that there is an influence of the style of teaching exercises on the learning outcomes of underhand passing in volleyball games in class IV SD Negeri Teluk Pucung I, Bekasi City.

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