

**THE ROLE OF TEACHING AT THE RIGHT LEVEL (TaRL) IN
IMPROVING LEARNING OUTCOMES OVERHEAD
PASSING SKILL IN VOLLEY BALL: A STUDI
ON EIGHT GRADE STUDENT**

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Abstract

The purpose of this study is to find out whether the Teaching at The Right Level (TaRL) approach can improve learning outcomes in volleyball, especially in upper passing skills at State Junior High School 50 Palembang. This research is a class action research (PTK) conducted in two action cycles. The research instruments include learning activities (attitudes), cognitive tests (knowledge), and performance tests (skills). Data collection techniques use written tests, documentation, and observation. Test data analysis using learning completeness. The subjects of the study were thirty students of grade VIII. The results of the study showed that in the first cycle, the percentage of completion of the student skill test was 70.00% with an average score of 73.89%, and the percentage of completeness of knowledge assessment was 66.67% with an average score of 78.17. The assessment of student learning activities showed a percentage of completeness of 71.67% with an average score of 71.67. In the second cycle, the results of the student knowledge assessment achieved a completeness percentage of 93.33% with an average score of 85.00, while the results of the student skills test reached a completeness of 83.33% with an average score of 91.11. The assessment of student learning activities reached an average of 84.58% with an average score of 84.58. Based on these data, it can be concluded that the learning of upper passing in volleyball at State Junior High School 50 Palembang has been successfully improved through the application of the Teaching at The Right Level (TaRL) approach.

Keywords: *Learning Outcomes; Overhead Passing; Teaching at The Right Level*

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INTRODUCTION

Education as a human effort to grow and develop the potentials of both physical and spiritual in accordance with the values that exist in society. Education is a planned and systematic process in shaping the whole human being through the development of intellectual, emotional, social, and physical potential. Education does not only focus on mastering knowledge alone, but also on building character,

attitudes, and skills needed in social life (Abd Rahman et al., 2022). Physical Education, Sports and Health is one of the subjects taught at every level of education. Sports and Health Physical Education is the only learning that involves physical activities that aim to improve fitness, motor skills, knowledge and healthy living behaviors, sportsmanship, and emotional intelligence (Arisman and Agun Guntara 2021). Through structured physical activities, physical education provides opportunities for students to develop movement skills, improve physical fitness, form a sportsmanlike attitude, and instill the values of cooperation and responsibility (Ade Putra et al., 2023).

In the Independent Curriculum and the 2013 Curriculum, the purpose of physical education in general is not only to develop in the psychomotor realm but also in the affective and cognitive realms. At the junior high school level, students are in a period of rapid motor and social development, so physical education has a strategic role in forming a healthy lifestyle and a positive attitude towards physical activity. However, in practice, physical education learning in junior high schools still faces various challenges (Arisman et al. 2021). One of the main challenges is the low mastery of basic skills of the game, such as the top passing technique in volleyball. This is often due to the lack of a learning approach that is appropriate to the student's ability level. A uniform approach for all students is not able to accommodate individual differences, thus hindering the learning process (Jamaluddin, 2018). One of the important materials in physical education is the game of volleyball, which demands not only motor skills, but also tactical understanding and teamwork. One of the basic techniques in volleyball that students must master is top passing, which plays an important role in building attacks and maintaining the continuity of the game (Tapo et al., 2021). However, in practice, many students have difficulty mastering the upper passing technique. Low learning outcomes are often caused by inappropriate learning approaches, where all students are treated homogeneously without considering their initial ability level by imposing a learning system that equalizes all students with equal treatment and does not take into account that they have diverse abilities and characteristics (Pratama et

al. 2022). This condition can cause students with low abilities to feel left behind, while students with higher abilities do not get the appropriate challenges (Mauizdat, 2020).

Therefore, an adaptive and student-centered learning strategy is needed. Because education must be able to realize that each student is a unique person and has a diverse character, an approach that understands that students have diverse abilities and uniqueness is the (Avianti et al., 2023) Teaching at the Right Level approach (TaRL). This learning approach does not refer to the grade level, but is grouped based on the development phase or the level of ability of the students (indartiningsih et al., 2023). The way students learn will be arranged to allude to these learning outcomes, but changed according to the quality, potential, and needs of the students (Aliriad et al., 2023). This study was conducted to evaluate the effectiveness of the TaRL approach in improving the learning outcomes of passing over volleyball in junior high school.

Based on this background, this study aims to determine efforts to improve the learning outcomes of upper passing in volleyball through the application of the Teaching at the Right Level (TaRL) approach. It is hoped that the results of this research can contribute to the development of more effective and inclusive learning strategies in physical education, especially in the mastery of basic technical skills of volleyball games. So far, conventional learning that prioritizes demonstrations from teachers at State Junior High School 50 Palembang feels that it is not appropriate to apply in providing top passing material in volleyball games. One of the very important things in volleyball games is the upper passing, teachers often use less varied learning methods and approaches that are less in favor of the students, so that students with different levels of ability cannot achieve learning goals (Arisman et al. 2022). The different levels of students' abilities are a challenge that must be solved by teachers, while in reality, schools apply the same completeness criteria even though the students have different abilities. Based on the results of the initial test, it turned out that out of 30 students in grades VIII of State Junior High School 50 Palembang, only 5 students or 16.67% had obtained

complete or obtained scores above KKM while 25 people or 83.33% had not obtained complete learning. The KKM score of PJOK subjects at State Junior High School 50 Palembang is 75.

Based on this, the author is interested in further studying the learning outcomes of chest passes in basketball by applying the Teaching at The Right Level learning approach in grade VIII students of State Junior High School 50 Palembang

METHOD

The classroom action research approach, which collects qualitative and quantitative data, is the research methodology used (Putra et al. 2020). Physical education specialists collaborated on this study, which was conducted in two cycles with two sessions per cycle. The research findings show that the number of students from pre-cycle, cycle I, and cycle II has changed or increased. The population in this study is grade VIII students of State Junior High School 50 Palembang. The sample was determined by random sampling technique, namely 30 students in grade VIII of State Junior High School 50 Palembang. The research data collection was carried out at State Junior High School 50 Palembang. This study uses skill evaluation, knowledge assessment, and assessment of student learning activities as a data collection method. The data is checked after successful data collection. The percentage technique was used in the data analysis of this study to examine the information collected for each activity cycle.

RESULTS AND DISCUSSION

Table 1. Pre-Cycle Skill Frequency Distribution

Interval	Frequency	Percentage	Golongan
85-100%	0	0%	Very high
65-84%	8	26.67%	Tall
45-64%	13	43.33%	Keep
20-44%	9	30.00%	Low
≤20%	0	0%	Very low
Sum	30	100%	

The results of the pre-cycle passing skills test showed that grade VIII students of State Junior High School 50 Palembang got the highest score of 83.33 and the lowest score of 25.52.2%, which is the average score. In the high group, nine people received a percentage of 26.67%, in the middle group thirteen people received 43.33%, and in the low

group nine people received 30.00%. The results of these pre-cycle skills tests are still very low as they have not reached the pre-determined indicator of 80%. Therefore, action research must be conducted during the first cycle to meet the 80% indicator of the assessment criteria.

Table 2. Frequency Distribution of Pre-Cycle Knowledge Test Results

Interval	Frequency	Percentage	Golongan
≥ 75-100	5	16.67%	complete
< this Article, the Parties shall ensure that	25	83.33%	Incomplete
Sum	30	100%	

Grade VIII students at State Junior High School 50 Palembang achieved a maximum learning outcome score of 85, and the lowest score of 30, 52, 00, respectively, based on pre-cycle learning outcomes. Five students with a pass percentage of 16.67% were considered complete, while twenty-five students with an incomplete percentage of 83.33% were considered incomplete. In the first cycle, action research should be conducted to ensure that students achieve a successful level of learning. Pre-cycle learning outcomes cannot be considered complete because they have not met the specified indicators.

Table 3. Frequency distribution of Prerecyclic Student Learning Activities

Interval	Frequency	Percentage	Golongan
81-100%	0	0%	Highly Active
61-80%	7	23.33%	Active
41-60%	19	63.33%	Quite active
21-40%	4	13.14%	Less active
≤20%	0	0%	Active
Sum	30	100%	

The table above shows that out of 30 students, 7 entered the active category, 19 entered the moderately active category, and 4 entered the less active category, which indicates that there are still activities that can be done before the cycle. Therefore, action research must be carried out in Cycle I to achieve a success indicator of at least 80%.

Table 4. Frequency Distribution of Cycle Skills I

Interval	Frequency	Percentage	Golongan
85-100%	5	16.67%	Very high
65-84%	21	70.00%	Tall
45-64%	4	13.33%	Keep
20-44%	0	0%	Low
≤20%	0	0%	Very low
Sum	30	100%	

In accordance with the results of the first cycle student test, grade VIII students of State Junior High School 50 Palembang got the highest score of 91.67 and the lowest score of 58.33 in the upper passing skills test. The average score of students is 73.89 percent. In the very high category, five people received a percentage of 16.67%, in the high category, twenty-one received a percentage of 70.00%, and in the medium category, five people received a percentage of 13.33%. The results of the first cycle competency exam cannot be considered successful because they do not meet the 80% threshold. As a result, cycle II must be continued to meet the indication of the assessment criteria of 80%.

Table 5. Frequency Distribution of Knowledge Test Results Cycle I

Interval	Frequency	Percentage	Golongan
≥ 75-100	20	66.67%	Tuntas
< this Article, the Parties shall ensure that	10	33.33%	Incomplete
Sum	30	100%	

The learning outcomes of Cycle I students showed that grade VIII students at State Junior High School 50 Palembang received the highest score of 95 and the lowest score of 60,78.17, which is the average score. The learning outcomes of Cycle I cannot be considered successful because the indicators have not been met. Ten students failed, with an incompleteness rate of 33.33%, and twenty students finished, with a completion percentage of 66.67%. Therefore, corrective measures should be taken in Cycle II to ensure that students learn at a successful level.

Table 6. Distribution of Frequency of Student Learning Activities Cycle I

Interval	Frequency	Percentage	Golongan
81-100%	10	33.33%	Highly Active
61-80%	17	56.67%	Active
41-60%	3	10.00%	Quite active
21-40%	0	0%	Less active
≤20%	0	0%	Active
Sum	30	100%	

The table above shows that out of the 30 students who participated, 10 were in the very active category, 17 were in the active category, and 3 were in the moderately active category. Thus, the marker of success is still not achieved even though students in the active category increase in cycle I activities. Therefore, cycle II action research must be conducted to achieve a success indicator of at least 80%.

Table 7. Frequency Distribution of Cycle II Skills

Interval	Frequency	Percentage	Golongan
85-100%	25	83.33%	Very high
65-84%	3	10.00%	Tall
45-64%	2	6.67%	Keep
20-44%	0	0%	Low
≤20%	0	0%	Very low
Sum	30	100%	

The results of the second cycle passing test showed that grade VIII students of State Junior High School 50 Palembang got the highest score of 100 and the lowest score of 58.33 in the upper passing. Of these, 25 were included in the very high category with a percentage of 83.33%, three were included in the high category with a percentage of 10.00%, and two were included in the medium category with a percentage of 6.67%. The results of the second cycle skills test show that the research can be considered successful if the research success indicator reaches at least 80%.

Table 8. Frequency Distribution of Knowledge Test Results Cycle II

Interval	Frequency	Percentage	Golongan
≥ 75-100	28	93.33%	Tuntas
< this Article, the Parties shall ensure that	2	6.67%	Incomplete
Sum	30	100%	

The learning outcomes of Cycle II students at State Junior High School 50 Palembang show that grade VIII students got an average score of 85, with the highest score of 100 and the lowest score of 65, and 28 students have completed their assignments. The percentage of complete student learning outcomes increased to 93.33% in the category of complete success rate.

Table 9. Distribution of Frequency of Student Learning Activities Cycle II

Interval	Frequency	Percentage	Golongan
81-100%	25	83.33%	Highly Active
61-80%	5	16.67%	Active
41-60%	0	0%	Quite active
21-40%	0	0%	Less active
≤20%	0	0%	Active
Sum	30	100%	

The distribution table above shows that five students fall into the active category, and twenty-five students fall into the very active category. The participation rate of students in the second cycle increased from very active to very active. They exceeded the research

success indicator of 84.58% and achieved an assessment criterion indication of at least 80%.

Discussion

The learning methods and strategies used in each cycle have improved passing outcomes over students in volleyball games, according to the study's findings when compared to previous research or literature review. The research conducted states that the Teaching at The Right Level (TaRL) Approach is a method that has been proven effective in increasing students' motivation to learn. This approach not only focuses on increasing the spirit of learning, but also ensures that the learning provided is appropriate to the individual interests, abilities, and needs of the student. By implementing TaRL, teachers can adjust learning materials and strategies to be more relevant to students' ability levels, so that they can learn in a more appropriate and effective way. In the context of Physical Education, Sports, and Health (PJOK) learning, there are various factors that can hinder students' learning motivation, such as disinterest in the material, inability to follow the learning rhythm, or lack of variety in the activities carried out. When these inhibiting factors are not properly addressed, students' motivation to learn will tend to decrease, which in turn affects their learning outcomes. The same thing was also revealed in his research that learning was greatly helped by the Teaching at the Right Level (TaRL) method. By assigning students to groups based on ability levels, the TaRL system provides flexibility. This method ensures that each student is assigned an assignment that matches his or her skill level, which increases the effectiveness of the learning process. (Akbar et al., 2024) (Wahyudi et al., 2024)

In order to improve the learning outcomes of upper passing skills in volleyball matches among grade VIII students of State Junior High School 50 Palembang, the researcher conducted a thorough investigation into the use of the Teaching at the Right Level (TaRL) strategy. The study's conclusions show that this method significantly improves students' learning competence, as shown by the information collected throughout cycles I and II.

Cycle I

The achievement of learning Overhead pass for grade VIII students of State Junior High School 50 Palembang experienced a fairly good increase during cycle 1 of volleyball passing learning. Ten students failed to meet the minimum level, while 20 out of 30 students were able to meet the Standards of Completeness. After the analysis of the results and

evaluation of the first cycle of learning processes, a number of adjustments were made to improve the efficacy of the strategies used in the next cycle.

Cycle II

The evaluations and changes made after Cycle I produced outstanding results in Cycle II. While the number of students who did not meet the standard dropped to just two, the number of students who met the KKM rose to 28 from 30. This improvement shows that this strategy helps in fostering a more focused and inclusive learning environment in addition to helping individual students achieve better learning outcomes.

The results of Pre-cycle, cycle I and cycle II if poured into the graph, the comparison of the increases can be seen as shown in figure 1.

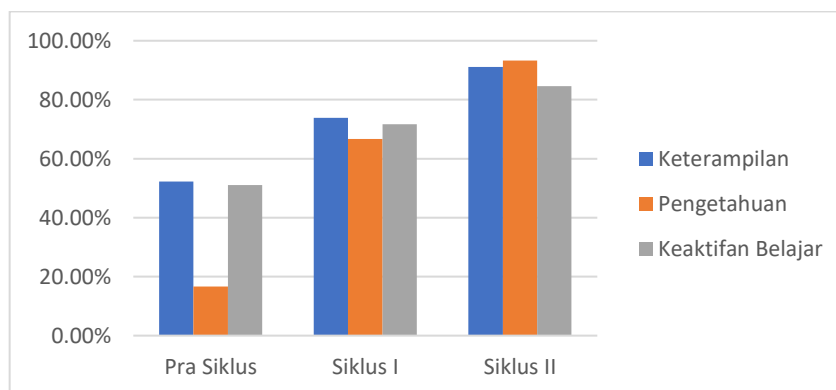


Figure 1. Graph of Pre-Cycle, Cycle I and Cycle II Results

Overall, the results of this study show that the Teaching at the Right Level (TaRL) method with a content differentiation approach can improve student learning outcomes, especially in terms of improving upper passing skills during volleyball learning at State Junior High School 50 Palembang. Additionally, this method allows the learning process to be tailored to the student's needs and skills, which helps to achieve the best learning outcomes in each session.

CONCLUSION

The results showed that the Teaching at the Right Level (TaRL) method was used to apply the top passing in volleyball more often each cycle. The findings of this study are expected to serve as a basis for future research using TaRL techniques to improve upper passing learning outcomes, which in turn will improve student learning outcomes. In addition, the findings of this study should serve as a guide for future studies of top passing techniques. Because the CAR approach focuses on only one school or sample group, it is anticipated that future study samples will be more diverse.

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