

# ABS 224

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## THE EFFECT OF COOPERATIVE LEARNING AND SELF CONFIDENCE ON SERVICE VOLLEYBALL AT SMPN 4 NEGARA

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### ABSTRACT

The aim of this study was determine difference cooperative learning TGT (Teams Game Tournament) and STAD (Students Teams-Achievement Divisions) and students confidence in the service volleyball. The subjects were conducted in students of grade VIII SMPN 4 Negara. This research uses treatment by level 2 x 2. Number of samples is 48 students. Data analysis technique is the analysis of two-way variance (ANAVA) and then followed by Tukey test at significance level  $\alpha = 0,05$ . Results of this study showed that 1) results value of service volleyball use method TGT (Teams Game Tournament) is higher than STAD (Students Teams-Achievement Divisions) at SMPN 4 Negara, 2) There is an interaction between cooperative learning (A) and student confidence (B) on the results of service volleyball at SMPN 4 Negara. The value of results service volleyball on cooperative learning TGT (Team Game Tournament) student high confidence (A1B1) is higher than STAD (Student Teams-Achievement) students high confidence (A2B1) at SMP Negeri 4 Negara. The value of results service volleyball on cooperative learning TGT (Team Game Tournament) student low confidence (A1B2) is lower than STAD (Student Teams-Achievement) students low confidence (A2B2) at SMP Negeri 4 Negara.

**Keywords:** Cooperative learning, Students Confidence, Service volleyball.

## Introduction

Physical education as an integral <sup>15</sup> part of the overall education process. Physical education has an important role compared to other fields of study, because through physical education, in addition to being used for the development of physical and psychomotor aspects, it also plays a role in the development of cognitive and affective aspects in a harmonious and balanced way. <sup>28</sup> Article 1 paragraph 11 of the Law Republic Indonesia <sup>9</sup> Number 3 Concerning National Sports (2005) states that Sports Education is physical education and sports are carried out as part of an orderly and continuing education process to obtain knowledge, personality, skills, health, and physical fitness (UU:2005, Pasal 1 Ayat 11). <sup>1</sup> Physical education teachers and the decisions they make contribute to students learning and whether the goal of physical literacy is met (Silverman & Mercier, 2015). <sup>1</sup> The combination of TS (Teaching Style), as opposed to using only a traditional and reproductive TS, contributes to more varied and positive PE teaching, strengthening students' attention capacity, satisfaction, and appropriate behavior, while also enabling the proper development of motor skills (Cuellar-moreno, 2016). <sup>1</sup> Physical education requirements for activities and facilities are defined according to the following stages of outreach work: Stage I - belief in the need for physical education classes; II stage - raising the level of physical education; Stage III - involvement in regular physical education and sports classes; IV stage - support, further increase of physical activity and efficiency of physical culture and sports classes (Semal et al., 2018).

<sup>1</sup> Games for children are a form of activity that is fun and carried out solely to please children, not because they want to get something that results from that activity, active play is important for children to develop muscles and train all parts of their body (Rubiana et al., 2018). <sup>1</sup> Cooperative games seem to reduce bullying in Physical Education classes suggesting that the cooperative games may be a strong tool to reduce the bullying (Oliveira, et al, 2017).

In the implementation of the volleyball teaching and learning process at SMPN 4 Negara, it was found that students were less eager to participate in volleyball learning because the teacher lacked motivation while learning. There are students who take learning just as long as they move. For example, when serving down, the initial standing position has seen errors but is not immediately justified such as the attitude of the imposition of the ball with the hand, the view and direction of the ball. Sometimes the ball is bounced too high when service volleyball, so the contact with the ball is not right.

Volleyball is a big ball game that is presented in the physical education and sports curriculum of Junior High School (SMP). The volleyball service series is a simple movement and is very easy to do, just by bouncing the ball and hitting it with your arms. To be able to serve volleyball well, the above movements are not enough, other elements are still needed to perfect the movement in volleyball service skills such as prefix, core and follow through. Volleyball services can generally be divided into two namely under service and jump service. Under service is the most popular service and is used most often in low-level matches (Dieter Beutelstal, 2008). Lower service is the simple service, and many beginner players do (Toto Subroto Yuyun Yudiana, 2010).

From some of opinions it can be concluded that the bottom service is the service performed by the player by placing the ball in one hand then the ball is carried out from behind the finish line and hitting it must cross the net. Learning strategies greatly affect the effectiveness of learning used by teachers. In education strategy as a learning design. The process of learning and teaching, a teacher must have a good strategy to achieve the planned objectives, so students can learn effectively and efficiently. The learning strategy is "the <sup>16</sup> teacher's strategy in making it effective, streamlining, and optimizing the function and interaction between students and the learning component to achieve goals (Yatim Riyanto, 2012). The effectiveness of teaching is largely determined by the teaching approach chosen by

the teacher based on the teacher's knowledge of the nature of the skills or task assignments to be learned by students (Samsudin, 2013).

<sup>1</sup> Learning-by-Doing (LbD) is a pedagogical tool that helps at the development <sup>5</sup> students (Irbien, et al, 2018). With learning strategies, <sup>5</sup> teachers can help students get information, ideas, skills, ways of thinking, and expressing ideas. In this study the learning strategies used are the Cooperative <sup>21</sup> Team Game Tournament (TGT) and Student Teams-Achievement Divisions (STAD). TGT is one <sup>11</sup> of cooperative learning that places students in study groups consisting of 5 to 6 students who have different abilities, genders and ethnicities or <sup>17</sup> races (Rusman, 2011). STAD is one of the simplest cooperative learning methods, and is the <sup>17</sup> best capital for beginners for teachers who are new to using a cooperative approach (Slavin, 2011).

In addition to the learning process, what needs to be considered is the self-confidence in volleyball service. Confidence is a feeling of being able to carry out physical, mental, and emotional tasks. Confidence means believing in one's abilities and aspects of personality that are very important in human life. Confidence as "confidence in one's own abilities is adequate and aware of the capabilities possessed (Iyan AR, 2014).

## Materials And Method

<sup>25</sup> The method used in this research is the experimental method. In this <sup>8</sup> research there is treatment, thus the experimental research method can be interpreted as a research method used to look for the effect of certain treatments on others under controlled conditions (Sugiyono, 2011).

<sup>2</sup> This study aims to determine the differences between the independent variables and the dependent variable. This research involves three variables: (1) The independent variable is TGT and STAD cooperative learning strategies (2) The dependent variable is learning volleyball service, and (3) the attribute variable is students' confidence.

The research design used was Treatment by level 2 x 2. In this design the experimental subjects were randomly selected based on the variables studied, so that it is homogeneous. The design of this study can be described as follows:

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**Table 1.1 : Design treatment by level 2 x 2**

Cooperative Learning (A) Confidence (B)	TGT (A <sub>1</sub> )	STAD (A <sub>2</sub> )
High (B <sub>1</sub> )	A <sub>1</sub> B <sub>1</sub>	A <sub>2</sub> B <sub>1</sub>
Low (B <sub>2</sub> )	A <sub>1</sub> B <sub>2</sub>	A <sub>2</sub> B <sub>2</sub>
<b>Total</b>	A <sub>1</sub>	A <sub>2</sub>

Information :

A<sub>1</sub>B<sub>1</sub> = Groups of students who have high confidence with the TGT method.

A<sub>2</sub>B<sub>1</sub> = Groups of students who have high confidence with the STAD method.

A<sub>1</sub>B<sub>2</sub> = Groups of students who have low confidence with the TGT method.

A<sub>2</sub>B<sub>2</sub> = Groups of students who have low confidence with the STAD method.

A<sub>1</sub> = TGT

A<sub>2</sub> = STAD

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 The subjects of this study were eighth grade students of SMP Negeri 4 Negara. The population is determined in class VIII students, amounting to 90 students. The sample selection technique uses randomized group design (Allen L Edwar 1985). The determined population is tested for confidence and the results are ranked.

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 The procedure to get high confidence groups and low confidence groups is: First, 27% of the total score. Second, take the sequence starting from the highest score to the number of samples needed and take the sequence starting from the lowest score to the number of samples needed, the middle score between the highest score and the lowest score is not used (Salamadian, 2019).

## Results and Discussion

### 1. There is a Difference Between TGT Cooperative Learning Strategies and STAD Cooperative Learning Strategies Against Volvo Student Service Learning Outcomes of SMPN 4 Negara students.

Based on the ANAVA results, it can be seen that the  $F$  inter-column observation ( $F_t$ ) = 4.0734 is greater than the  $F$  table 4.04 ( $F_o = 4.0734 > F_t = 4.04$ ),  $H_0$  is rejected and  $H_1$  is accepted. It can be concluded that overall there is a significant difference in effect between TGT cooperative learning and STAD cooperative learning on the volleyball service learning outcomes of students of SMPN 4 Negara. The results of volleyball service using the TGT cooperative learning strategy ( $\bar{x} = 61,917$  and  $s = 3.63$ ) are better than the STAD cooperative learning strategy ( $\bar{x} = 55.167$  and  $s = 5.7181$ ). The first research hypothesis which states that there is a difference in influence between TGT cooperative learning and STAD cooperative learning on volleyball service learning outcomes in SMP Negeri 4 Negara students has been tested.

### 2. There is an Interaction Between Cooperative Learning and Confidence in the Results of Volleyball Services.

Based on the results of the analysis of variance analysis, obtained  $F_{AB} = 6.6915$  and  $F_{table} = 4.04$ , concluded that  $F_{count} > F_{table}$ , so that the hypothesis  $H_0$  is rejected and  $H_1$  is accepted. It can be concluded that there is an interaction between cooperative learning and confidence in volleyball service learning outcomes. The second hypothesis which states that there is an interaction between cooperative learning and confidence in the results of volleyball service has been tested.

Table 1.2 Interaction Between Cooperative Learning and Confidence

Group Couples Compared	$Q_{Count}$	0,05	Conclusion
$A_1 (P1)$ And $A_2 (P2)$	4.0365	3.86	Significant
$A_1 B_1 (P3)$ And $A_2 B_1 (P4)$	9.2101	3.89	Significant
$A_1 B_2 (P5)$ And $A_2 B_2 (P6)$	1.146	3.89	Not Significant

Information :

P1 = Group Cooperative Learning TGT

P2 = Group Cooperative Learning STAD



- P3 = Group Cooperative Learning TGT and High self-confident
- P4 = Group Cooperative Learning STAD and High self-confident
- P5 = Group Cooperative Learning TGT and Low self-confident
- P6 = Group Cooperative Learning STAD and Low self-confident

**3. The Difference Between TGT Cooperative Learning and STAD Cooperative Learning Against Volleyball Service Learning For Students Who Have High Confidence.**

c

Based on Tukey's test shows that the price of  $Q_{\text{calculated}}$  ( $Q_h$ ) = 9.2101 is greater than  $Q_{\text{table}} = 3.86$  or  $Q_{\text{count}} > Q_{\text{table}}$  at a significant level  $\alpha 0.05$ , thus the hypothesis  $H_0$  is rejected and  $H_1$  is accepted, that is, the learning outcomes of volleyball service for high confidence groups with high TGT cooperative learning (= 61,917 and  $s = 3.63$ ) is higher than STAD cooperative learning (= 55,167 and  $s = 5.7181$ ). The third research hypothesis which states that there is a difference between TGT and STAD cooperative learning on volleyball service learning outcomes for students who have high self confidence has been tested.

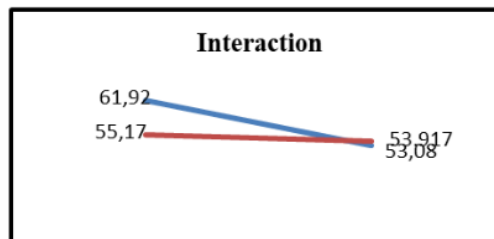
**4. Difference Between TGT Cooperative Learning and STAD Cooperative Learning Against Volleyball Service Learning For Students Who Have Low Confidence.**

Based on the Tukey test obtained  $Q_{\text{calculated}}$  ( $Q_h$ ) = 1,146 smaller than  $Q_{\text{table}} = 3.89$  or  $Q_{\text{count}} < Q_{\text{table}}$  at a significant level  $\alpha 0.05$ , thus the null hypothesis  $H_0$  is accepted and the alternative hypothesis  $H_1$  is rejected, meaning that the service learning outcomes under students who have low confidence with the TGT cooperative learning strategy (= 53,083 and  $s = 5.5343$ ) lower than the STAD cooperative learning strategy (= 53,917 and  $s = 5,1603$ ). This means the fourth research hypothesis which states that there is a difference between the TGT cooperative learning strategy and the STAD cooperative learning strategy for the service learning outcomes below for students who have low self-confidence are tested.

Based on the research data, the average score of the volleyball service for high-confidence groups with TGT cooperative learning is 61,917 and the low-confidence group is 53,083. The average score of volleyball service for high confidence groups with STAD 55,167



cooperative learning and low confidence groups was 53,917. The <sup>2</sup> third research hypothesis which states there is an interaction between cooperative learning strategies and confidence in the results of volleyball service has been tested can be seen in the following figure.



Picture 1.1 Interaction Cooperative Learning and Confidence

<sup>15</sup>  
**Conclusion**

Based on the results of hypothesis testing and research discussion, several conclusions can be explained, the implementation of the study. Overall there is a difference between TGT cooperative learning and STAD learning on the volleyball service learning outcomes of SMP Negeri 4 Negara students. There is an interaction between cooperative learning with confidence in the results of learning volleyball service. Students who have high confidence with TGT cooperative learning are better than STAD cooperative learning on the learning outcomes of volleyball service of students of SMP Negeri 4 Negara. Students who have low self-confidence with STAD cooperative learning are better than TGT cooperative learning on the results of volleyball service learning for students of SMP Negeri 4 Negara.

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