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# The 3<sup>rd</sup> International Seminar On PE, Sport, And Health 2013

"Promoting  
Investment  
in Physical Education  
and Sport  
Programmes"

16<sup>th</sup> November 2013,  
Poncowati Hall  
Patrajasia Hotel Semarang

**Sport Science Faculty  
Semarang State University, Unnes  
Gd F1 Kampus Sekaran Gunungpati Semarang,  
Indonesia 50229  
<https://fik.unnes.ac.id>  
email: [isrnunnes2013@gmail.com](mailto:isrnunnes2013@gmail.com)  
Phone/fax: +6224-858007, Mobile: +6285641537753**

PROCEEDING

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## THE 3<sup>rd</sup> INTERNATIONAL SEMINAR ON PHYSICAL EDUCATION, SPORT AND HEALTH 2013

*"Promoting Investment in Physical Education and Sport Programmes"*

### **Editor:**

Soedjatmika, S.Pd., M.Pd

Rudatin Windraswara, S.T., M.Sc

### **Layouter:**

Nur Huda

Koco Totok S.

Novan Esma R.

# PREFACE

Assalamu'alaikum warrahmatullahi wabarakatuh

May we first made our highest praise and thank to Allah swt, for His bless we are able to gather here on the prestigious occasion; the 3rd International Seminar on Physical Education, Sports and Health 2013 with the main theme of "Promoting Investment in Physical Education and Sport Programmes", to share our knowledge and ideas with so much warm and friendship from world wide sports community.

The tendency of the development issues of physical education and sport at the international level was raised in one of the UNESCO conference recently, namely the MINEPS V held in Berlin, Republic of Germany on May 2013. This forum has developed a long and intensive discussion of related issues and policies UNESCO member states in managing the implementation of physical education and sport. The discussions focused on policy issues and the implementation of the three areas with the theme:

- 1 . Access to exercise a fundamental right of all human beings
- 2 . Encourage investment in the program of Physical Education and Sports
- 3 . Maintaining the integrity of sport

Hopefully, the major issues can be understood and can be implemented operationally in the development of physical education and sports in Indonesia through this scientific meeting forum, involving scientists, stakeholders, and observer of sports. Scientific forum in the form of an international seminar held by the Faculty of Sports Science Semarang State University, serves as a platform which allows scholars, professionals, researchers and sport technocrats to share and discuss the latest knowledge and findings with the purpose of transforming a revitalization and rethinking in the effort to encourage investment in the program of Physical Education and Sports as well.

I would like to deliver our highest respect and appreciation to Minister of Youth and Sport of Republic of Indonesia and to the Rector of Semarang State University for their support and appreciation on this seminar, and it is a great pleasure for me to express my deep gratitude to our honourable guests: Prof. Surachai Jewcharoensakul, Ph.D (Dean of Faculty of Education Kasetsart University Thailand), Madame Wu Min, Ph.D (Lecturer in Central China Normal University, Wuhan China), Madame Rebecca Alcuizar, Ph.D (Senior Lecturer in Mindanao State

University-Iligan Institute of Technology, Phillipines), Mr. Rodney Yeo, M.A. (Senior General Manager SportSmart-Skill, Singapore Sport School, Singapore), and Mr Agus Mahendra, M.A. (Senior Lecturer, Indonesia University of Education, Bandung – Indonesia). I really expect that this seminar will be beneficial for all of us and to the development of the Physical Education and Sports.

Allow me to express my gratitude to the participants and audiences from Indonesia and other foreign countries who are enthusiastic in attending this precious seminar. I do hope that all audiences will gain important values and collaborate it into our own fields and make crucial changes in the future. Beside that, I also convey my appreciation to all of organizing committee who has given their outstanding commitment for presenting this International seminar.

Wassalamu'alaikum warrahmatullahi wabarakatuh

Sincerely yours

**Prof. Dr. Tandiyo Rahayu, M.Pd**

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*Zulaini, Marsal Risfandi, Nurhamida Sari Siregar, Basyaruddin Daulay*



## KARONBALL: SOFTBALL GAME MODIFICATION AS A PHYSICAL EDUCATION TEACHING FOR UPPER CLASSES OF PRIMARY SCHOOL STUDENTS

Hedi Ardiyanto Hermawan\*  
Yogyakarta State University  
hedi.ardiy43@gmail.com

### ABSTRACT

*Physical education is an education that uses physical activity as a means to achieve the expected goals. A games material is one of the curriculum scopes that have the largest percentage of Physical Education subjects in upper classes of elementary school. Softball game is still very rare in elementary school teaching due to limited facilities and infrastructure. Karonball game is a modification game that was developed with the aim to introduce the softball game in the elementary school. This game combines baseball, rounder and softball game, thus, it is called karonball. Though this game, elementary school students are expected to be familiar with softball game although in the simple regulations steps and also can be used as physical education teaching at the elementary school for upper-class students.*

**Keywords:** Karonball, modifications, softball games, Elementary School  
\*: Lecturer at Health Physical Education and Recreation FIK UNY

### INTRODUCTION

Physical education is an education that uses physical activity as a means to achieve the expected goals. One of the supporting components of the implementation of physical education in order to work well is the curriculum. Curriculum is a set of plans and arrangements regarding the objectives, content and learning materials, as well as the means which is used to guide the implementation of learning activities to achieve specific educational goals. Through curriculum, the improvement of quality and relevance of education can be done thoroughly.

The Physical, Sport, and Health Education Subjects (*Penjasorkes*) is one of the subjects held in schools that are expected to seek and embody the whole man, both primary and secondary education. The Ministry of Education of Indonesia (2003: 5) states that there is no education which does not have the pedagogical goals, and no education is complete without the presence of physical education. It is because the motion as physical activity is the basis for man to know the world and him which naturally develops in line with the changes of times. *Penjasorkes* is a medium to encourage physical growth, mental development, motor skills, knowledge and reasoning, appreciation





of the values (mental - sportsmanlike attitude - social - spiritual) and habituation healthy lifestyle that leads to stimulate the growth and development of the physical quality and psychological which is balance. *Penjasorkes* goal achievement in elementary school (SD) is expected to consider the purpose of learning; students' skills, methods, materials, facilities and infrastructure, as well as the pleasure of students learning activities for the learning process can run well.

The game material is one of the curriculum scopes that has the largest percentage of *Penjasorkes* subjects in grade IV ( four) to VI ( six ) or more often called by the upper classes. Games and sports which are included in the curriculum contains a variety of games and sports individually, in pairs or teams. In this activity as well as aspects of the development of knowledge / relevant concepts and value systems within such as teamwork, sportsmanship, honesty, critical thinking, and comply with regulations. Besides, students must also be sportive, honest and critical thinking as well as abide by the rules so that the game can generate maximum points. Coverage of sports games by Ministry of Education (2003: 10) includes a small ball game and a great ball game. Small ball game that is taught in the elementary school classroom include rounder , kippers , rounder , softball , and baseball , while for the big ball game that is taught in the elementary school classroom include football , volleyball , and basketball . From the scope of the

material above, softball is a matter that should be implemented in order to achieve the learning objectives.

Although the material of softball game obviously contained in the curriculum, this cannot be done well in elementary school. From the survey results, this is due to the limitation of softball game facilities and infrastructure in the school. The high price of the tools and the limited number of softball fields are factors that greatly affect the enforceability of the softball game in elementary school. Besides the infrastructure limitations, understanding of the softball regulation is stiii very minimal mastered by the *Penjasorkes* teacher. The limitations result less possibility to teach softball game in elementary. In fact, if it is implemented, it would be very beneficial for students both psychologically and physically.

Softball game material should be taught as a means used in the educational process. The material should bc tailored to the stage of growth and development of the children so that they do not find it is difficult and do not feel that the game is hard. This of course refers to the stages of growth and development of primary school students in upper classes which is in the playing age. At the game time, what child feels is just the fun and excitement without thinking of the end result that will be obtained. By playing, child is expected to be able to recognize the characteristics of the game and can interact well with their peers. Interaction with peers





will become their motivation to do the higher game so that they are not aware of physical activity. Physical activity is expected to be a medium for the children growth and development, especially in psychomotor aspects of learning and the attainment of the objectives of physical education in their schools.

To introduce the softball game from elementary level is necessary to modify a game that can be used for *Penjasorkes* learning in primary school though the stage is still a simple game.

#### THE NATURE AND THE ROLE OF PHYSICAL, SPORT AND HEALTH EDUCATION IN PRIMARY SCHOOL

*Penjasorkes* is one of the subjects carried out on primary education, secondary and even higher education. *Penjas* is always in education from time to time, which contributes to the growth and development of the whole child through experiences of motion. Capel and Piotrowski (2001: 9) argue that the characteristics of *penjas* centered to the child which have the correct values as good as education in general. This opinion can be interpreted that *penjas* teaching should see the child as a subject of education that should be prioritized in order to achieve *penjas* objectives.

Physical Education or *Penjas* as an integral part of the education is defined in a different opinion. Physical Education Association of the United Kingdom (PEAUK)

cited by Capel and Piotrowski (2001 : 10 ) states *penjas* as physical activities which are directed and related studies , usually in the educational context is to develop physical competence , helps promote physical development , and allows participants to learn about and value of the participation benefits. Basically, *penjas* is a formal cultivation of knowledge and values through physical activity. Broader definition proposed by Chandler, Cronin and Vamplew (2007: 166) that *penjas* includes instruction in the development and body treatments, from simple exercises to train callisthenic hygiene , gymnastics , and also the performance and management of the game . Historically, it has been focused on diet, exercise and hygiene, as well as muscular - skeletal and psycho - social development. Several sub-disciplines of science are biomechanics, exercise physiology, sport sociology, history, philosophy and psychology.

*Penjasorkes* plays a very important role in school, which gives an opportunity to students to gain direct experience in a variety of opportunities through physical activity, exercise, and health are selected and carried out systematically. Granting practices matter consists of the game and sport , development activity , gymnastics activities , rhythmic activities , water activities , outdoor education classes can provide opportunities for students to move physically / directional motion that can provide students with opportunities to learn more about the world





and himself that students naturally continues to benefit in the form of health and fitness . Besides the provision of material on the theory of health is very beneficial because health material which consists of material and cultural patterns of healthy living as well as its application in everyday life to provide basic understanding to the students about the importance of having a healthy life habits .

### CHARACTERISTICS AND COURSE OBJECTIVES

*Penjasorkes* is an integral part of education as a whole, aims to develop aspects of physical fitness, motor skills , critical thinking skills , social skills , reasoning , emotional stability , moral action, aspects of a healthy lifestyle and clean environment through the introduction of physical activity, sport and health selected systematically planned in order to achieve national education goals (BSNP , 2006: 702 ) . This subject is a medium to encourage physical growth, mental development, motor skills, knowledge, reasoning, appreciation of the values (attitude - mental - emotional - sportsmanship - spiritual - social) and habituation to a healthy lifestyle that leads to stimulate the growth and development of physical and psychological quality in balance.

*Penjas* destination in SD according to Thomas , Lee and Thomas (2000 : viii ) there are two , namely : (1) create movement and exercise to be more efficient so that students can apply for specialization in sports activities , and ( 2 ) establishing and or maintaining

physical health . Similar opinion was expressed by the Ministry of Education and Science, quoted by Capel and Piotrowski (2001: 10 ) which states that *penjas* school aims to develop control , coordination and body control . It mainly deals with how to learn through action, sensation and observation

### THE SCOPE OF THE MATERIAL

According to the Ministry of Education (2003: 10) *penjas* material scope covers the following aspects : 1) Games and sports include : traditional sports , games , movement exploration , locomotor and non-locomotor, and also manipulative skills, athletics , rounders , rounders , kippers , softball , baseball , handball , football , volleyball , basketball , table tennis , tennis , badminton , and martial arts , as well as other activities, 2 ) development activities include : posture mechanics , components of physical fitness , body posture, and other activities, 3 ) Gymnastics activities include : floor exercises , agility without tools , dexterity with tools , and other activities , 4) rhythmic activities include : free movement , Indonesian morning rhythmic gymnastics, SKJ , aerobics and other activities , 5) water activities include : game on water , water safety , skill moves in the water , swimming, and other activities , and 6 ) education outside the classroom includes : picnic / field trips, camping , exploring , mountain climbing and other activities





## SOFTBALL GAME AS A SMALL BALL GAME IN PENJAS, SPORTS, AND HEALTH LEARNING IN PRIMARY SCHOOL.

Softball game is one of the small ball game, which is taught in *Penjasorkes* teaching in the upper classes of elementary school. In this activity as well as aspects of the development of knowledge / relevant concepts and value systems contained therein, such as : teamwork, sportsmanship , honesty , critical thinking , and comply with applicable regulations ( Ministry of Education , 2003 : 10-11 ) . Softball game is also a team game played by nine players in a team. The game is done by throwing, catching, hitting the ball and ran. Softball game is played on a diamond -shaped field which consists of a grassy field in the outfield and a short cut that ball rolling average does not change the direction. On the infield made of gravel with a soft fiat surface. The game used a bail, bat, glove, helmet, and mask. Game led by referee called umpire. Umpire is authorized to implement every clause of the regulation softball. Umpire also has the power to ask a player, coach (coach), captain, manager to execute or prohibit conduct penalties and umpire judgment is not in accordance with the regulations.

Softball game has a goal to get as many points as possible and try to break the

opponent's attack so as not to get points. How to get points is by running around the base of the base sequence of one, two, three, and home to earn a point. The game was done in a round called inning. Winning team is the team that scored more points until the last inning.

In accordance with the basic competence on the small ball game materials for fourth grade until sixth grade, mentioned that the students can practice basic motion of a small ball game in team with a modified regulations, and with good control. Motion base in a softball game is motion related to the basic techniques of the softball game. The basic techniques of the softball game by Noran (2005: 1-89) is a technique to catch the ball, throw the ball, pitching, hitting the ball, and ran to the base (base running). The basic technique according to Garman (2001 : 1-193 ) is divided into some form of technique that is catching the ball include : ( 1 ) catches the ball along the ground , ( 2 ) catches the bounced ball , and ( 3 ) to catch the flat ball . Throw the ball include : ( 1 ) handle the ball , ( 2 ) throw up, ( 3 ) long throw , ( 3 ) a quick throw , ( 4 ) side pitch , and ( 5 ) the pitcher . For hit the ball technique include: ( 1 ) hit the ball with a swing and ( 2 ) hit the ball with a bunt hit . Furthermore , for the basic running techniques ( base running ) include : ( 1 ) leave the base , ( 2 ) running between the base , ( 3 ) running around the base , and ( 4 ) sliding ( bent - leg slide , pop - up slide ,







hook slide , headfirst slide , slide and rollover ).

**KARONBALL GAMES AS MODIFIED SOFTBALL GAME FOR UPPER CLASS STUDENTS OF PRIMARY SCHOOL**

To introduce the softball game for the first grade students then karonball game was made. The karonball game is a game played by 12 students for every team. The size of the field and play equipment simplified by using the tools taken from the game rounders, rounders and tonis ball. The rules outline is as follows:

1. The karonball game is a modification of softball game for the class of elementary school children. The game is done using

mostly softball rules, but the tools used in the fetch of rounders and baseball games.

2. Number of Players and Players Position

Karonball game made by twelve players and the free players occupy the position of any part of the field. The position of the player can be seen in Figure 1 below

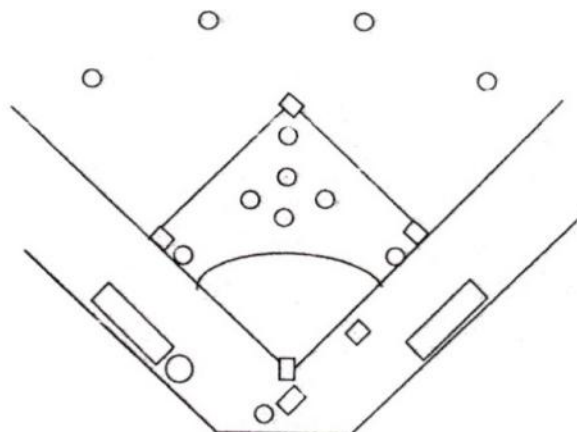


Figure 1. Player Position

3. Playground

Diamond-shaped playing field with the determination of the diamond is done by connecting the end of the flag is not valid with a quarter circle of the pivot line in the middle

of the field. Pictures and part of the field can be seen in figure 2 below:



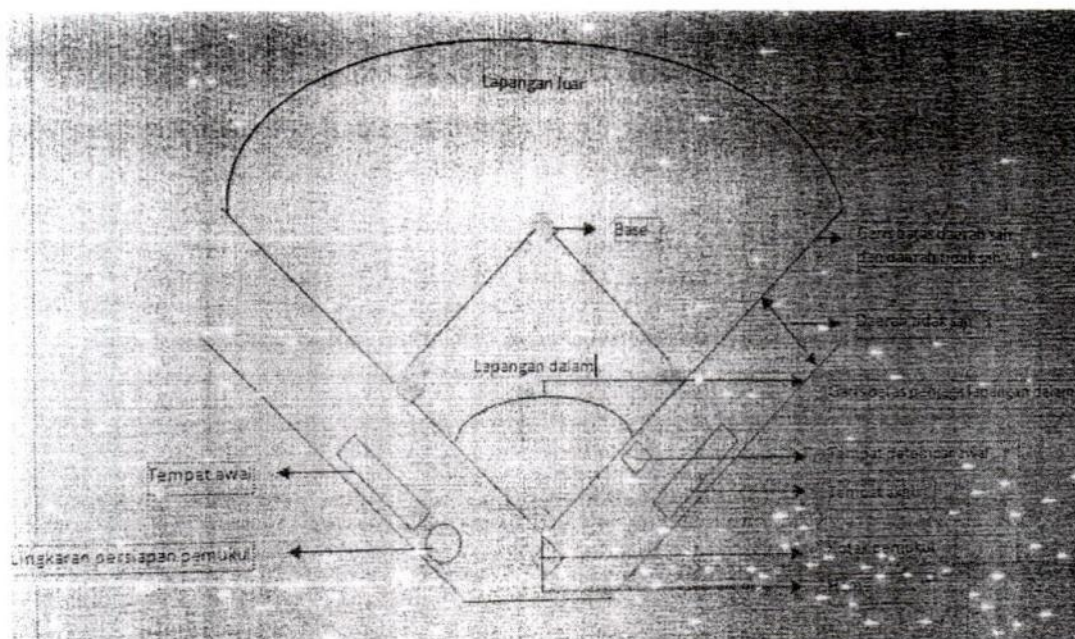


Figure 2. Karonball Field

Size description:

- a. Distance between base :13 m
- b. Distance between home and the end of the legitimate and illegitimate border :30 m
- c. The distance between the border of the legitimate and illegitimate starting place : 1,5 m
- d. Distance to the midpoint of the hitter initial site preparation circle : 1 m
- e. . Unauthorized area distance : 3 m
- f. Distance of a pitcher with a bat box : 5 m
- g. Distance of the bat box home : 30 cm
- h. Starting place : width 1.5 m and a length of 6 m





- i. Base : Width 33 cm , 50 cm long and 5 cm thick
  - j. Hitter preparation circle : radius of 0.5 m .
  - k. Bat box : Width 1 m and a length of 1.5 m .
  - l. Guard the boundary line in the field : 5 m from home to the first base and third base
4. The equipment used was a stick beater using a bat of the rounders game and the tonis ball.
5. The game started with the first teams' bat which is determined by coins or suit. Game is conducted throughout the five-inning. One inning is counted if both teams have swapped positions from the attacker to the guard. Attacker squads swapped positions as keepers after all members of the team have been doing blow. Last hitter determines free bonus player acquisition and bonuses player is freely chosen by the attacker as long as the selected players are still the team members. Game -based series will be continued with the next inning game until one team ahead of his opponent completely. The winner of extra-inning game is the team that makes more points until the end of the game .A points will be obtained by the team when the attacker has managed to hit a batter and a runner and then ran to touch base. Every runner who can touch base safely will be counted as one point After the lottery and

- players already occupy their respective positions, the game starts with a throw of clouds. Initial throw is a throw made by the life jacket. Life jacket before making the throw life jacket must be in place. Life jacket is one of the team members and life jacket attacker may change at any inning. If a turn at the life jacket life jacket must be replaced by one of the other team members. Life jacket gives the ball to the bat as good as possible.
6. Batsman must be in place when hit a bat. Players who will have to get in the circle punch preparation of the hitter. When the bat is in the circle of preparation of the hitter, hitter may do preparation. Batsman may only leave the preparation hitter if being a turn as a hitter and bat into the box. The order batsman freely determined by a squad of attackers from the first to the last hitter. If the players are mixture of male and female hitter so it has to be alternated arrangement. Last batsman in every inning should not be the same
7. Batsman must hold the bat with two good hands at the beginning of stance when hitting or swinging the bat. Batsman must take a position in the batter box when the game starts. Throw the ball batter chance to get as much as 3 throws life jacket life jacket and paddle does not have to swing at every pitch tool at the beginning of that given by the life jacket until the third pitch. But if the hitter does not also perform a punch or punches but did not stick at the ball





then the batsman is declared dead. If on the third punch, punch the ball does not enter the area of the legal field, hitter repeated blows to the incoming punches result in unauthorized areas or dead bat, because it could not hit the ball. Bat also declared dead if the batsman keeper player disturb bats or throw so as to interfere with the guards. Bat would be a runner after the batsman successfully incoming punches and legal areas. Runner is declared dead if a runner hitter thrown dead (burned) base in a way that will be addressed before the runner reached base. Runners are allowed to advance to the base of the front and the player may also be turned off by the guards at the bat and hit a ball thrown or hit the legitimate ball. Runners can still be turned off if at any time a runner fails to touch the base they are entitled before attempting to advance to the next base and after occupying one base, runners then separated from the base and try to continue the run to the next base. Runner is entitled to advance without a blow off if the ball bounced legitimate and lawful overextending the back field and a non-member squad, enters the game and annoy.

8. Runner must touch the base of the sequence: first base, second, third, and home.
9. Runners must return to their base, but do not need to touch bases between them if

the ball was illegal and the other team members who are not playing do or make a nuisance after successfully doing punch hitter.

10. Offensive players must go first in the beginning and if the player dies or the attacker is back again to the home then the player must go to the last place.

### THE CHARACTERISTICS OF PRIMARY SCHOOL STUDENTS IN THE AGE OF 10-12

According to Hurlock (1978: 38) on the end of childhood (6 to 13 years in girls and 14 years in boys) was a period in which there is sexual maturity and adolescence started. The main development is socialization. This is school age or age group. From this definition it is clear that at the age of 10-12 years had major developments in social life. In addition to social development, children aged 10-12 also has the characteristics of growth and development of others. Characteristics of growth and development of children, both physical growth, mental and emotional, it is important to be known and understood by *penas* teachers in determining the type of physical activity or exercise that will be given. If the type of physical activity or exercise that is given is not in accordance with the characteristics of the child, the physical activity or exercise that is given will not be a positive influence on the development and could give the opposite





result with the goals or objectives to be achieved

### CONCLUSION

Karonball game for primary school students has higher grade appropriateness when it is applied to the upper class of primary school students. The suitability of these include the compliance of the standards of competence and basic competences contained in the 2004 curriculum of *Penjasorkes SD* that is about the small ball game that is taught in the classroom. Besides, karonball game is also appropriate with the characteristics of an elementary school student whose development is in the development of socialization stage. This is because the karonball game is a team game that therein clearly contained an element of cooperation between players with other players. Therefore, it takes a student's ability to have social interaction with his team mates. Karonball game also includes exciting and safe play performed by students.

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## THE EFFECT OF LEARNING MODELS AND TOOLS MODIFICATION TOWARD VOLLEYBALL SKILL RESULT

Jajat Darajat Kusumah Negara, S.Pd., M.Kes., AIFO, Yoyo Bahagia, M.Pd, Lukmanul Hakim,  
S.Pd

Indonesia University of Education  
[jajatdkn@yahoo.com](mailto:jajatdkn@yahoo.com)

### Abstract

*Learning physical education activity in a volleyball game taught to students using a by learning models and tools modification provide optimal contribution that simplify to know and understand how to do the increase volley game skill. The aims of this research was to determine differences in learning models and tools modification overall.*

*Research method was experiment and research design used was a ANOVA 2x2 factorial. The study population was students of high school at Sukabumi with samples of 28 male students. Research instrument used was NCSU volleyball Skills battery test. The analysis used the SPSS software v.20 at p-value  $\leq 0,05$ .*

*The results were 1) there was no significant difference between tactical approach models with control group, a difference 6,14%; 2) there was interaction between learning models and tools modification; 3) for groups using soft volley ball, there was significant difference that tactical approach is better than the control group, a difference 50,86%; for groups using standard ball, there was no significant difference that both groups having the same effect, but there are differences in the results of volleyball skills at 36,00%.*

**Keyword:** Learning Models, Tools Modification, Volley Ball Skills.

### A. Introduction

The development of Volleyball game in Indonesia, all people know about this game. This game is known since primary school students. Similarly, the support of the volleyball clubs that exist throughout the country so that playing on the volleyball enjoy doing by the start of the children, adolescents, and adults. Volleyball game sport development today is very fast even in the school. This is evidenced by the inclusion of a volleyball game sport compulsory education into the curriculum of both primary schools, the level of junior high school and

the level of senior high school. Children, youths, adults and both men and women who loved the game of volleyball.

Physical education learning process especially learning volleyball games should refer to the applicable curriculum and must be done well. But in fact it is not easy to implement the learning particularly in areas that still have shortcomings. Such as : teachers are still having trouble determining so that learning models rely on the concept of traditional models that emphasize basic skills sport that developments in uneven learners, as well as facilities and regulations that are





used directly to the actual rules making it difficult for learners in learning. But playing on a volleyball can sometimes make it difficult for students in a learning activity. Because teachers still require students to be able to perform activities of volleyball game with the correct technique. So that students have difficulties in the learning process, and also teachers still seem monotonous in delivering teaching material, so it will be a game of volleyball activity is not conducive and students will get bored quickly. To support the learning process in school, physical education teachers should be able to adjust or modify instructional volleyball game to suit the needs of learners. Modifications intended to facilitate student learning and foster excitement during learning activities in school volleyball game.

About explanations from above authors wanted to examine and further

analyze the influence of learning models in this tactical approach and ball modification to the results of volleyball skills.

**B. Method**

**Population**

The subjects of research take from the high school students at Aliyah Surade Sukabumi. The subject were drawn at randomize by using the Federrer.

Formula:  $[r - 1][t - 1] \geq 15$

note: t : numbers of treatment

$[r - 1][4 - 1] \geq 15$

r : sum of samples

$[r - 1][3] \geq 15$

$[r - 1] \geq \frac{15}{3}$

$r \geq 5 + 1$

$r \geq 6$

So the minimum numbers of samples are 6 peoples for each treatment groups.

Table 1. Design and Sum of Subject Research

Ball Modification (B)	Learning Models (A)		Sum
	Tactical (A <sub>1</sub> )	Control (A <sub>2</sub> )	
SOFT VOLLEY (B <sub>1</sub> )	A <sub>1</sub> B <sub>1</sub> (7 students)	A <sub>2</sub> B <sub>1</sub> (7 students)	14
Standard ball (B <sub>2</sub> )	A <sub>1</sub> B <sub>2</sub> (7 students)	A <sub>2</sub> B <sub>2</sub> (7 students)	14
TOTAL	14	14	28

**Method and Variables**

This study used an experimental research method that is seen and analyze the symptoms and every cell, and analyze the impact of the learning model (tactical approach and control groups) were influenced by the ball modification (soft volley

and standards ball) that together can influence of the result volleyball skills.

Research variables, independent variable is learning model (tactical approach and control groups); intervening variables is ball modified (soft volley and standards ball)



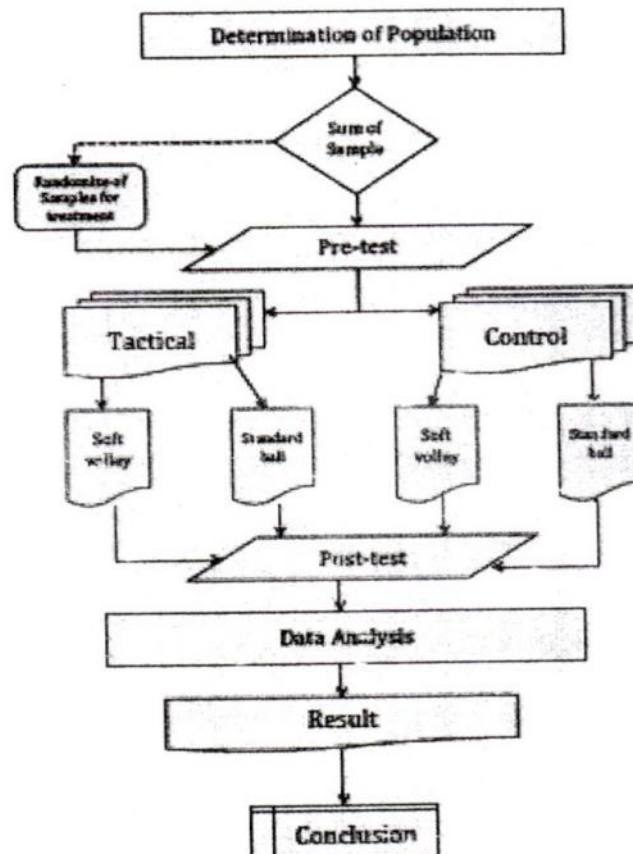


and the dependent variable is the results of volleyball skills.

Wilson; 1993) with validity of 0.73 and reliability of 0.88. The skills test consists of underhand passing; overhand passing, and service.

**Research Instrument**

The research instrument used was a test of NCSU volleyball skills test (Strand and *Research Path*



**Data Analysis**

Data analysis was performed using software SPSS v.20 by Anova 2x2 factorial. The analysis is performed as follows:

- a. Initial power parity test (pre-test); aiming to know that there is no difference in ability between the treatment volleyball skill in tactical approach with the control groups.







Unpaired t-test scores with p-value  $\leq$  0.05 do equality test.

- b. Analysis Prerequisites Test: 1) Homogeneity Test; by using the Levene's test with p-value  $\geq$  0,05. This test aims to determine whether all data has the same variance or homogeneous. If not homogeneous then the next step is done non-parametric hypothesis test. If all the data is homogeneous then tested the hypothesis parametric. 2) Normality Test; Do in each group, the technique used is the Kolmogorov- Smirnov with p-value  $\geq$  0,05. To determine the distribution of data is normal or not. If not normal then the next step is done non-parametric hypothesis test. If all the data is normally performed parametric hypothesis test.

- c. Hypothesis Testing: For analyzing the hypothesis done with Anova 2x2 factorial, if there are interactions it is thus followed by a further test of Tuckey. Tuckey test performed to analyze hypothesis 3 and 4. At p-value  $\leq$  0.05.

**Time and Place of Research**

The study was conducted in November to December 2012, around 6 weeks: 3 session a week, or 18 times total include pre and post test. As for the details or schedule of research by the author are as follows:

Table 2. Schedule of Research

NO	Time	Day	Experiment	Information
	07.00 - 08.30am	Wed	4 groups	Within hours of physical education
	07.00 - 08.30am	Thu	4 groups	Outside hours of physical education
	07.00 - 08.30am	Sat	4 groups	Outside hours of physical education

Implementation of research activities carried out in the field volleyball Surade Madrasah Aliyah Lodaya Setra Sukabumi.

**C. Result**

**Description**

Summary of the results of the calculation of the mean and standard deviation of all data.

Table 3. Summary of the calculation all data

Modification	Learning Models
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	Tactical						Control					
	Pre		Post		Gain		Pre		Post		Gain	
	d	d	d	d	d	d	d	d	d	d	d	d
Softvolley	9,43	7,61	7,57	5,53	,14	,73	1,86	0,99	5,86	,84	,00	,24
Standard	9,29	0,80	5,14	8,80	,86	,63	2,57	1,85	01,71	7,21	,14	,23

**Similarity test capability**

This test aims to determine whether there are similarities between the two models of learning ability that tactical approach and the control group, the test uses the unpaired t-test.

Table 4. Summary of the calculation unpaired t-test

Modification	Learning Models				Different mean	t	p-value
	Tactical		Control				
	Pre	sd	Pre	Sd			
Softvolley	89,43	17,61	81,86	10,99	7,57	0,965	0,354
Standard	39,29	20,80	92,57	31,85	3,29	0,229	0,823

Criteria: p-value ≤ 0,05; there was significant different between soft volley dan standard ball  
 p-value > 0,05; there was no significant different between soft volley and standad ball.

**Normality test**

Table 5. Summary of the calculation normality test in Kolmogorov-Smirnov

	All Data	Kolmogorov-Smirnov		
		Stat.	p-value	
Tactical	Softvolley	Pre	0,217	0,200*
		Post	0,208	0,200*
		Gain	0,376	0,003
	Standard Ball	Pre	0,239	0,200*
		Post	0,229	0,200*
		Gain	0,267	0,141*
Control	Softvolley	Pre	0,317	0,032
		Post	0,249	0,200*
		Gain	0,244	0,200*
	Standard Ball	Pre	0,294	0,067*
		Post	0,262	0,157*





Gain	0,287	0,084*
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Criteria:  $p\text{-value} \geq 0,05$ ; The data has a normal distribution.

$p\text{-value} < 0,05$ ; The data has not a normal distribution.

### Homogenous Test

Table 6. Summary of the calculation hasil uji homogenitas Levene's test

	All Data	n	mean	sd	Levene's Test		
					F	p-value	
Tactical	Pre	14	89,36	18,52	0,004	0,952*	
	Post	14	93,43	18,15			
Control	Pre	14	87,21	23,55	0,135	0,716*	
	Post	14	93,79	21,31			
Gain	Tactical	14	7,00	3,31	0,659	0,424*	
	Kontrol	14	6,57	5,23			
Softvolley	Tactical	Pre	7	89,43	17,62	0,223	0,645*
		Post	7	97,57	15,53		
	Control	Pre	7	81,86	10,99	0,073	0,791*
		Post	7	85,86	9,84		
Gain	Taktis	7	8,15	2,73	0,497	0,494*	
	Tactical	7	4,00	2,23			
Standard	Tactical	Pre	7	89,29	20,80	0,079	0,783*
		Post	7	95,14	18,80		
	Kontrol	Pre	7	92,57	31,85	0,285	0,603*
		Post	7	101,71	27,21		
Gain	Tactical	7	5,86	3,63	1,506	0,243*	
	Kontrol	7	9,14	6,23			

Criteria:  $p\text{-value} \geq 0,05$ ; The data has a homogenous varians

$p\text{-value} < 0,05$ ; The data has a heterogenous varian.

### Test of Hypothesis

Using a 2x2 two-way Anova test at  $p\text{-value} \leq 0.05$  does hypothesis testing. The first hypothesis: There was differences in yield improvement Volleyball skills between tactical approach to the control group in over all.

Table 7. Summary of the calculation first hypothesis

Taktis	Model Pembelajaran				Beda Peningkatan	F-sig	p-value	Besarnya Perbedaan
	Kontrol		Beda					
$\bar{x}$	Sd	$\bar{x}$	sd					
7,00	3,31	6,57	5,23	0,43	0,080	0,780	6,14%	

Criteria:  $p\text{-value} \leq 0,05$ ; The Data suggests there are differences in yield improvement volleyball

Skills is significant between the models with the tactical approach the control group as a whole over all

$p\text{-value} > 0,05$ ; The Data suggest are no different in yield improvement volleyball skills is not significant between the models with the tactical approach the control groups as a whole over all.





**The Second Hypothesis:** There was significant interaction between learning model with the ball modification.

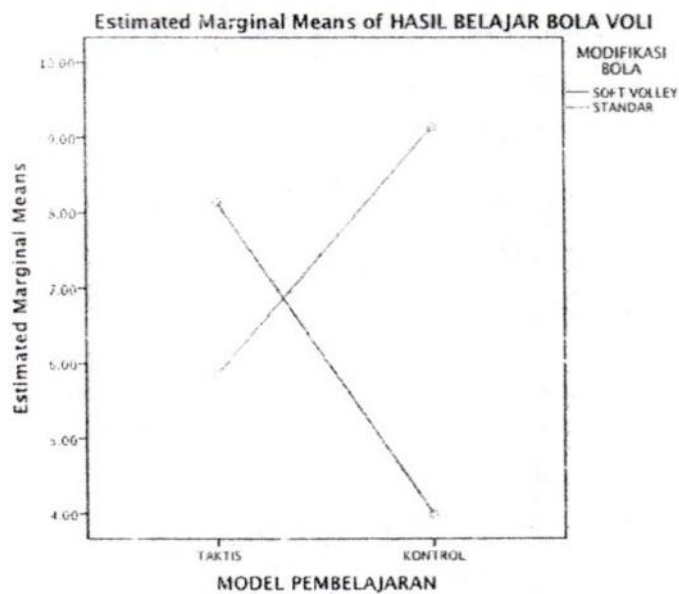
Table 8. Summary of the calculation second hypothesis

Interaciton		F-sig	p-value
Learning Model	Ball Modification	5,996	0,022*

Criteria:  $p\text{-value} \leq 0,05$ ; The Data indicate that there is singificant interaction between learning models with modification.

$p\text{-value} > 0,05$ ; The Data indicate that there is no singificant interaction between learning models with modification.

Picture 1. The Graphic of interaction between learning model with ball modification.



**The Third Hypothesis:** For students who use the treatment soft volley, tactical approach is better than the control group.

Table 9. Summary of the calculation third hypothesis

Modification	Learning Model				Different mean	t	p	Different prozent
	Tactical		control					
Softvolley	x	sd	x	sd				





	8,14	2,73	4,00	2,24	4,14	3,103	0,009*	50,86%
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Criteria:  $p\text{-value} \leq 0,05$ ; the data showed there was significant different in yield improvement volleyball skills between the tactical approach with control group who taught by soft volley.

$p\text{-value} > 0,05$ ; the data showed there was no significant different in yield improvement volleyball skills between the tactical approach with control group who taught by soft volley.

**The Fourth Hypothesis:** For students who use the treatment standard ball, control group is better than tactical approach.

Table 10. Summary of the calculation fourth hypothesis

Modification	Learning Model				Mean different	t	p	Different prozent
	Tactical		Control					
	x	sd	x	sd				
Standard ball	5,86	3,63	9,14	6,23	3,29	1,206	0,251	36,00%

Criteria:  $p\text{-value} \leq 0,05$ ; the data showed there was significant different in yield improvement volleyball skills between the tactical approach with control group who taught by standard ball.

$p\text{-value} > 0,05$ ; the data showed there was no significant different in yield improvement volleyball skills between the tactical approach with control group who taught by standard ball.

#### D. Discussion

In testing the first hypothesis, namely there was a difference in yield improvement volleyball skills between tactical approaches to the control group in over all. In the calculation results indicate that the first hypothesis has not been tested and is not acceptable. However, there are differences in average increase in the amount of 6.14% or  $(7.00 \pm 3.31 \text{ vs. } 6.57 \pm 5.23)$ . Learning model with a tactical approach has several advantages when compared with the control group. These advantages can affect children

without the burden of generating excitement and even students will be able to think of tactical before doing something or students will be able to take the right decision in playing volleyball, so with such a tactical approach to the model will improve not only cognitive skills but it will also increase. Therefore, although the results of this study in the first hypothesis has yet to show significant differences but no significant difference in the increase in the amount of 6.14%. This also assumes that there are





many outside elements that could affect the study-contained research.

In testing the second hypothesis, there was significant interaction between the models of learning by modification ball of volleyball. In the calculation results show that the second hypothesis is acceptable and has been tested and not unexpectedly results in the field. This means between the treatment and modification, interact with each other, for example the results of the group soft volley. Volleyball skills of a tactical group showed better results when compared with controls group, another case with a standard ball at precisely the result group and the control group showed reversed results better when compared with the treatment group models tactical approach. This is consistent with the results of the calculation results of the p-value is below 0.05 ( $0.022 \leq 0.05$ ), thus there is a significant interaction.

The third hypothesis states that for students who use the treatment soft volley, model group tactical approach is better than the control group. Conclusions from the Anova F-test calculation with post-hoch Tuckey test at p-value  $\leq 0.05$  has been tested and accepted. In fact there is a difference of the improvement volleyball skills in the amount of 50.86% or ( $8.14 \pm 2.73$  vs.  $4.00 \pm 2.24$ ) and the p-value is far below 0.05 ( $0.009 \leq 0, 05$ ). The conclusion is the data shows that there are differences in yield improvement volleyball skills were significant between the models with a tactical approach

to the control group of students who are taught by soft volley. This is in line with that expressed by Subroto (2010:6) is a tactical approach in learning the sport of the game is to increase students' awareness of the concept of playing through the application of techniques appropriate to the problem or situation in the game.

The fourth hypothesis states that for students who use the standard ball treatment, the control group is better than tactical approach. Conclusions from the Anova F-test calculation with post-hoch Tuckey test at p-value  $\leq 0.05$  are untested and not acceptable. Counting results showed an increase of 36% difference but the result is the student's skills cannot indicate significant differences in outcomes skills. It can be seen from the increase in the average in the control group and the tactical approach ( $5.86 \pm 3.63$  vs.  $9.14 \pm 6.23$ ). If seen from the increase in the average student between the two treatment groups precisely controls showed an average improvement is better if compared with standard tactical approach on the ball. So that means in the control treatment group using either a ball or balls soft volley standard both have the same impact in improving outcomes skills.

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