



JUARA: Jurnal Olahraga

E-ISSN 2655-1896 ISSN 2443-1117
<https://doi.org/10.33222/juara.v8i1.2618>



The Influence of Inclusion and Guided Discovery Teaching Style on Learning Results of Bottom Passing Volleyball

Tedi Tariki^{1*}, Anggi Setia Lengkana², Yudha Munajat Saputra³.

^{1,2,3} Faculty of Physical Education and Health, Universitas Pendidikan Indonesia, Jl. DR. Setiabudi No.229, Isola, West Java Province, 40154, Indonesia

*e-mail: Teditariki12@gmail.com

Info Artikel

Article History:

Received 30 August 2022

Approved 03 January 2023

Published 07 January 2023

Keywords:

Inclusive Teaching Style, Guided Discovery Teaching Style, Volleyball underpass

Abstract

This study examined the effect of inclusive teaching styles and guided discovery on learning outcomes of underhand passing in volleyball. The research method uses experimental research methods with a pretest-posttest control group design. The sample in this study was 40 students of SDN Leuwiliang. The research instrument used an observation sheet for the basic skills of passing down in volleyball. Data analysis using SPSS v.20 using paired sample t-test and independent sample t-test. This study concluded that there is an influence of inclusive teaching style. It guided discovery on the underhand passing. There is a difference in the effect of the inclusive teaching style and driven discovery teaching style on the volleyball bottom passing learning outcomes. The guided discovery teaching style shows more significant learning outcomes in the volleyball underpass.

© 2023 Tedi Tariki, Anggi Setia Lengkana, Yudha Munajat Saputra
Under the license CC BY-SA 4.0

✉ Alamat korespondensi: Jl. Mayor Abdurahman No.211, Kotakaler, Kec. Sumedang Utara,

E-mail: teditariki12@gmail.com

INTRODUCTION

Physical education is one of the media to help achieve education. From this exposure, PE can help improve the quality of teaching and can even be an essential part of completing education (Lengkana & Sofa, 2017). Physical education is one of the subjects given in all public as well as private primary schools. In physical education

learning, there are several games and sports subject matter, including big ball games such as volleyball. (Fitzpatrick, 2013; Whitehead, 2013) suggests that volleyball games are carried out by people from all walks of life, from children to the elderly, men and women, and from urban to rural communities. By the title, the researcher will discuss volleyball learning. Volleyball is a big ball game played in teams with the aim of dropping the ball in

the opponent's area. (Jouny-Rivier et al., 2014) Said that two teams of 6 players each play volleyball.

The volleyball game is a team game that uses the medium of the ball as an instrument played with all limbs, from the feet to the body (Reynaud et al., 2015). The game of volleyball consists of various techniques that can be mastered. One of them is the bottom passing technique, the earliest basic technique to master. For students of SD Negeri Leuwiliang themselves, the results of learning passing under volleyball generally have not been as expected, especially students in grade V (five). Students still encounter difficulties in completing learning completion, primarily the result of learning passing under volleyball; in other words, students have to go through an additional learning process. Learning the passing under volleyball movement from prefixes, fixes, and suffixes and advanced motion still needs to be improved. In other words, less than n. However, a teaching method or style must be given to meet the shortcomings in this learning. According to (Mulya & Lengkana, 2020), "Teaching style is a strategy to increase student participation to be able to carry out teaching tasks ."Jeganathan and Ratnavadivel (Lengkana et al., 2020) The teaching style applied by physical education teachers plays a vital role in the success of the learning process. The proper teaching style is inclusion and guided discovery. Mosston and Ashworth (Muhtar & Lengkana, 2021) Inclusion teaching style is a learning style used by teachers by presenting learning

materials in detail, offering different difficulty levels, and aiming to make students more creative and get easy in learning a movement skill.

The guided discovery teaching style is part of the teaching style spectrum that provides opportunities for students to make decisions through cognitive processes (Hidayat et al., 2022). This inclusive teaching style and guided discovery are good because they can improve abilities and cooperation between students and can provide understanding between students. This style of teaching inclusion and guided discovery has a relatively low risk of injury and increases children's motivation to play or do activities. The inclusion teaching style is that learners with different skill levels participate in the same task by choosing the difficulty level they can do.

Based on the background above, this study aims to find out the results of learning passing under volleyball in physical education learning at SDN Leuwiliang using an inclusion teaching style and a guided discovery teaching style.

METHODS

True-experimental design experiment design, that is, other groups are not given experiments but also get observations. The existence of other groups as a comparison (control group) due to the treatment (treatment) of the experimental group can be known. (Sugiyono, 2011) explained that (1). An independent (free) variable is a variable that affects, or that is the cause of its change or

the emergence of a dependent (bound) variable. (2). Dependent (bound) variables are variables that are influenced or that become a result due to the presence of free variables. (Arikunto, 2012) explains, "What the population says is the entire object of an object of study." In this study, the population that the researchers took, namely class V students of SDN Leuwiliang, Cimanggung District, Sumedang Regency, was 40 people. (Arikunto, 2013) posits that "a sample is a partial or representative of the population under study ."The sample used was all 40 students from all populations divided into two groups. Group A used an inclusion teaching style, and group B used a guided discovery teaching style against volleyball bottom passing. In this study select, these samples using Random Sampling. The research instrument used observation sheets of basic passing technique skills in volleyball games (Nurhasan, 2000). Data analysis in this study using the help of the SPSS v.20 application,

before conducting a hypothesis test, a prerequisite test was carried out first, namely as follows: one homogeneity test, second normality test, third paired sample t-test, and fourth independent sample t-test.

FINDINGS AND DISCUSSION

Findings

After the data is obtained, the next step is to analyze the data using a statistical approach using the IBM SPSS version 20 application, which is then interpreted as a data description and a discussion of each SPSS output. The first step is to perform a normality test to determine whether the data obtained is in a normal distribution. Normality tests are also carried out to determine the steps of parametric or non-parametric statistical tests. Here is the output of the normality test results presented in table 2.

Table 1 Normality Test

Shapiro Wilk Test			
	Statistic	Df	Sig.
<i>Gerak Dasar Motorik</i>	,979	20	,919
	,959	20	,523
	,938	20	,223
	,957	20	,479

Referring to the decision criteria of the test results above, the Normality Test of Group

A (inclusion teaching style) Based on the SPSS output data above, it can be seen that the

significant value of the initial test is $0.919 > 0.05$ and the final test is $0.523 > 0.05$, so it can be concluded that the data tested are normally distributed. Group B Normality Test (Guided Discovery teaching style). Based on the SPSS

output data, it can be seen that the significant value of the initial test of group B is $0.223 > 0.05$, and the final test is $0.479 > 0.05$, so it can be concluded that the data tested are normally distributed.

Table 2 Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Teaching Style Results	Based on Mean	4,906	1	38	,033
	Based on Median	4,887	1	38	,033
	Based on the Median and with adjusted df	4,887	1	33	,034
	Based on trimmed mean	5,016	1	38	,031

The next stage of statistical testing is the homogeneity test. Based on the SPSS output above; it is known that the significance value of the Inclusion Force group variable is $0.033 > 0.05$ and the Guided discovery group is

$0.034 > 0.05$, meaning that the variable data of the inclusion teaching style group and the Guided Discovery style group have the same variant. Next, test the hypothesis.

Table 3 Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test - Posttest	-3,000	2,596	,580	-4,215	-1,785	-5,169	19	,000

Hypothesis Test 1 gives significant results of teaching style Inclusion of bottom passing skills in volleyball. Based on the Table above the SPSS output, it is known that the probability of Sig. (2-tailed) is 0.000 because the probability value of Sig. (2-tailed) $0.000 < 0.05$, then H_0 is rejected. This means that the

influence of the application of inclusive teaching styles significantly results in lower passing in the volleyball game in grade V students of SDN Leuwiliang. Hypothesis Test 2 provides significant results from Guided discovery's teaching style toward bottom passing skills in Volleyball games.

Table 4 of Teaching Guided Discovery tests

Paired Samples Test									
		Paired Differences				t	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
pre-test									
Pair 1	- post-test	-2,450	1,791	,400	-3,288	-1,612	-6,117	19	,000

Based on Table (4.7) of SPSS output, it is known that the probability of Sig. (2-tailed) is 0.000, Due to the probability value of Sig. (2-tailed) $0.000 < 0.05$, then H_0 is rejected. This means that the influence of applying the Guided Discovery teaching style gives significant results to the bottom *passing* results

in the game of volleyball in grade V students of SDN Leuwiliang. The influence of the Guided Discovery style has had significant results on lower passing skills in volleyball games in grade V students of SDN Leuwiliang.

Independent Samples Test

		Levene's Test for Equality of Variances		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
Learning Outcome	Equal variances assumed	4,906	,033	-1,429	38	,161	-2,300	1,609	-5,558	,958
	Equal variances are not assumed.			-1,429	31	,163	-2,300	1,609	-5,578	,978

Based on Table (6) of the SPSS output, it is known that the probability of Sig. (2-tailed) the final test of the inclusion teaching style group and the Guided Discovery teaching style group was 0.033 due to the Sig probability value. (2-tailed) $0.033 < 0.05$, then H_0 is rejected. This means that the influence of applying the Guided Discovery style has more

significant results than the inclusion style on lower *passing* skills in the game of Volleyball in grade V students of SDN Leuwiliang.

Discussion

The inclusion teaching style is categorized as a direct teaching style because it plays more of a role in teachers (teacher-

centered) (Mubarok et al., 2022; Yogaswara et al., 2022). This style aims to teach students at their levels of ability. The student's role is to try to make movements for each level of difficulty. Students can choose the movements they consider capable. Guided discovery's teaching style plays a more critical role in learning and determining learning outcomes, especially in the learning process. Students are more able to pay attention to learning and are more disciplined. This is the opinion (Al-Hakim & Ginanjar, 2017) that teaching guided discovery improves student discipline. Through a guided-discovery teaching style, students are brought into the discovery zone, with mentoring provided in a converging process. Learning discovery corresponds to man's active search for knowledge and gives the most excellent results. Trying on your own to find problem-solving and the knowledge that comes with it produces significant knowledge. The knowledge gained by learning discovery reveals some goodness (Alif & Lengkana, 2022; Widjayana et al., 2022). First, the knowledge lasts a long time or is remembered or easily remembered. Second, discovery learning outcomes have a better transfer effect than other learning outcomes. Third, thoroughly learning discovery improves students' reasoning and ability to think freely (Mubarok et al., 2022; Muhtar et al., n.d.).

CONCLUSION

Based on the results of the above research, it can be drawn Muhtar et al., n.d. Conclusions that; 1) The inclusion style has a significant influence on student learning outcomes in volleyball bottom passing, as evidenced by the improvement in student learning outcomes in volleyball bottom passing from the reality on the field. 2) The guided discovery style significantly influences student learning outcomes in volleyball bottom passing, as evidenced by improved student learning outcomes from the reality on

the field. 3) Between inclusion and guided discovery teaching styles, guided discovery teaching styles show more significant learning outcomes in volleyball bottom passing.

REFERENCES

- Al Hakim, L., & Ginanjar, A. (2017). Pengaruh Gaya Mengajar Guided Discovery dan Gaya Mengajar Komando Terhadap Disiplin Siswa SMA. *Jurnal Kependidikan Jasmani Dan Olahraga*, 1(1), 26–32.
- Alif, M. N., & Lengkana, A. S. (2022). Motor Cognitive Coordination Training Program-Based Android Apps. *Journal of Physical Education Health and Sport*, 9(1), 1–6.
- Arikunto, S. (2012). *Prosedur Penelitian Suatu Pendekatan Praktek*. Rineka Cipta.
- Arikunto, S. (2013). *Dasar-Dasar Evaluasi Pendidikan*. Bumi Aksara.
- Fitzpatrick, K. (2013). *Critical Pedagogy, Physical Education and Urban Schooling. Counterpoints: Studies in the Postmodern Theory of Education. Volume 432*. ERIC.
- Hidayat, C., Rohyana, A., & Lengkana, A. S. (2022). Students' Perceptions Toward Practical Online Learning in Physical Education: A Case Study. *Kinestetik: Jurnal Ilmiah Pendidikan Jasmani*, 6(2), 279–288.
- Jouny-Rivier, J., Walliser, B., & others. (2014). *La fédération internationale de Volleyball (FIVB) et sa campagne "FIVB Heroes"*.
- Lengkana, A. S., & Sofa, N. S. N. (2017). Kebijakan Pendidikan Jasmani dalam Pendidikan. *Jurnal Olahraga*, 3(1), 1–12.
- Lengkana, A. S., Suherman, A., Saptani, E., & Nugraha, R. G. (2020). Dukungan Sosial Orang Tua dan Self-Esteem (Penelitian Terhadap Tim Kabupaten Sumedang di Ajang O2SN Jawa Barat). *JOSSAE (Journal of Sport Science and Education)*, 5(1), 1–11.

- Mubarok, H., Dinangsit, D., & Lengkana, A. S. (2022). The Relationship Of Self Esteem And Physical Fitness To Learning Achievement In Jabal Toriq Boarding School Students. *JUARA: Jurnal Olahraga*, 7(3).
- Mubarok, H., Dinangsit, D., & Lengkana, A. S. (2022). The Relationship Of Self Esteem And Physical Fitness To Learning Achievement In Jabal Toriq Boarding School Students. *JUARA: Jurnal Olahraga*, 7(3). Fakultas Pendidikan Olahraga dan Kesehatan, Universitas Pendidikan Indonesia.
- Reynaud, C., Association, A. V. C., & others. (2015). *The Volleyball Coaching Bible, Volume II*. Human Kinetics.
- Muhtar, T., & Lengkana, A. S. (2021). *KESEHATAN DALAM PENDIDIKAN JASMANI*. CV Salam Insan Mulia.
- Sugiyono. (2011). *Metode Penelitian Kombinasi (Mixed Methods)*. PT. Alfabeta.
- Muhtar, T., Lengkana, A. S., Alif, M. N., & Supriyadi, T. (n.d.). Profesi Guru; Analisis Survei Masyarakat Jawa Barat Terhadap Minat Studi. *SPORTIVE: Journal Of Physical Education, Sport and Recreation*, 6(2), 114–124.
- Whitehead, M. (2013). What is physical literacy and how does it impact on physical education. *Debates in Physical Education*, 37–52.
- Mulya, G., & Lengkana, A. S. (2020). Pengaruh Kepercayaan Diri, Motivasi Belajar Terhadap Prestasi Belajar Pendidikan Jasmani. *COMPETITOR: Jurnal Pendidikan Kepelatihan Olahraga*, 12(2), 83–94.
- Widjayana, L., Asmawi, M., Tangkudung, J., & Lengkana, A. S. (2022). Club Licencing Regulations (CLR) on Infrastructure Aspect in PSSI Bandung and Persib Bandung Football Club: An Evaluation Study. *Kinestetik: Jurnal Ilmiah Pendidikan Jasmani*, 6(3), 417–432.
- Nurhasan. (2000). Tes Dan Pengukuran Pendidikan Olahraga. In *Universitas Pendidikan Indonesia: Fakultas Pendidikan Olahraga Dan Kesehatan*.
- Yogaswara, E., Sudrazat, A., & Lengkana, A. S. (2022). Sunnah Prayer And Sunnah Fasting On Increasing The Character Value Of Physical Education In Boarding Boards. *JUARA: Jurnal Olahraga*, 7(3).