

Evaluation of Demonstration and Drill Methods for Lower and Upper Passing Skills Volleyball Learning



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ABSTRACT: This research aims to evaluate the demonstration and drill method for lower and upper passing skills in volleyball learning based on context, input, process and product. The subjects of this research are PJOK teachers, students. The sampling technique uses random sampling, with details of 11 PJOK teachers, 246 students. Data collection techniques use observation, interviews, questionnaires and documentation methods. The data analysis technique in this research is quantitative and qualitative descriptive analysis. The results of the research show that: (1) Context evaluation of the Demonstration and Drill Method for Lower and Upper Passing Skills in Volleyball Learning, the results are in the good category. The indicator for designing teaching and learning activities is 2.48 in the poor category, classroom management is 2.45 in the poor category, and assessment is 2.59 in the poor category. (2) Demonstration and drill evaluation input for bottom and top passing skills in volleyball learning results in the poor category. The learning material indicator is 2.45 in the poor category and student skills are 2.48 in the poor category. (3) The demonstration and drill evaluation process for lower and upper passing skills in volleyball learning resulted in the poor category. The learning activity indicator is 2.50 in the less category and student activities are 2.47 in the less category. (4) Product evaluation of Demonstrations and Drills on Bottom and Top Passing Skills in Volleyball Learning resulted in the poor category. The learning outcome indicator is 2.47 in the poor category.

KEYWORDS: Volleyball, Demonstration, Drill, Evaluation, Lower Pass, And Upper Pass

I. INTRODUCTION

Physical education learning is directed at fostering better physical growth and psychological development. Learning activities are a communication process that must be created through exchanging messages or information from a teacher to students (Purnomo et al, 2019). Physical education is a learning process that aims to develop motor skills, knowledge and active living behavior as well as sportsmanship through physical activities (Handiyono: 2017).

Basic technique is one of the main factors that can measure a person's level of skill in playing volleyball in addition to the physical and mental condition of a player and strategy development. To be able to perform the basic movement skills of playing volleyball properly and correctly, elements of physical condition are needed such as speed, flexibility, balance, accuracy, endurance, agility, coordination and good muscle power. If in a team all the players have good basic techniques, you can be sure that the team has good team strength and quality. Physical ability is related to motor ability which influences a player's performance both in learning skill movements and in competitions (Nusufi, 2016). Thus, it can be said that good movement skills are a requirement in achieving maximum performance for players in learning basic movement skills for playing volleyball.

A volleyball player's ability to combine elements of hand-eye coordination and arm muscle strength when performing basic techniques will influence the resulting accuracy, whether good or bad. One effort to improve students' sports abilities at school is the drill and demonstration learning method. The game of volleyball emphasizes physical condition which is a prerequisite that an athlete must have in improving and developing optimal sporting performance, so that all physical conditions must be improved in accordance with the characteristics, characteristics and needs of each sport (Rudiyanto, 2012).

Factors that influence volleyball playing skills require elements of physical condition such as: strength, speed, flexibility, balance, accuracy, endurance, agility, coordination and explosive power of leg muscles. Based on this, the learning method becomes a means to improve basic movement skills in playing volleyball. In this study, researchers wanted to look at the drill method for students' basic movement skills in playing volleyball. The demonstration method is a teaching method by demonstrating items, events, rules and the sequence of carrying out activities, either directly or carrying out activities, either directly or through the use

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of teaching media that is relevant to the subject matter or material being presented (Yuliyanti, 2016). Demonstration means giving a demo to carry out a certain activity or concept. In the demonstration method, the teaching and learning process is carried out systematically. Basic skill level is the degree of consistent success in achieving a goal effectively and efficiently. A person must have a basic skill level to carry out any sporting activity, especially volleyball. Someone who can play volleyball well is required to have the ability or skills to play volleyball, especially basic skills in playing volleyball.

The basic skill level of playing volleyball is the basis that a person must have to be able to play volleyball well. This is because the basic technique of playing volleyball is a very important factor, mastery of basic technique is one of the elements that determines whether a team wins or loses in a match in addition to the physical, mental and tactical elements. The better the basic skill level, the greater the chance of winning the match. On the other hand, if the basic skill level is not good, it will be more difficult to win the match. Thus, the researcher intends to study further with research entitled "Evaluation of the Drill Method and Demonstration Learning Method on Upper and Lower Passing Skills in Volleyball Learning".

II. METHODOLOGY

This type of research is evaluation research which uses a mixture of quantitative and qualitative methods. Evaluation is a series of processes that determine the extent to which goals can be achieved. Evaluation provides information for making decisions. Evaluation is also a process of seeking information about an object or subject which is carried out with the aim of making decisions about that object or subject. This research uses the CIPP (Context, Input, Process and Product) model with quantitative descriptive analysis to produce data in the form of numbers. The CIPP model was chosen because this model provides a comprehensive evaluation format for each evaluation stage which consists of context, input, process and product stages. Participants in this research included 11 physical education teachers and 246 class X students at the State Vocational School in Bengkulu City. The sampling technique uses random sampling. Research instruments are tools used and selected by researchers in their data collection activities so that these activities become systematic and easier (Arikunto, 2013). The instruments used in this research were interviews, questionnaires and documentation. The data analysis technique used is a data analysis technique according to the Stake model, namely by comparing the resulting data obtained with predetermined criteria. Researchers describe conditions and activities with quantitative data descriptions. The research data in the form of questionnaires is added up to obtain a total score. Then the total score is calculated descriptively using the standard deviation of the total score position of the respondent's answers. The criteria for processing the questionnaire use the following criteria from Sudijono (2015):

Table 1. Success Criteria

No	Intervals	Criteria
1	3,26-4,00	Very good
2	2,51-3,25	Good
4	1,76-2,50	Not enough
5	1,75-1,00	Very less

III. RESULTS AND DISCUSSION

The approach used in the evaluation research on the implementation of physical education, sports and health (PJOK) learning is the CIPP Model (Daniel Stufflebeam's) in terms of the stages of context, input, process and product, meaning obtaining accurate and objective information and comparing what has been done. achieved from the evaluation of demonstration and drill methods on the lower and upper passing skills of class The dimensions that can be used as determinants of success in evaluating the demonstration and drill methods for lower and upper passing skills in class X volleyball learning at State Vocational Schools in Bengkulu City are as follows.

A. Descriptive Research Results

1. Context Evaluation

This research consists of aspects of teaching and learning activities, classroom management, and assessment. The results of the context evaluation consist of designing teaching and learning activities, classroom management and assessment. The research results for each indicator in the context component show that the indicator for designing teaching and learning activities is 2.48 in the poor category, class management is 2.45 in the poor category, and assessment is 2.59 in the good category. Based on these results, it shows that the Contexts Evaluation of drill and demonstration learning methods for lower and upper level skills in class X at Bengkulu City State Vocational School is 2.51 in the good category.

2. Input Evaluation

Input Evaluation basically has the aim of linking objectives, context, input and process with program results. This evaluation is also

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to determine the suitability of the environment to help achieve program goals and objectives. This input evaluation is to help organize decisions, determine existing resources, what alternatives to take, what plans and strategies to achieve goals, and what work procedures to achieve them. This evaluation helps organize decisions, determine existing resources, what alternatives to take, what plans and strategies to achieve needs, what work procedures to achieve them. shows that the learning material indicator is 2.45 in the lacking category and student skills are 2.48 in the lacking category. The evaluation input for the drill and demonstration method for the lower and upper level skills of class.

3. Process evaluation

Process evaluation is a CIPP model that is aimed at finding out how far activities have been carried out, whether the program has been implemented according to plan or not. Process evaluation is also used to detect or predict procedural designs or implementation plans during the implementation phase, provide information for program decisions and as a record or archive of procedures that have occurred. The process evaluation aims to determine the implementation of the program in real activities in the field or learning activities when using demonstration and drill methods for lower and upper level skills in class X volleyball learning. This research focuses on learning activities and student activities. The research results for each indicator in the process component show that the learning activity indicator is 2.5 in the poor category and student activity is 2.45 in the poor category. Process evaluation of demonstration and drill methods for lower and upper passing skills in class X volleyball learning at Bengkulu City State Vocational School 2.47 in the poor category.

4. Product Evaluation

Product evaluation is an evaluation that aims to measure, interpret and assess program achievements. Product evaluation can be done by creating operational definitions and measuring the measurement criteria that have been achieved (objective), through collecting values from stakeholders, using quantitative or qualitative analysis. This product analysis requires a comparison between the objectives set in the design and the program results achieved. The results assessed can be in the form of test scores, percentages, observation data, data diagrams, sociometry and so on which can be traced in relation to more detailed objectives. Next, a qualitative analysis was carried out regarding why the results were like that. The results of the product evaluation product evaluation of the demonstration and drill methods on lower and upper passing skills in class class X volleyball at Bengkulu City State Vocational School was 2.47 in the poor category. Based on the results above, it can be determined that the results of the evaluation of the demonstration and drill method on lower and upper passing skills in class amounting to 2.48 is in the poor category which can be seen in table 2.

Table 2 CIPP Evaluation Results

No	Evaluation aspect	Skor	Criteria
1	Context	2,51	Very good
2	Input	2,46	Not enough
3	Process	2,47	Not enough
4	Product	2,47	Not enough
	CIPP Evaluation	2,48	Not enough

B. Discussion

Program evaluation is a systematic and subjective assessment of an object, program or policy that is ongoing or has been completed, both in terms of implementation design and results, where the aim of program evaluation is to determine the relevance and achievement of objectives, efficiency, effectiveness, impact and sustainability, where an evaluation must provide reliable and useful information to be able to draw lessons for the decision-making process. Based on the results of the research, it shows that the evaluation of demonstrations and drills on lower and upper passing skills in volleyball learning at State Vocational Schools in Bengkulu City resulted in poor results.

The obstacles for students who make lower and higher learning outcomes in volleyball learning are only 3 meetings where one meeting only lasts 2 hours and insufficient volleyball where each school only has 3-5 volleyballs that are suitable for use. Of course, this makes the results of learning the bottom and top of volleyball less good. Evaluation of demonstration and drill methods for lower and upper passing skills in class.

IV. CONCLUSION

Based on the research results and the results of the data analysis that has been carried out, the following conclusions are obtained. Context: Evaluation of the demonstration and drill methods for lower and upper passing skills in class The indicator for designing teaching and learning activities is 2.48 in the poor category, classroom management is 2.45 in the poor category, and

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assessment is 2.59 in the good category. Input: Evaluation of demonstration and drill methods for lower and upper passing skills in class X volleyball learning at Bengkulu City State Vocational School. The learning material indicator is 2.45 in the lacking category and student skills are 2.48 in the lacking category. Process Evaluation of demonstration and drill methods for lower and upper passing skills in class X volleyball learning at Bengkulu City State Vocational School. The learning activity indicator is 2.5 in the poor category. And the student activity indicator is 2.45 in the poor category. Product Evaluation of demonstration and drill methods for lower and upper passing skills in class The learning outcome indicator is 2.47 in the poor category. Evaluation of the demonstration and drill methods for lower and upper passing skills in class.

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