

Application of Reciprocal Teaching Style in Improving Student Lecture Process in Volleyball Course

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Abstract

This research aims to determine the effectiveness of a reciprocal teaching style in volleyball courses. Reciprocal teaching style is a teaching style by forming groups with one member of the group having an advantage in the material to be given. The type of research that will be carried out is classroom action research. So the results of this research cannot be generalized. The subjects of this research were 3rd semester students, totaling 43 students. The data collection technique uses an observation sheet. The results of this research show that a reciprocal teaching style makes a positive contribution to the student learning process in volleyball courses. These results were obtained after observers and colleagues observed and discussed the results of observations that occurred during the action. From the results of observations before the action was given, there were 37.87% who responded well to the lecture, and after the action was given there was an increase, namely; 63.12% of students are active in lectures. It can be concluded that the reciprocal teaching style contributes to improving the volleyball teaching process.

A. Introduction

The application of different lecturer teaching styles in the learning process is carried out to be able to serve students who have different learning styles. So that the results of the teaching and learning process can be as optimal as possible (Manadji, 2001). Environmental conditions can affect teaching and learning activities. Environmental conditions that are not conducive will hamper the teaching and learning process, so that learning outcomes will not be optimal. For example, muddy field conditions greatly affect student safety in learning.

In muddy field conditions students cannot move optimally because their movements are limited. In physical education, the goal is student movement, that is, through movement, students are able to develop their psychomotor, cognitive and affective domains. But when the conditions of the learning environment are inadequate, and the learning outcomes are less than optimal, it is necessary to review the learning process.

The learning process of physical education has different characteristics from other subjects. Because of this difference, preparing physical education educators also requires a different process. In the lecture process, prospective physical education educators also obtain course material with a ratio of 70% practice and 30% theory. With the comparison of course material as above, the student selection process also prioritizes the physical skills and movements of children balanced with good cognitive and affective abilities. Cognitive development is more towards intellectual development (Yusmar, 2017). Good cognitive development will make a person smarter. Cognitive aspects include intellectual functions, such as understanding, knowledge, and thinking skills.

Students who are obtained from the selection process are expected to easily receive course material in the S1 Penjaskes program. However, in volleyball courses most do not understand the game of volleyball in general, how the position of the player when attacking or defending. And when students will make a decision in the game students look hesitant, causing less than optimal volley ball games. This will cause

problems in the volleyball 2 course which is oriented towards student understanding in volleyball games.

In the second semester students get a volleyball 1 course. Volleyball 1 refers to the basic techniques of playing volleyball. How to pass down, pass up, and serve. In the second semester students get basic volleyball material and understanding material about volleyball. When the material is basic volleyball techniques students are able to master quite well, but when given an understanding of the game of volleyball students have not been able to apply it to the game. For this reason, a way or method of learning is needed so that students are able to understand the game of volleyball well.

Volleyball is one of the big ball games. Volleyball is a game played by two teams separated by a net, the game uses hands by bouncing (Lubis & Agus, 2017). While the purpose of the volleyball game is to pass the ball over the net so that it can fall to the bottom (floor) of the opponent's field area and to prevent the same ball from the opponent. Each team can play three bounces to return the ball outside the block. Bouncing the ball is one of the characteristics of the volleyball game which is done a maximum of three times, after which the ball must be immediately crossed into the opponent's territory. The whole game involves skills in processing the ball with both hands. The goal in a volleyball game is for each team to hit the ball towards the enemy's field in such a way that the opponent cannot return the ball. This can usually be achieved through a combination of three shots consisting of a forearm pass to the passer, which is then fed to the attacker, and a spike directed into the opponent's field and earning points (Pratiwi et al., 2020).

According to Novi (2008) in the game of volleyball there are four basic techniques that must be mastered, namely, serving, passing, spike, and block". And volleyball is played by two teams, each team consisting of six players including the libero. The basic techniques that must be mastered by a player, namely; 1) serve, 2) up and down passing, 3) spike, and 4) block (Panjaitan & Wahyudi, 2020). In addition to the basic techniques above, volleyball players must also have good physical abilities. The physical abilities that a player has at least are speed, strength, agility, power, endurance, flexibility, and balance. These physical components are trained in the volleyball 1 course, which is integrated with volleyball games. Volleyball is one of the subjects conducted outside the classroom and is one of the subjects that must be considered. Subjects that mostly involve physical activities make students still depend a lot on lecturers in getting information. According to Djamarah & Zain (2015), in the teaching process is expected to increase the ability of each individual to express their personal ideas. So, it can be explained that a lecturer must be able to provide information, implement and manage the learning process including choosing the right teaching style in the physical education teaching and learning process.

Teaching style is defined as an effort made by a lecturer to organize and guide in the teaching and learning process. The teaching style applied in the learning process will create interaction between lecturers and students. From these interactions, students gain learning experiences that result in changes in behavior in accordance with learning objectives efficiently and effectively. This relates to the problem of diverse student characteristics with different motor abilities causing the ability to absorb learning material to vary per student. A student with high motor skills will quickly capture learning material and apply it while a student with low motor skills takes a long time. These differences allow lecturers to teach with different styles. Reciprocal style can be applied to overcome the problem of differences in student characteristics in motor abilities. In the reciprocal style, the responsibility of providing feedback shifts from lecturers to peers (Pamungkas & Wibowo, 2020).

In this reciprocal style there are three things that must be considered, namely; first that students work in a small group, second students get direct feedback from their friends, and finally students must follow the guidelines given by the lecturer. According to Suryoroto (2001), Reciprocal style is a teaching style where feedback is given to the student. This role shift is expected to increase social interaction between peers and direct feedback, which will hopefully have the effect of increasing understanding of skill concepts and implementation.

This reciprocal style requires students to work in a group to explore or investigate a problem together (Metzler, 2011). Reciprocal style falls under the social group model of teaching. This social group model as the name suggests is how we learn with social habits and how social interactions occur so as to improve learning academically (Joyce & Weil, 2003). From the explanation above, it is hoped that this style can reduce student boredom. If student boredom is reduced, it is hoped that student understanding will be better.

B. Research Methods

This research is a class action research, so the results of this research can only apply in the tested class (Hopkins, 1993) and according to Suharsimi et al. (2006), This class action research has the meaning of

activities to observe something with a method by showing an activity that is deliberately carried out and that is subject to this action is a class, and the class here is a group of students who learn. Means that data will be taken in the form of observation or observation (Reason & Bradbury, 2008). Because this research is classroom action research which is characterized by making observations and actions on a certain group of objects, this research will be carried out at a formal educational institution or school or state university, as for what will be studied is the S1 Penjaskes Study Program, Faculty of Teacher Training and Education, Bengkulu University.

C. Result and Discussion

1. Results

Table 1. Observer Observation Before The Action Is Implemented

No	Things Observed	Good	Enough	Less	Total
1	Student attention when instructed	15	10	18	43
2	Assignment	13	15	15	43
3	Seriousness in activities	10	21	12	43
4	Lecturer's check	43	0	0	43
5	Error rate	13	10	20	43
6	Student response	10	21	12	43
7	Learning situation	10	18	15	43
Percentage		37,87375	31,56146179	30,56478	100

From table 1 above, it can be seen that the results of observers' observations before giving action by peers when volleyball lectures are held can be described as follows; from 7 aspects of observation, only 37.87% of students responded well to lectures, 31, 56% of students responded adequately to lectures, and there were still 30.56% of students responding to less lectures. So it can be concluded that some students respond to lectures still in the sufficient and insufficient categories.

Table 2. Observer Observation When The Action Is Implemented

No	Things to Observe	Good	Enough	Less	Total
1	Student attention when instructed	25	10	8	43
2	Assignment	23	15	5	43
3	Seriousness in activities	20	21	2	43
4	Lecturer's check	43	0	0	43
5	Error rate	23	10	10	43
6	Student response	30	11	2	43
7	Learning situation	26	8	7	43
Percentage		63,12292	24,91694352	11,29568	100

From table 2 above, it can be seen that the results of observers' observations before giving action by peers when volleyball lectures are held can be described as follows; from 7 aspects of observation, only 63.12% of students responded well to lectures, 24.91% of students responded adequately to lectures, and there were still 11.29% of students responding to less lectures. So it can be concluded that some students respond to lectures already in the good category.

2. Discussion

The results of the above research show that the use of reciprocal style in volleyball lectures is effective in improving the student lecture process. This can be seen from the observers' observations during the action. In the observation, it can be seen that students become more interested and motivated to learn when they are in small groups, in their groups students discuss with each other to carry out difficult motion tasks. This motion task was given by the lecturer. If before the implementation of the reciprocal style students always asked the lecturer, then during this style students discussed with each other in solving problems during lectures (Mithcell & Oslin, 2006). Active students in their groups are the goal in this program. In each

group, the lecturer chooses one student who is considered the most proficient in volleyball skills and he is in his group as a guide to carry out the discussion. When students discuss and ask their friends, it turns out that they are more familiar and better able to understand what their friends say. This condition is in accordance with the purpose of the reciprocal teaching style, in this style in each group there is one student who is considered to have advantages in the field of the material being taught to provide corrections for the mistakes of his groupmates.

The above statement is the result of the researcher's discussion with peers after the action was taken. Peers provide input to friends who do not understand the material, and this is the goal of the reciprocal learning style (Metzler, 2011). From the results of this discussion, it can be concluded that the reciprocal teaching style has had a positive impact on the student's lecture process in volleyball courses and this is in accordance with the opinion Pujiyanto (2019) which states that the improvement of movement skills occurs after students are able to understand the stimulus and then respond to the stimulus.

D. Conclusion

The results of this study found that the reciprocal teaching style made a positive contribution to the lecture process of students in volleyball courses. These results were obtained after observers and peers observed and discussed the results of observations that occurred during the action. From the results of observations before the action was given there were 37.87% who responded well to lectures, and after the action was given there was an increase, namely; 63.12% of students were active in lectures. So it can be concluded that the reciprocal teaching style contributes to improving the volleyball lecture process. Increase in learning outcomes in learning lay up shoot using the peer tutorial method in students in Class VIII-E of SMP Negeri 4 Rejang Lebong in 2022.

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