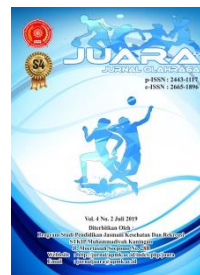




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### **IMPROVING MINI VOLLEYBALL BASIC MOVEMENT MANIPULATING SERVICE LEARNING OUTCOMES USING THE TARL METHOD IN CLASS IV STUDENTS OF SD PUCANGSAWIT SURAKARTA CITY**

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#### Abstract

*This study aims to improve the learning outcomes of the basic manipulative movement of the underhand serve of a mini volleyball using the TaRL method for fourth grade students at SD Negeri Pucangsawit Surakarta.*

*Using the TaRL method, namely learning that is divided into different levels starting from easy, medium, and difficult level. As well as students choosing their own learning according to their abilities aims to provide self-motivation for students because students can compete with friends who have the same abilities, and achieve the final goal at difficult level learning, and for students will be directed to a mini volleyball game which is modified after passing difficult level.*

*This research is a class action research (CAR). This research was conducted in two cycles, with each cycle consisting of planning, action, observation, and reflection. The research subjects were fourth grade students at SD N Pucangsawit Surakarta, totaling 29 students consisting of 16 boys and 13 girls. Sources of data come from teachers, students, and researchers. Data collection techniques using data triangulation techniques. Data analysis uses a comparative descriptive technique by using techniques to see trends that occur in learning activities.*

*The results of the data analysis can be summarized as follows: learning outcomes for the basic manipulative movement of serving under mini volleyball, pre-cycle seen from the psychomotor aspect, 21% complete, cognitive 15% complete, affective 100%, cycle I psychomotor 45% complete, cognitive 41% complete, affective 100%, and cycle II psychomotor 83%, cognitive 81%, affective 100% complete. Based on these three aspects there was an increase of 45% complete pre-cycle, 62% complete first cycle, and 88% complete second cycle.*

*Based on the results of the data analysis above, it can be concluded that the use of the TaRL method can improve learning outcomes for the basic manipulative movement of the underhand mini volleyball in class IV students at SD Negeri Pucangsawit Surakarta.*

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## INTRODUCTION

PJOK is a subject that becomes an important subject for students to develop their abilities through physical activity. In addition, to physical activity in PJOK learning, there is also the knowledge that related to how to live a healthy life. It is intended that the development of students can be balanced between the development of motion and also the way of thinking.

Every student has an interest in something that is different from other. It can be seen from the student level interest in the delivery or instructions from the teacher, which can have an impact on learning outcomes and the percentage of achievement of learning objectives. If the students are interested and they have a high interest in learning, so student achievement will be high. If it is not, so students' learning interest will be low.

The need of development PJOK learning, it innovates and increases creativity in sports. The need for cooperation from all parties, both of schools, teachers, students and student parents, so that learning can be achieved properly. Why it is necessary to innovate PJOK learning, it aims to make the learning activity more interesting and not monotonous, learning to be fun and not teacher-centered learning but children will be able to explore their ability and knowledge.

One of the big ball games in physical education is volleyball. In physical education learning activities, volleyball has been often the choice of material as well as in elementary schools. However, one thing needs to be seen in several volleyball training handbooks in the fact that the game (judging both of the rules and the equipment) is only taught to children after more or less turning 12/13 years old. Because of the equipment and movement techniques in volleyball tend to be too difficult when taught to children who are too young. It is necessary to have an age-appropriate modification for class IV students whose age range is 9/10 years so that playing volleyball is fun and it will be able to channeling positive motion desires. To foster a creative, active, innovative and competitive attitude from students, it is not easy. The fact showed that

the teacher is considered the appropriate learning source.

As the result, the teaching and learning process tends to be boring and it makes students lazy to learn. It turned out that the passive attitude of students did not only occur in certain subjects but also in almost all subjects including physical education. Several ways are done to improve student learning outcomes. One way is to apply teaching methods. The high and low learning outcomes of physics education depend on the learning process which is faced by the students. In physical education learning, the teacher must master the material being taught and how to convey it. The method of delivering lessons in a one-way manner will confuse students because students will become passive (accepting only) about what they learn and abstract material is meaningless, so that, the physical education learning process becomes boring.

Based on the results of observations made by the researchers in learning the basic movement of the manipulating serve under mini volleyball, it can be seen from the 29 students in class IV of SD Negeri Pucangsawit who achieved the learning mastery criteria in the psychomotor aspect 21% (6) students completed, 79% (23) students incomplete, cognitive 15% (4) students complete, 75% (25) students incomplete, and affective 100% students complete and the accumulated final score of the three aspects 45% (13) students complete and 55% ( 16) students do not complete.

From the problems above, the researchers want to improve the learning outcomes of the manipulating basic movement of the underhand serve in the mini volleyball game of grade IV students at SD Negeri Pucangsawit Surakarta by using the TaRL method which is accordance with the indicators in learning the basic movement of the underhand serve of the mini volleyball.

The TaRL method is a learning method by dividing various levels of tasks, paying attention to individual differences from one individual to another, where the teacher acts as a decision maker in planning, while students make choices about groups of activities in the

implementation and evaluation of learning. In the implementation of learning, firstly the teacher submits a plan of activities to be carried out, and determines the division of groups activity based on the student basic abilities. By starting from the easy groups with the easiest level, the medium groups with medium level and also the difficult groups with the most difficult level. Besides setting ability criteria at each level, the students are free to choose activities at the level they deem appropriate to the abilities of students and students are given the opportunity by the teacher to evaluate their abilities based on the ability criteria sheet.

Based on the formulation of the problem above, the purpose of this study is to find out the increase in learning outcomes of the basic manipulating movement of the underhand serve in a mini volleyball game using the TaRL method for fourth grade students at SD Negeri Pucangsawit Surakarta.

## 1. The Nature of Basic Movement

### a. The Nature of Basic Movement Ability

According to Syahril Bakhtiar (2015: 8) said that "Basic movement is a very important basic ability for more complex movement patterns". Meanwhile, according to Amung Ma'mun and Yudha M. Saputra (2000:20) said that "Basic motor skills are abilities that students usually do to improve the quality of life". According to Nurhasan (2004: 63) said that "Basic motion is a skill that involves the cerebrum, muscle strength involving the arms and legs that are used to achieve movement goals, such as throwing a ball, jumping, jumping and maintaining balance". Basic motion is also known as basic motor. Fine motor movements involving only the small muscles of the hands, such as writing. Basic motion is the basis for learning and developing various technical skills in exercising physical activity for life. Thus, if children's basic motor competence is not developed, they will not be successful in using various sports and game skills in their childhood and adolescence. Furthermore, this is what makes many children and adolescents not choose and are interested in participating and participating in various kinds of activities that require physical

skills, including mini volleyball games. Basic movements or in other words called gross motor skills must really be considered in learning and developing them, many children are not yet able to distinguish between basic movements and basic techniques, developing and learning a skill in a game or sport must be based on basic movements that good and optimal so that getting to the basic technique stage is easier to learn and develop in the game.

### b. Basic Movement Concept

According to Husdarta and Yudha M. Saputra (2000: 73) said "The scope of physical education is the formation of motion, which includes the desire to move, experience space and time, feel the rhythm, recognize the possibility of self-movement, have confidence in movement, feeling attitudes and enriching abilities motion". Meanwhile, according to Amung Ma'mun and Yudha M. Saputra (2000:20) stated "That basic movement abilities are divided into three categories namely locomotor abilities, non-locomotor abilities, and manipulative abilities". According to Sukintaka (2001:19) says "Basic motion is divided into three forms of movement, namely; locomotor, non-locomotor, and manipulative. Based on the above opinion, it can be concluded that there are three types of basic movement abilities, namely locomotor, non-locomotor and manipulative. Movement ability is an important skill in everyday life and in physical education.

In other words, basic movement abilities must be possessed by children, because basic movements are a very important need to carry out daily life. The following is as an explanation of the various basic movements:

#### 1) Locomotor Movement

Locomotor movement is the movement of moving the body from one place to another. Various types of locomotor movements, namely: running, jumping, jumping, leaping, tiptoeing, galloping, sliding, skipping, rolling, and climbing.

##### a) Walk

Walking is the act of moving the body from one place to another, when the feet change steps, one of the feet remains resting on the base of the footing.

b) Running

Running is the act of moving the body from one place to another, when the feet change the body's steps while floating in the air.

c) On tiptoe

Tiptoeing is the act of moving the body from one place to another using one leg, supporting and landing on one leg, while the other leg is bent at the knee so it does not touch the ground. The tiptoe skill is often used in motor activities in several sports such as the triple jump, football, volleyball and basketball.

2) Non-locomotor movement

Non-locomotor movements are activities that move the limbs on their axis and the perpetrator does not move. Non-locomotor forms of movement, namely avoiding, stretching muscles, twisting and turning, swinging legs, hanging, pulling.

a) Avoidance Exercise

Avoidance training is very useful in various games and sports. Avoiding can be in the form of avoiding objects or friends or opponents.

b) Stretching exercises

Stretching exercises are exercises to extend the muscles of the body, by flexing or extending them or in other ways. The basic principle that must be adhered to is how to stretch, starting with the lightest stretching, then progressively getting heavier to a count of eight.

c) Rotating (twisting) and Rotating

Children need to be taught how to bend less than 180-200 degrees and rotate the body 360

degrees. This movement is useful for increasing static balance or vest awareness.

## METHODS

Classroom action research will be carried out at SD Negeri Pucangsawit Surakarta. This class action research was carried out in May 2023. The subjects in this class action research were students in class IV of SD Negeri Pucangsawit, totaling 29 students consisting of 16 boys and 13 girls.

## FINDINGS AND DISCUSSION

Based on the results of the implementation of learning cycle I and cycle II, it can be concluded that there was an increase in the learning outcomes of the basic manipulative movement of the mini volleyball underhand service in class IV students at SD Negeri Pucangsawit. Judging from the results of the analysis obtained, a significant increase occurred in the initial data from cycle I and cycle II.

Results can be presented in tables of figures, graphs, verbal descriptions, or a combination of the three. Tables, graphics, or images may not be too long, too large, or too many. The writer should use variations in the presentation of tables, graphs, or verbal descriptions. The tables and graphs presented must be referred to in the text. How to write a table is shown in Table 1. The table does not contain vertical lines (vertical) and horizontal lines (flat) only in the head and tail of the table. The size of the contents of the tables and figures may be reduced.

The initial conditions of the students have not shown maximum results. In the pre-cycle, the learning outcomes of the basic manipulative serve under mini volleyball seen from the psychomotor aspect 21% (6) students complete, 79% (23) students do not complete, cognitive 15% (4) students complete, 75% (25) participants students are not complete, and the affective aspect is 100% of students are complete, and the results of the three aspects are 45% (13) students are complete, 55% (16) students are incomplete. This is due to the less innovative

methods of teaching and teaching aids that are not appropriate, looking at the abilities of students equally, as well as the teacher's orientation towards achievement, thus hindering the process of growth and development in terms of basic movements and feeling bored, towards learning and resulting in student learning outcomes not maximally educated.

In cycle I, the learning outcomes of the basic manipulative movement of serving under mini volleyball have shown an increase in the psychomotor aspects of 44.8% (13) students complete, 55% (16) students incomplete, cognitive 41% (12) students complete, 59 % (17) students did not complete, and affective 100% students completed, and the results of the three aspects 62% (18) students completed, 38% (11) students did not complete. Students' interest in learning increases, students feel happy and motivated in participating in learning and make learning outcomes increase.

Cycle II was a follow-up to the results of analysis and reflection by researchers and collaborators in cycle I. The success in cycle I was enhanced with

## CONCLUSION

Classroom action research on fourth grade students at SD Negeri Pucangsawit was carried out in two cycles. Each cycle consists of four stages, namely: (1) planning: researchers together with collaborators prepare learning designs by preparing several tools needed at each level of learning with the TaRL method and objectives to be given to students and assessment instruments using lesson plan assessment sheets (RPP) Affective, Cognitive, and Psychomotor), preparing learning facilities and infrastructure in accordance with the learning design, (2) implementation of actions: carrying out the learning process in accordance with the lesson plans using the TaRL method, (3) observation: carried out during the learning process by conducting affective, cognitive, and

the implementation of learning cycle II. By adding a level of complexity to the application of assistive devices at each level in cycle II learning. Learning outcomes of cycle II show results as big as seen from the psychomotor aspect 83% (24) students complete, 17% (5) students do not complete, cognitive 81% (23) students complete, 19% (6) students do not complete, and affective 100% of students complete, and the results of the three aspects 88% (25) students complete, 12% (4) students do not complete. The increase occurred in the cycle I and cycle II after being given learning, namely through the use of the TaRL method. The results in cycle II were better than those in cycle I, this was because the researchers and collaborators corrected the weaknesses in cycle I. The learning outcomes of the manipulative basic movement of the mini volleyball underhand serve using the incubation method increased gradually. The implementation of learning cycle I and cycle II made the learning outcomes of the basic manipulative movement of the underhand service of mini volleyball better and created a more active, effective, efficient and fun learning process so that it could support a quality and better learning process.

psychomotor use the observation sheet according to the lesson plan, (4) reflection: reflect if the indicators have been reached, if they have not been achieved then make efforts to improve so that the indicators are achieved in the next cycle. Based on the data analysis and discussion that has been disclosed, it is concluded below:

Learning using the TaRL method makes students motivated, most active, fun and efficient because this learning is learning that divides students' abilities based on students' abilities into easy, medium, difficult levels, students can compete with other students who have the same abilities and are more motivated to reach the next level. The class situation is more enjoyable and motivated resulting in better learning outcomes than before, students

who are less enthusiastic in the physical education learning process, especially in mini volleyball games.

Based on the research conclusions that have been stated above, it can be seen that learning the mini volleyball underhand serve using the TaRL method can improve the learning outcomes of the manipulative basic movement of the mini volleyball underhand serve in class IV students at SD Negeri Pucangsawit Surakarta in the 2022/2023 academic year. this class is:

1. This study provides a clear picture that the success of the learning process depends on several factors. These factors come from the teacher, students, and learning tools/media used. Factors from the teacher in delivering the material, managing the class, developing the material, the methods used by the teacher in the learning process, tools/media that are appropriate to the teaching material, while the factors from the students are interest and motivation in participating in the learning process.
2. Provide a clear description that using the TaRL method can improve the learning outcomes of the basic manipulative movements of the underhand serve in mini volleyball, so that this research can be used as a consideration for improving the learning outcomes of the basic movements of the underserving manipulative underhand in mini volleyball in other big ball games using the method tarl.
3. The use of the TaRL method has an impact on learning outcomes in Physical Education lessons as a whole so that it improves the basic movement abilities of students who need optimal development, which are contained in psychomotor, cognitive and affective indicators.
4. The initial conditions of the students have not shown maximum results. In the pre-cycle, the learning outcomes of the basic

manipulative serve under mini volleyball seen from the psychomotor aspect 21% (6) students complete, 79% (23) students do not complete, cognitive 15% (4) students complete, 75% (23) participants students are not complete, and the affective aspect is 100% of students are complete, and the results of the three aspects are 45% (13) students are complete, 55% (16) students are incomplete. This is due to the less innovative methods of teaching and teaching aids that are not appropriate, looking at the abilities of students equally, as well as the teacher's orientation towards achievement, thus hindering the process of growth and development in terms of basic movements and feeling bored, towards learning and resulting in student learning outcomes not maximally educated.

5. In the first cycle, the learning outcomes of the basic manipulative movement of serving under mini volleyball have shown an increase in the psychomotor aspect 44.8% (13) students complete, 55% (16) students do not complete, cognitive 41% (12) students complete, 59% (17) students did not complete, and affective 100% students completed, and the results of the three aspects 62% (18) students completed, 38% (11) students did not complete. Students' interest in learning increases, students feel happy and motivated in participating in learning and make learning outcomes increase.

6. Cycle II is a follow-up with the results of analysis and reflection by researchers and collaborators in cycle I. The success in cycle I was increased with the implementation of learning in cycle II. By adding a level of complexity to the application of assistive devices at each level in cycle II learning. Learning outcomes in cycle II show results as big as seen from the psychomotor aspect 83% (24) students complete, 17% (5) students do not complete, cognitive 81% (23) students complete, 19% (6) students do not complete, and affective 100% of students complete, as well as the results of the three aspects 88% (25)

students complete, 12% (4) students do not complete

7. The use of the TaRL method makes students more active in learning, because it is a form of learning that divides students' abilities into learning levels, easy, medium, and difficult. Demonstrating varied forms of learning, easy to understand, and finally stimulating the affective, cognitive, especially psychomotor domains so that physical education learning becomes fun and motivated.

Based on the results of the research, it can be suggested several things, especially for Pucangsawit State Elementary School teachers, as follows:

1. Schools should try to provide facilities that can support the smooth running of teaching and learning activities.
2. Applying the TaRL method in physical education learning so that later it can be useful for improving student learning outcomes.
3. This research can be applied in class or in other schools. But with adjustments to the characteristics of students in each class or school
4. Teachers should be more innovative in applying teaching methods to improve students' Physical Education learning outcomes.

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