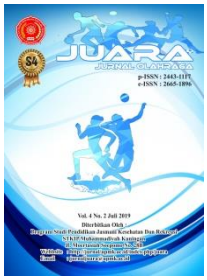
JUARA: Jurnal Olahraga
E-ISSN 2655-1896 ISSN 2443-1117
https://doi.org/ 10.33222/juara.v9i1.3783



Influence Of Learning Methods And Learning Motivation On The Learning Outcomes Of Service In Volleyball

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Info Artikel

Article History:

Received January 2024
Approved February 2024
Published Maret 2024

Keywords:

Learning Method , Motivation, service

Abstract

This study aims to analyse: (1) the difference in the effect of STAD and TGT learning methods on learning outcomes of service in volleyball games, (2) the interaction between learning methods and motivation on learning outcomes of service in volleyball games, and (3) the difference in the effect of high motivation trained with *STAD* method and TGT method on learning outcomes of service in volleyball games, (4) the difference in the effect of low motivation trained with *STAD* method and TGT method on learning outcomes of service in volleyball games, This experimental research uses a *treatmen by level 2 x 2 design. The* subjects in this study were 24 Xaverius High School students. Data analysis technique using ANOVA. Based on hypothesis testing, the results of this study are: (1) overall there is a real difference between STAD and TGT methods on the learning outcomes of service in volleyball games. With the results of analysis of variance at the level of significance $\alpha = 0.05$ obtained $F_{hitung} = 21.48$ and $F_{tabel} = 4.06$ so that $F_{hitung} > F_{tabel}$, (2) there is an interaction between the learning methods used with motivation to the learning outcomes of service in volleyball games. With the calculation of anava, that the price of F_{hitung} interaction $F(AxB) = 14.97$ and $F_{tabel} = 4.06$ so that $F_{hitung} > F_{tabel}$, (3) There are differences in learning outcomes service in groups of students who have high motivation trained with STAD metho$_{d\ and\ TG}$T training method (Qhitung 6.74 > 3.86 Q ,). 3.86 Q_{tabel} ,), (4) There is no difference in service learning outcomes in groups of highly motivated students trained with the STAD method and the TGT training method (Q_{count} 1.00 < 3.79 Q_{tabel}) . Conclusion: (1) STAD method is better than TGT method on the learning outcomes of service in volleyball game, (2) there is an interaction between learning methods and concentration on the learning outcomes of service in volleyball game, (3) students with high motivation and trained with STAD and TGT methods are better than students with low motivation trained with STAD and TGT methods.

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INTRODUCTION

Education is a human need. Education always undergoes changes, developments and improvements in accordance with developments in all fields of life. (Cahayani Fatimah & Kunci, 2003). Changes and improvements in the field of education include various components involved in it, be it the implementers of education in the field (teacher competence and quality of educators), the quality of education, curriculum tools, educational facilities and infrastructure and the quality of education management including changes in learning methods and strategies that are more innovative. These changes and improvements aim to improve the quality of Indonesian education. The national education system must always be developed in accordance with the needs and developments that occur at the local, national and global levels. (Fattah, 2008). Entering the era of globalisation, the Indonesian nation has always carried out development in all fields of life, both material and spiritual development, including human resources, one of the factors that support the development or improvement of human resources, namely through education, which is given top priority. Education has a very important role for the progress of a nation. Therefore, education must be continuously improved both in terms of quality and quantity. Education for the life of mankind is an absolute necessity that must be fulfilled throughout life. Without education, it is impossible for a human group to live and develop in line with the aspirations (ideals) to progress, prosper and be happy according to the concept of their worldview. (Rahman et al., 2022). In supporting the quality of education, the motivation factor is needed.

Motivation is a drive that transforms energy in a person into a form of real activity to achieve certain goals.(Hayatun & Chantika, 2019) Even said that motivation is the drive and strength within a person to carry out certain goals he wants to achieve. It can be interpreted that what is meant by a goal is something that is outside of humans so that human activities are more directed because someone will try to be more enthusiastic and active in doing something. Motivation is influenced by several factors, including encouragement factors that come from within (related to physical and psychological needs) and factors from outside (family and school). (Novita et al., 2021). Family is one of the factors that determine the success of a child's education after school and society. The family is the main educational environment. Parents are the main and first educational institution for their children, because it is from them that children are first instilled in family life. On the other hand, motivation in sports is needed, one of which is volleyball.

Along with the advancement of scientific and technological developments, sports activities in Indonesia, especially the bolavoli branch, have developed very rapidly. No wonder that this game that mainly uses hands is not only found in cities, companies and offices but has spread to remote villages. Even bolavoli games are found in many schools and colleges so it is not uncommon for bolavoli courts at this time. Sports coaching and development is part of an effort to improve the physical and spiritual health of the entire community for character building, discipline, sportsmanship and the development of sports achievements. As an educational sport in addition to a means of achieving educational goals, the main thing is to support the development and maintenance of physical fitness and play a role in the

formation of cooperation in children, as well as fostering sportsmanship and developing other traits. .(Yusmar, 2017) The spirit of competition and mental formation can be developed through inter-group, inter-class, and inter-school matches. Schools are also equipped with a physical education curriculum which includes learning bolavoli sports as a compulsory curriculum. In the game of volleyball, various basic techniques are known. The basic techniques in this game are serving, passing, blocking, and smash. Perfect mastery of basic techniques is the basis for developing the achievements of the game itself. Mastery of basic bolavoli techniques is one of the elements that help determine the winning or losing of a team in a match, in addition to the elements of physical condition, tactics and mentality.

In the game of volleyball in order to develop the quality of achievement, the basic techniques in the game of volleyball must really be learned, one of the basic techniques is serving. In line with the progress experienced by development, the game of volleyball has also undergone changes. (Hidayat & Iskandar, 2019) Nowadays, serving is no longer a sign of the start of the game or just serving the ball, but serving is defined as a first attack for the team that serves. (Fahmi Firdaus et al., 2021) Because the service stroke plays a big role in the acquisition of points, the service stroke must: 1). Convincing, 2). Directed, 3). Hard, and 4). Make it difficult for the opponent(Jayadilaga et al., 2023). Currently, it is widely known that volleyball athletes often use the upper hand serve, for one reason because the upper serve is more difficult for the opponent to receive compared to the lower serve. This is in accordance with the opinion of (Novia Pendidikan Jasmani et al., 2019) that "The advantage of the top serve is that the ball is difficult for the opposing player to receive because the ball does not move on one downward trajectory and the ball speed is irregular." The top serve is seen from the movement of body parts, requires strength (power), and good eye-hand coordination.

In serving one of the other organs that also plays a role is the arm, which functions to hit the ball. To perform the upper service movement with 3 perfect requires good arm muscle strength. Arm muscle strength is the thrust of the advanced movement of the arm that makes the result of the blow to the ball stronger. (Yusmar, 2017). The strength of the arm muscles shown during the upper hand service movement, greatly affects the hardness and speed of a blow. Thus the strength of the arm muscles plays a very big role in producing a good serve in the sense of being strong and precise. Eye-hand coordination in bolavoli top hand serve is shown when the player performs the service technique movement. Where the implementation of the service movement begins with the ball being floated and continues with a hand movement hitting the ball.

(Solissa et al., 2019) The selection of the right method is also needed so that the learning process can run well. In general, according to field observations, teachers only use the lecture method and students are required to directly demonstrate what is conveyed by the teacher. (Tri Juniar et al., 2019) Some students were unable to demonstrate what was conveyed by the teacher. Thus, the STAD and TGT cooperative methods can encourage students in small groups and motivate students to understand and demonstrate what they have learnt. (Martindar & Hartati, 2014).

METHODS

This research is a type of quantitative research with an

experimental approach study. This method is used on the basis of consideration to determine or investigate the effect of the effect of a treatment or *treadment.* In addition, researchers want to know the effect of independent variables on the observed dependent variable. The variables contained in this study consist of two independent variables, namely, *STAD and TGT* while motivation is included in the attribute independent variable and is divided into two classifications, namely, high and low. The dependent variable in this study is service learning outcomes. The sampling technique in this study was total *sampling*. By doing certain steps and taking 27% upper limit and 27% lower limit to represent high and low scores according to Verduci (1980: 176).

RESULTS AND DISCUSSION

Results

The study in this chapter is to describe and present the results of the analysis. This study consists of three variables, namely the dependent variable is service learning outcomes, the independent variable is the learning method, and the moderator variable is motivation.

After following a series of processes that have been programmed with, the data obtained on service learning outcomes in the form of scores are used to analyse the average assessment results from the three evaluators. Based on the results of the research conducted, data were obtained as a form of obtaining answers to the research hypothesis, the following data are the results of the normality test using the *Lilliefors* test at a significant level $\alpha = 0.05$ in the table. The normality test of the volleyball lower *serve* learning outcomes score was carried out using the Lilliefors test at the $\alpha = 0.05$ significance level. A summary of the results of the normality test data on the results of learning the volleyball lower *serve in* each group can be seen in the following table:

Table 1. Summary of the Results of the Normality Test of Volleyball Lower *Service* Learning Outcomes in Each Group

No.	Group	N	$L_{0\text{-}count}$	L_{tabel}	Conclusion
1	A_1	24	0,1002	0,1773	Normal
2	A_2	24	0,0775	0,1773	Normal
3	AB_{11}	12	0,114	0,2042	Normal
4	AB_{12}	12	0,132	0,2042	Normal
5	AB_{21}	12	0,157	0,2042	Normal
6	AB_{21}	12	0,125	0,2042	Normal

From the table above, it can be seen that $L_{o\text{-}calculated}$ from each group is smaller than L_{tabel} ($L_{o\text{-}calculated} < L_{tabel}$), this means that H_0 is accepted. Thus it can be concluded that the samples from each group come from a normally distributed population. So this result implies that parametric statistical analysis can be used to test the hypotheses proposed in this study, so the first condition for testing has been met. Another requirement that is carried out is testing the homogeneity of variance.

Table 2 Summary of Homogeneity Test Results of Volleyball Lower *Serve* Learning Outcomes in Two Groups of Learning Methods

Group	Variance	Combined Variance	χ^2_{count}	χ^2_{tabel}	Conclusion
A_1	34,13	24,83			

A_2	15,54		3,473	3,481	Homogeneous

$\chi^2_{count} = 3.473 < 3.481 = \chi^2_{table}$ at the significance level $\alpha = 0.05$, then H_0 is accepted which means the two groups of data come from a homogeneous population. The next variance homogeneity test was conducted on the four treatment groups, namely the high motivation STAD method group ($A B_{11}$), the low motivation STAD method group ($A B_{12}$), the high motivation TGT method group ($A B_{21}$), and the low motivation TGT method group ($A B_{22}$). The test results are as follows.

Table 3 Summary of Homogeneity Test Results of *Volleyball Lower Serve* Learning Outcomes in Four Treatment Groups

Group	**Variance**	**Combined Variance**	χ^2_{count}	χ^2_{tabel}	**Conclusion**
$A B_{11}$	9,72	14,20	0,908	7,815	Homogeneous
$A B_{12}$	14,97				
$A B_{21}$	15,36				
$A B_{22}$	16,75				

Looking at the table above, it is found that $\chi^2_{count} < \chi^2_{table,}$ namely $0.908 < 7.815$ at the significance level $\alpha = 0.05$, thus H_0 is accepted, which means that the four data groups come from a homogeneous population. Because both requirements have been met, we can continue with the analysis of variance (ANOVA) test.

Hypothesis Testing

Hypothesis testing was carried out using a two-way analysis of variance (ANOVA) technique with a 2 x 2 *treatment by level* design view and then continued with the Tukey test to determine which group had better volleyball lower *serve* learning outcomes. Two-way analysis of variance is a calculation technique (parametric statistics) that aims to investigate two effects, namely the *main effect* and *interaction effect*. The main effect here is the effect of different learning methods (STAD and TGT) and motivation (high and low) on learning outcomes of volleyball lower *serves*. The interaction effect is the effect of the interaction between learning methods and motivation on the learning outcomes of the volleyball lower *serve*.

The following table presents a summary of the results of ANOVA calculations, while the complete results of the calculations can be seen in the appendix.

Table 4 Summary of ANOVA Calculation Results of Volleyball Lower *Serve* Learning Outcome Score at Level $\alpha = 0.05$

Source of Variance	**Db**	**JK**	**RJK**	F_{count}	F_{tabel} **α = 0.05**
Inter A	1	117,19	117,19	8,25	4,06
Inter B	1	305,02	305,02	21,48	
AxB interaction	1	212,52	212,52	14,97	
In	44	624,75	14,20	-	-
Total	47	1259,48	-	-	-

Based on Table 4, because there is an interaction between learning outcomes and motivation, a further test is

carried out, namely the Tukey test because the number of samples is the same. Further tests are intended to find out about: (1) the difference in learning outcomes of lower volleyball *serves* in students taught using the STAD method and those taught with the TGT method for students who have high motivation, and (2) the difference in learning outcomes of lower volleyball *serves* in students taught using the STAD method and those taught with the TGT method for students who have low motivation. The summary of further test results can be seen in the following table.

Table 5 Summary of Tukey Test Calculation Results

No.	Compared Group	Qcount	Qtabel	Description
1	A_1 with A_2	4,06	3,86	Significant
2	A B_{11} with A B_{21}	6,74	3,89	Significant
3	A B_{12} with A B_{22}	1,00		Not Significant

a. Differences in Learning Outcomes of Volleyball Lower *Service* Between STAD Method and TGT Method

From the results of the analysis of variance at the significance level α = 0.05 in the column of the source of variance between A obtained F_{hitung} = 8.25 and F_{tabel} = 4.06 so that $F_{hitung} > F_{tabel}$ so that H_0 is rejected which means that overall there is a real difference between the STAD method and the TGT method on the learning outcomes of the volleyball lower *serve*.

b. The Interaction between Co-operative Learning Methods and Learning Motivation on *Volleyball* Lower *Serve* Learning Outcomes

Based on the results of the analysis of variance on the interaction between learning methods and motivation on the learning outcomes of the volleyball lower *serve* seen in table 4.12 anava calculations above, that the price F_{hitung} interaction F (AxB) = 14.97 and F_{tabel} = 4.06 so that $F_{hitung} > F_{tabel}$ which means H_0 rejected. This shows that there is an interaction between the learning methods used with motivation on the learning outcomes of the volleyball lower *serve*.

The interaction between learning methods and motivation in its effect on volleyball lower *serve* learning outcomes can be visualised graphically as shown below.

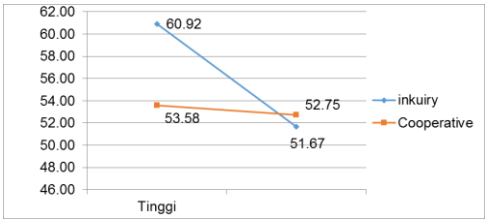

Figure 1 Interaction between Learning Methods and Motivation towards Learning Outcomes of Volleyball Lower *Serve*

Furthermore, based on the test results above, it shows that there is an interaction between variables so that further tests can be carried out with the Tukey test to find out which method provides better volleyball lower *serve* learning outcomes between the STAD method and the TGT method, followed by further tests, namely the Tukey test. The results of the Tukey test calculation are as follows.

Table 6 Tukey Test Results of Volleyball Lower Serve Learning Outcome Data between STAD Method and TGT Method

No.	Compared Group	Qcount	Qtabel	Description

1	A_1 with A_2	4,06	3,86	Significant

Based on the table, it is known that $_{Qhitung}$ 4.06 > 3.86 Q_{tabel} , this means that there is a significant difference in learning outcomes of lower volleyball *serves* between students taught with the STAD method and those taught with the TGT method.

This difference can also be seen from the average score of learning outcomes of lower volleyball *serves* taught with the STAD method of X = 60.92 higher than the average score of learning outcomes of *lower volleyball serves* taught with the TGT method of X = 53.58. This shows that the alternative hypothesis (H_1) proposed which states that the learning outcomes of volleyball lower *serves* taught by the STAD method are better than those taught by the TGT method is proven.

Based on these results, it can be concluded that the learning outcomes of lower volleyball *serves of* students taught with the STAD method are better than those taught using the TGT method.

c. **Differences in Learning Outcomes of Volleyball Lower *Service* in Student Groups with High Motivation Taught by the STAD Method and the TGT Method**

There is a difference in learning outcomes of volleyball lower *serves* in groups of highly motivated students taught with the STAD method and those taught with the TGT method. This is evident from the results of further tests in the analysis of variance (ANOVA) using the Tukey test whose results are as follows.

Table 7**.** Results of Tukey Test Data on Learning Outcomes of Volleyball Lower *Service* in Student Groups with High Motivation Taught with STAD Method and TGT Method

No.	**Compared Group**	**Qcount**	**Q_{tabel}**	**Description**
1	A B_{11} with A B_{21}	6,74	3,89	Significant

Based on the table, it is known that $_{Qhitung}$ 6.74 > 3.89 Q_{tabel} , so that H_0 is rejected, which means that there is a significant difference in learning outcomes of lower volleyball *serves* between students who have high motivation taught by the STAD method than those taught by the TGT method.

The group of highly motivated students taught using the STAD method had an average score of $\bar{X}$= 60.92 better than the group of students taught using the TGT method with an average score of $\bar{X}$ = 53.58. This means that the hypothesis is accepted so that it can be concluded that the learning outcomes of the volleyball lower *serve of* highly motivated students taught with the STAD method are better than those taught using the TGT method.

d. **Differences in Learning Outcomes of Volleyball Lower *Serve* in Student Groups with Low Motivation Taught with STAD Method and TGT Method**

There is no significant difference in learning outcomes of volleyball lower *serves in* the group of students who have low motivation taught by the STAD method and those taught by the TGT method. This is evident from the results of further tests in the analysis of variance (ANOVA) using the Tukey test whose results are as follows.

Table 8 Results of Tukey Test Data on Learning Outcomes of Volleyball Lower *Service* in Student Groups with Low Motivation Taught with *STAD* Method and *TGT* Method

No.	Compared Group	Qcount	Q_{tabel}	Description
1	A B_{12} with A B_{22}	1,00	3,89	Not Significant

Based on the table, it is known that $_{Qhitung}$ 1.00 < 3.89 Q_{tabel} , this means that H_0 is accepted and H_1 is rejected, which means that there is no significant difference in learning outcomes of lower volleyball *serves* in groups of students who have low motivation taught by the STAD method and those taught by the TGT method.

Although the average score of the learning outcomes of the volleyball lower *serve in* the group of students with low motivation shows that students taught using the STAD method have an average score of $\bar{X}$ = 51.67 lower than students taught using the TGT method which is $\bar{X}$ = 53.17. Based on this, it can be concluded that the learning outcomes of the lower volleyball *serve of the* group of students who have low motivation taught by the TGT method are better than those taught using the STAD method. Although the calculation results do not significantly affect the learning outcomes of the volleyball lower *serve of the* group of students who have low motivation.

Hypothesis Testing

Hypothesis testing was carried out using a two-way analysis of variance (ANOVA) technique with a 2 x 2 *treatment by level* design and then continued with the Tukey test to determine which group had better volleyball lower *serve* learning outcomes.

Two-way analysis of variance is a calculation technique (parametric statistics) that aims to investigate two effects, namely the *main effect* and *interaction* effect. The main effect here is the effect of differences in learning methods (STAD and TGT) and motivation (high and low) on learning outcomes of volleyball lower *serves*. The interaction effect is the effect of the interaction between learning methods and motivation on the learning outcomes of the volleyball lower *serve*.

The following table presents a summary of the results of ANOVA calculations, while the complete results of the calculations can be seen in the appendix.

Table 9 Summary of ANOVA Calculation Results of Volleyball Lower *Serve* Learning Outcome Score at Level α = 0.05

Source of Variance	Db	JK	RJK	Fcount	F_{tabel} α = 0.05
Inter A	1	117,19	117,19	8,25	4,06
Inter B	1	305,02	305,02	21,48	
AxB interaction	1	212,52	212,52	14,97	
In	44	624,75	14,20	-	-
Total	47	1259,48	-	-	-

Based on table 4.11, because there is an interaction between learning outcomes and motivation, a further test is carried out, namely the Tukey test because the number of samples is the same. Further tests are intended to find out about: (1) the difference in learning outcomes of lower volleyball *serves* in students taught using the STAD method and those taught with the TGT method for students who have high motivation, and (2) the difference in learning outcomes of lower volleyball *serves* in students taught using the STAD method and those taught with the TGT method for students who have low motivation.

The summary of further test results can be seen in the following table.

Table 10 Summary of Tukey Test Calculation Results

No.	Compared Group	Q_{count}	Q_{tabel}	Description
1	A_1 with A_2	4,06	3,86	Significant
2	A B_{11} with A B_{21}	6,74	3,89	Significant
3	A B_{12} with A B_{22}	1,00		Not Significant

DISCUSSION

Based on the results of the research data analysis that has been carried out, namely analysis of variance (ANOVA) and Tukey test, the results are as follows.

The first hypothesis (H_0) which states that there is no difference in learning outcomes of lower volleyball *serves* between students taught with the STAD method and students taught with the TGT method is rejected. This means that there is a difference in learning outcomes of lower volleyball *serves* between students taught by the STAD method and students taught by the TGT method which has been proven statistically. Where in the anova test obtained $_{Fhitung}$ 8.25> 4.06 F_{tabel} which means there is a significant difference. Likewise, the Tukey test is $_{Qhitung}$ 4.06 > 3.86 Q_{tabel} which means there is a significant difference. This difference is also shown from the average score of learning outcomes, where the group of students taught using the *STAD* method ($\bar{X}$ = 60.92) is higher than the group of students taught using the *TGT* method ($\bar{X}$ = 53.58). Based on this, it can be concluded that there is a difference in learning outcomes of volleyball lower *serves* for students taught using the STAD method and students taught using the TGT method, where the learning outcomes of volleyball lower *serves for* students taught using the STAD method are better than students taught using the TGT method.

Testing the second hypothesis shows that there is an interaction between learning methods and motivation on learning outcomes of volleyball lower *serves*. This is evidenced from the anova test at the α = 0.05 level which shows $_{Fhitung}$ 14.53> 4.00 F_{tabel} . Based on these statistical tests, the hypothesis that there is no interaction between learning methods and motivation is rejected. So it can be concluded that there is an interaction between learning methods and motivation on the learning outcomes of volleyball lower *serves*.

In accordance with the above explanation, it can be concluded that overall the STAD method has a better effect on learning outcomes of volleyball lower *serves* than the TGT method. In students who have high motivation, the learning outcomes of volleyball lower *serves of* students taught with the STAD method are better than students taught with the TGT method. Conversely, for students with low motivation, students taught using the TGT method had better volleyball lower *serve* learning outcomes than students taught using the STAD method.

The third hypothesis based on the results of further tests using the Tukey test at the α = 0.05 level obtained the price $_{Qhitung}$ = 6.74, while Q_{tabel} = 3.89 ($_{Qhitung}$ > Q_{tabel}). Thus, the second hypothesis (H_0) which states that there is no difference in learning outcomes of volleyball lower *serves* in students who have high motivation between students taught using the STAD method and those taught with the TGT method is rejected. The statistical test ($_{Qcount}$ 6.74 > 3.89 Q_{tabel}) shows that there is a

significant difference in learning outcomes of volleyball lower *serves in* the group of highly motivated students between those taught with the STAD method and students taught with the TGT method. The average score results show that the average score of learning outcomes of volleyball lower *serve* in highly motivated students taught with the STAD method ($\bar{X}$ = 60.92) is higher than the group of students taught with the TGT method ($\bar{X}$ = 53.58). Based on this, it can be concluded that there are differences in learning outcomes of lower volleyball *serves* in groups of highly motivated students between students taught using the STAD method and students taught using the TGT method, where in highly motivated students the learning outcomes of lower volleyball *serves* taught using the STAD method are better than students taught using the TGT method.

The fourth hypothesis based on the results of further tests using the Tukey test at the α = 0.05 level obtained the price $_{Qhitung}$ = 1.00 while Q_{tabel} = 3.89 ($_{Qhitung}$ < Q_{tabel}). Thus, the fourth hypothesis (H_0) which states that there is no difference in learning outcomes of lower volleyball *serves* in students who have low motivation between students taught using the *STAD* method and those taught with the *TGT* method is accepted. The average score results show that the average score of learning outcomes of the volleyball lower *serve* in low-motivated students taught with the *STAD* method ($\bar{X}$ = 51.56) is lower than the group of low-motivated students taught with the *TGT* method ($\bar{X}$ = 52.75). Based on this, it can be concluded that there is no significant difference in the learning outcomes of the volleyball lower *serve in* the group of students who have low motivation between students taught using the STAD method and students taught using the TGT method, although there is a difference that shows the average learning outcomes of the volleyball lower *serve* taught using the *TGT* method is better than students taught using the *STAD* method in students who have low motivation.

CONCLUSIONS

The research uses an experimental method consisting of dependent variables namely srvic learning outcomes and independent variables namely learning methods (STAD and TGT) and Motivation (high and low). Based on the data obtained from the results of the analysis and testing of the research hypothesis, it can be concluded:

1. Students taught with the STAD method are better than the TGT method on service learning.
2. There is a significant interaction between learning methods and motivation on TGT results on service learning.
3. Students taught with the STAD method are better than the TGT method who have high motivation towards service learning outcomes.
4. In students taught with TGT method is better than the STAD method who have low motivation towards service learning outcomes.

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