

## THE INFLUENCE OF TEACHING STYLE AND INDEPENDENCE ON LEARNING OUTCOMES OF LOWER PASSING IN VOLLEYBALL GAMES FOR MAN STUDENTS

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### **Abstract**

*The learning process consists of several supporting components: teaching materials, learning models, learning methods, and teaching styles. All of these components aim to help students understand and understand all teaching materials in each subject. For the SMA/MA level, passing down in volleyball is one of the materials that is considered quite difficult, as evidenced by the data obtained from the school. More than half of the participants failed in the subject of the volleyball game. What is found in the field is the most significant cause of failure, which is generally influenced by an unsupportive learning process. One of the most influential things is the teaching style. In this study, the teaching styles that are considered to be able to create situations/conditions that help the learning process are convergent teaching styles and inclusive teaching styles.*

**Keywords:** *Teaching style, Volleyball game, Passing down*

### **Introduction**

Physical education, according to Albadi Sinulingga (2017: 75), is an educational process that utilizes physical activity to produce holistic changes in individual qualities, both physically, mentally, and emotionally. Physical education treats children as a unified whole, a total being, rather than just considering them as someone who is separated from their physical and mental qualities. Furthermore, (Yunus 1992: 68) states that the basic techniques of volleyball games include: (a) service, (b) passing, (c) bait (set-up), (d) smash (spike), (e) dam ( blocks). Volleyball is a sport that has long been included in the learning curriculum in schools, especially for high school / MA equivalent. In addition to aiming for learning volleyball, it is often done for sports achievements. Several factors influence the success of the physical education learning process, including teacher factors, student factors, learning material factors, sports equipment and facilities, learning methods, too many students, and insufficient time allocation. These factors are a unity that is interrelated and cannot be separated from one another. Passing down is a basic technique of playing

volleyball which is quite important. Skinner in Hamdani (2011:17) believes that when people learn, the response becomes strong. If they do not learn, the response decreases. In learning, it is found: 1) opportunities for events that cause learning responses, 2) learning responses, 3) consequences that are reinforcing the response.

According to Nuril Ahmadi (2007: 23), playing the ball inside the forearm is a relatively important playing technique. Giving the form of volleyball game training is still less varied. The characteristic definition of convergent style is to guide each correct response by using a concurrent process (Mosston, 2008:237). Where the concurrent process is in the form of questions, assignments, and so on. Contemporary style is also known as The Convergent Discovery Style. Strategically the teacher guides students to find predetermined information, which is not yet known by students (concurrent approach)

In this contemporary style, students seek solutions to problems and learn to clarify issues and draw conclusions using logical, reasoned, and critical thinking procedures. Itself: the teacher asks questions. The intrinsic structure of the task or question requires one correct answer. Students are involved in thinking activities (or other cognitive activities) and try to find the correct answer or solution (Mosston, 2008: 238). Convergent style is a teaching style that applies various questions, and the answers to these questions are in the form of movements in physical education learning. The responses consist of only one answer. In the application of the contemporary style, the role of students is to be able to find solutions to a problem and learn to clarify issues, and draw conclusions using logical procedures, thinking/consideration, and critical thinking. And the role of the teacher is to present questions and answers. The intrinsic structure of the task (question) requires a single correct answer. Students are involved in good thinking.

In contrast to the convergent method, the inclusive/covered teaching method in principle provides the same form of task with different levels of difficulty (Mosston, 2008:156). The inclusive teaching style is the fifth of Mosston's spectrum of teaching styles, where this teaching style introduces various levels of assignments. Students are given different tasks according to their level of ability. In this style, students are encouraged to determine their level of performance and provide opportunities to analyze and synthesize assignments. The main characteristic of the inclusion style, according to Mosston (2008: 156), is that students with various skill levels participate in the same task by choosing the level of difficulty in which they can perform. In the anatomy of the inclusion style, the teacher's role is to make all subject matter decisions, including possible levels in assignments and logistical decisions. The learner's role is to survey the available classes in the study. Select and entry points, practice assignments, if necessary,

make adjustments at the task level, and check performance against criteria. When this behavior is achieved, the following goals are performed in the subject matter and behavior. From the definition of inclusion style above, the independent attitude of students is assertive because students choose their material, and many aspects build students' independent attitudes.

### **Method**

Experimental research method The research design used is level 2 x 2 with three research variables, namely one dependent variable and two independent variables. The dependent variable is the result of learning to pass down in volleyball, and the two independent variables are teaching style and student independence. By the research design, two kinds of data must be collected, namely: (1) data on the results of learning to pass down in volleyball, and (2) data on student independence. To obtain data on the results of learning passing down in volleyball games as well as data on student independence, tests and measurements were carried out. To measure the learning outcomes of passing down in volleyball games and students' independence, a research instrument was made.

### **Conclusion**

The inclusive teaching style has more influence on the bottom passing learning outcomes in the volleyball game than the convergent teaching style. There is an interaction between teaching style and independence on the learning outcomes of passing down in volleyball games.

The learning outcomes of passing down in volleyball games between students with high independence who are taught using an inclusive teaching style are better than the convergent teaching style. The learning outcomes of passing down in volleyball games between students with low independence who are taught using a convergent teaching style are better than the inclusive teaching style.

Suggestions in implementing the inclusive style, better learning outcomes are obtained, so it is recommended that physical education teachers must be able to master the inclusive teaching style. In implementing the convergent style, learning outcomes also change, although not too significantly but provide changes so that physical education teachers need to master this style because this style is appropriately applied in the 2013 curriculum. To all subsequent researchers, this research can be used as a reference.

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