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An Application of Peer Tutoring to Improve Volleyball Bottom Passing Skills in Semester 1 ⁴Physical Education Students at Bengkulu University

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Abstract

Objectives. The study observed that some first-semester Physical Education students at Bengkulu University lacked proficiency in basic volleyball techniques such as passing and were not motivated by their lecturers' teaching methods. To address this, the peer tutorial method was applied to skilled students. This proved successful and saved time. The research aims to evaluate whether this method can improve passing skills. The study uses action research.

Materials and Methods. ⁴The subjects of this research were 1st Semester Physical Education Students at Bengkulu University with a total of 30 students consisting of 17 men and 13 women. Data collection techniques were carried out using observation, and tests of volleyball passing skills.

Results. Pre-cycle research found 56.67% students failed to understand bottom passing movement (17 students). Cycle I peer tutorial improved to 66.66% (19 students). Cycle II improved further to 76.67% (23 students).

Conclusion. The results suggest that the peer tutorial method has a positive impact on improving volleyball bottom passing skills, resulting in an increase in the number of students passing the bottom.

Keywords: Volleyball Skills, Peer Tutoring, Method, Bottom Passing.

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Introduction

Passing down is a fundamental technique in volleyball, along with service, passing, spikes, and blocks. The passing techniques are split into lower and upper passing. At Bengkulu University, the first semester of Physical Education focuses more on lower passing techniques to attain mastery of the skill. The basic technique involves straightening your arms, squatting slightly, and swinging parallel to your arms to make the ball bounce straight

to the target. Quick and explosive movements are key in performing basic techniques (Ahmad, 2007). Education is a teaching and learning process that can lead to desired changes in behavior. After the child is born, learning begins with the child and the result is the ability to adapt to the environment and needs. Training helps to effectively apply what has been learned. It is on this basis that children must be educated from an early age (Rizky et al., 2023).

Based on observations in volleyball games among students in the 1st semester of Physical Education at Bengkulu University, it was found that some students did not master basic volleyball techniques, one of which was passing down and were less motivated by the teaching methods used by lecturers. Students who can use this technique can be used to apply the peer tutorial method, this may be successful and the time used is more effective. Kuswaya Wihardit in (Aria, 2014) wrote that peer tutorials mean that students more easily accept information given by classmates or friends to carry out improvement programs. **The problem facing teachers and coaches is that it is often very difficult to select which modification strategy to use in training because of the sheer variety of methodological approaches.** Furthermore, the effect of game modification on task complexity has only been studied in relation to certain variables, in certain situations and in certain sports", (Olivares et al., 2016).

3 Based on the results of observations, the problem formulation in this research is how the application of the peer tutorial method can improve volleyball bottom passing skills in 1st semester Physical Education students at Bengkulu University. (Fathurrohman & Sutikno, 2007) in the Lecture Strategy book, it is written that this tutorial method is given with the help of a tutor. After students are given teaching materials, then students are asked to study the teaching materials. In sections that students find difficult, they can ask the tutor. Syaiful & Aswan (2010) In the Lecture Strategy book, it is written that peer tutorials mean that students more easily accept information given by classmates or friends to carry out improvement programs. Amin (2015) The peer tutorial method is that students who have more skills can imitate/teach their skills to their peers. Furthermore, it can be developed in other forms of activities to be used as skills material in small groups. In this way, this method will instill the habit of helping each other among peers.

Materials and Methods

5 The research method used in this research is Action Research. This research is an effort to solve problems related to the application of methods which are applied through systematic cycle stages starting with planning, implementation and monitoring/observation followed by reflection on the results of the implementation and observation (Trianto, 2011).

The research involved multiple cycles of data collection using observation and a volleyball bottom passing skill test. The researcher analyzed and reflected on the data using the test and measurement instruments for volleyball bottom passing skills to ensure validity. The data was analyzed using 4 categories, and the results were presented through tables and diagrams. Student evaluation results were produced using the formula.

Information:

$\sum Y$ = Student average score

Y = Total score of all students

N = Number of Students

(Syaiful & Aswan, 2010).

Data analysis in research includes quantitative and qualitative methods. Quantitative analysis presents data in tables or graphs to determine psychomotor values. Qualitative analysis describes information from observations, field notes and documentation. The Miles and Huberman model suggests interactive and continuous analysis until data is saturated. The activities include data collection, reduction, presentation, and drawing conclusions. (Sugiyono, 2014).

Results

Researchers collected pre-cycle values (observations and passing skill test) from 1st semester Physical Education students at Bengkulu University. The average pre-cycle test result was 56.67%, indicating that the passing ability of the students is still low. To improve their skills, a new teaching technique is needed, such as the peer tutorial method. Based on the first data analysis, the assessment aspect of foot stance was 16.66% or as many as 5 students had high-very high criteria, 73.33% or as many as 22 students had medium-high criteria, 10% or as many as 3 students had low-medium criteria and very low. The second data analysis, the assessment aspect of body posture was 13.33% or 4 students had high-very high criteria, 86.66% or 26 students had medium-high criteria, 0% or 0 students had low-medium and very low criteria.

The third data analysis, for the hand movement assessment aspect, was 13.33% or 4 students had high-very high criteria, 83.33% or 25 students had medium-high criteria, 3.33% or 1 student had low-medium criteria and 0% or 0 students have very low criteria. The fourth data analysis, for the ball touch assessment aspect, was 13.33% or 4 students had high-very high criteria, 86.66% or 26 students had medium-high criteria, 0% or 0 students had low-medium criteria and of 0% or as many as 0 Students have very low criteria. Finally, the fifth

data analysis, for the assessment aspect of ball movement, was 10% or 3 students had high-very high criteria, 90% or 27 students had medium-high criteria, 0% or 0 students had low-medium criteria. and 0% or 0 students have very low criteria.

Students showed poor performance in multiple aspects of the volleyball bottom passing skill test against the wall in cycle 1. The average scores for foot stance, body posture, and hand movement were 6.7%, 6.76%, and 12.73%, respectively. Additionally, students had a medium-high score of 15.83% for ball touch and 16.2% for ball movement. After collecting and analyzing the results of the volleyball passing skill test against the wall in cycle 1, researchers and research partners/colleagues concluded that there was quite a good improvement compared to the pre-cycle results. However, based on the results of the average score per assessment aspect in cycle 1, almost all students were able to have medium-high criteria. However, the average value of volleyball bottom passing skills showed a better improvement.

The researcher discovered that using the peer tutorial method improved volleyball passing skills in first-semester Physical Education students at Bengkulu University. The study used observation sheets and passing skills tests, and the results showed an increase in bottom passing skills. There was a significant increase between the pre-cycles reaching 56.67%, for cycle 1 it was 66.67% and cycle 2 it was 76.66%. Based on these results, this research could be stopped in cycle 2 because the results of the volleyball passing skill test against the wall in cycle 2 had met and reached the indicators of success. The improvement in lower passing skills is also specifically analyzed using 5 assessment criteria, namely foot stance, body stance, hand movement, ball touch and ball movement. Every aspect of the assessment shows better improvement in each cycle.

Discussion

Based on action research procedures that are designed and implemented in a systematic and well-planned manner, researchers can collect research data which is important information on research results as presented in the research results above. The application of the peer tutorial method to volleyball bottom passing skills in this action research has had a positive impact. A test was conducted among Physical Education students in the first semester at Bengkulu University to evaluate their volleyball underpassing skills. Only 56.67% of them were able to perform it correctly. Out of these, only 17 students had the best underpassing skills. The students' skills were evaluated based on five aspects. During the volleyball underpassing skills test, students seemed hesitant and afraid in making movements, giving the impression that they were lacking confidence.

The research actions presented in cycle I, which were presented in 8 meetings held during basic volleyball skills lectures, apparently did not have a satisfactory impact in improving students' skills in passing under volleyball. Obstacles that arise in the skills process carried out include students who are still not serious about carrying out movements, and are still not in an orderly line. Most students do not follow the instructions given by peer tutorials.

■ Through discussion and consolidation of planning, entering the second cycle stage, overcoming the weaknesses of the first cycle actions. In the 4 meetings of this second cycle, the lecturer concentrates on implementing good peer tutorial methods so that students can understand and be able to carry out the movements that have been explained. In this last cycle, the conditions for volleyball underpassing skills were more conducive, both the skills presented by the lecturer and the students' responses in implementing volleyball underpassing skills. Students' high passion for learning is indicated by students no longer hesitating to carry out volleyball underpassing techniques, fear is no longer visible in students because they always try to make movements even though there are still some who are not perfect in carrying out movements assisted by peer tutorials.

Based on the results of research from cycles I and II, ³ the application of the peer tutorial method can improve volleyball passing skills in 1st semester Physical Education students at Bengkulu University. The lecture process can run well if the lecturer masters the teaching materials that will be delivered to students. Using the peer tutorial method is an alternative for improving student learning outcomes. Where students who become tutors provide information to their peers based on the material that the lecturer has delivered to the tutor. Work as a tutor cannot be separated from the guidance of lecturers who provide motivation to all students.

The Action Research series for first-semester Physical Education students at Bengkulu University has shown a significant increase in volleyball passing skills. Results from pre-cycle, cycle I, and cycle II have demonstrated clear improvement. During pre-cycle, most students did not understand the movements, resulting in average skill scores of 4.5% and 6.7% in cycle I. Scores improved to 9.03% in cycle II. There was an increase in the average score for the assessment aspect of body posture from 4.93% in pre-cycle to 9.26% in cycle II. The average score for the hand movement assessment aspect increased from 8.9% to 16.36% in cycle II. The average score for the ball touch assessment aspect increased from 9.86% to 21.03% in cycle II. Finally, the average score for ball movement assessment increased from 9.91% to 21.30% in cycle II. In conclusion, there is a significant improvement in each aspect of volleyball underpasses assessment for 1st semester Physical Education students at

Bengkulu University.

Conclusions

The results of research from cycles I and II show **3** that the application of the peer tutorial method can improve volleyball bottom passing skills in 1st semester Physical Education students at Bengkulu University. The lecture process can run well if the lecturer masters the teaching materials that will be delivered to students. Using the peer tutorial method is an alternative for improving student learning outcomes. Where students who become tutors provide information to their peers based on the material that the lecturer has delivered to the tutor. Work as a tutor cannot be separated from the guidance of lecturers who provide motivation to all students.

The Action Research activities for Physical Education students in the first semester at Bengkulu University showed an improvement in volleyball bottom passing skills. The pre-cycle, cycle I, and cycle II results indicate a significant increase in each aspect of volleyball bottom passing assessment. The peer tutorial method was found to have a positive impact on students' volleyball passing skills. By using the right peer tutorial method, students' volleyball passing skills can be improved in a way that is more enjoyable and less tedious. These findings are useful for future research with larger subject groups and more specific gender-based studies.

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