

Proceedings

The 5th Annual INTERNATIONAL SEMINAR on Transformative Education and Educational Leadership

Theme : Education Innovation in Globalization Practice

22 September 2020
Postgraduate School - Universitas Negeri Medan



Supported by :



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Schedule of The 5th Annual Internatioanal Seminar on Transformative Education and Educational Leadership (AISTEEL) 2020
Postgraduate School, Universitas Negeri Medan

22 September 2020

(Indonesian time)	Activities	PIC/Moderator
07.00 – 08.30 (am)	Preliminaries	committee
08.30 - 08.45 (am)	Opening Ceremony 1. MC Speech 2. Indonesian National Anthem 3. Pray 4. Chairperson Report 5. Welcoming speech of Director of Postgraduate School 6. Welcoming speech and official opening of Rector of Universitas Negeri Medan 7. Photo session	MC (Dr. Anni Holila Pulungan, M.Hum & Sofianto Gultom, S.Pd)
08.45 – 09.25 (am)	Keynote Speech 1: Prof. Dr. Syawal Gultom, M.Pd (Universitas Negeri Medan– Indonesia)	Dr. Rahmad Husein, M.Ed
09.25 – 10.05 (am)	Keynote Speech 2 Prof. Emmanuel Manalo (Graduate School of Education, Kyoto University, Japan)	Prof. Amrin Saragih, PhD
10.05 – 10.45 (am)	Keynote Speech 3 Dr. Susan Ledger (Head of Education, Murdoch University - Australia)	
10.45 – 11.25 (am)	Keynote Speech 4 Prof. Dr. Ekkarin Sungtong (Dean of Faculty of Education Prince of Songkla University - Thailand)	Mangara Simanjorang, PhD
11.25 – 12.05 (am)	Keynote Speech 5 Assoc. Prof. Yuri Uesaka (The University of Tokyo - Japan)	
12.05 – 13.30	Break	
13.30 – 15.30 (pm)	Parallel Session 1 (divided to 19 parallel rooms)	Moderator/Operator
15.30 – 15.35 (pm)	Break	
15.35 – 17.00 (pm)	Parallel Session 2 (divide to 19 parallel rooms)	Moderator/Operator
17.00 – 17.10 (pm)	Cloosing	committee

**Proceedings of the 5th Annual International Seminar on Transformative Education
and Educational Leadership (AISTEEL 2020)**

Preface

The fifth Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2020) was held by virtual seminar on 22 September 2020. This seminar is organized by Postgraduate School, Universitas Negeri Medan and become a routine agenda at Postgraduate program of Unimed now.

The AISTEEL is realized this year with various presenters, lecturers, researchers and students from universities both in and out of Indonesia participating in, the seminar with theme “Educational Innovation in Globalization Practice”.

The fifth AISTEEL presents 4 distinguished keynote speakers from Universitas Negeri Medan - Indonesia, Kyoto University - Japan, Murdoch University – Australia, Prince of Songkla University – Thailand and from The University of Tokyo - Japan. In addition, presenters of parallel sessions come from various Government and Private Universities, Institutions, Academy, and Schools. Some of them are those who have sat and will sit in the oral defence examination. The plenary speakers have been present topics covering multi disciplines. They have contributed many inspiring inputs on current trending educational research topics all over the world. The expectation is that all potential lecturers and students have shared their research findings for improving their teaching process and quality, and leadership.

There are 180 articles submitted to committee, some of which are presented orally in parallel sessions, and others are presented through posters. The articles have been reviewed by double blind reviewer and 104 of them were accepted for published by Atlantis Press indexed by International Indexation, while 54 papers are published by digital library indexed by google scholar..

The Committees of AISTEEL invest great efforts in reviewing the papers submitted to the conference and organizing the sessions to enable the participants to gain maximum benefit.

Grateful thanks to all of members of The 5th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2020) for their outstanding contributions. Thanks also given to Atlantis Press for producing this volume.

The Editors

Bornok Sinaga
Rahmad Husein
Juniastel Rajagukguk

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The Effect of Learning Models and Motion Ability on Learning Outcomes of Volleyball Passing Skills for Class VIII Students of Junior High School 6, Academic Year 2019-2020

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Abstract - This study aims to determine: (1) The volleyball passing skills of students taught by using a massed practice model are higher than the volleyball passing skills of students taught with a distributed practice model. (2) the volleyball passing skills of students who have high mobility abilities are higher than students who have low mobility abilities. (3) the interaction between the learning model and the ability of movement to volleyball passing skills. This research was conducted at Junior High School 6 Medan, odd semester of 2019/2020 school year. The research model α uses quasi-experimental with 2 x 2 factorial design, the data analysis technique used is two-way ANOVA with a significant level = 0.05 and continued with the Tukey test. The results showed (1) volleyball passing skills taught by students using massed practice models were higher when compared to volleyball passing skills of students who used distributed practice models, this was indicated by $F_{count} = 4,24 > F_{table} = 4.18$; (2) volleyball passing skills of students who have high mobility abilities are higher than students who have low mobility abilities, this is indicated by $F_{count} = 12.15 > F_{table} = 4.18$; (3) there is an interaction between the learning model and the students' ability to move the students' volleyball passing skills, this is indicated by $F_{count} = 21.12 > F_{table} = 4.18$. The conclusion, that the massed practice model can improve students' volleyball passing skills.

Keyword : *Massed Practice Model, Distributed Practice, Mobility And Volleyball Passing Skills*

I. INTRODUCTION

Physical education is an educational process that utilizes physical activity, planned systematically to aim at developing and enhancing individuals organically, neuromuscularly, perceptually, cognitively, and emotionally, within the framework of the national education system. Physical education is one component of compulsory education taught in schools and the importance of physical education because it has a very strategic role in the formation of whole human beings, not only has a positive impact on a student's mental, intellectual, emotional and social physical. [1]

In achieving physical education goals, many supporting factors are needed, among others; teacher factors as the conveyor of information, students as recipients of information, infrastructure, and also the learning approach. The learning approach chosen must be suitable for use in the learning process of theory or practice skills, solely to improve the effectiveness and efficiency of the learning process. The learning process can be said to be effective if the behavior changes that occur in students reach at least the optimal level. Healthy attitudes and behavior in students can be formed by increasing active student participation in all forms of sports activities including volleyball games.

Volleyball game is a game that has been popular in Indonesia, has been known by all levels of society and has even been included in the national education curriculum as a compulsory subject matter for students, starting in grade IV

elementary school until high school level. However, the ability demands expected from this volleyball sport for the SMP / MTsN level are still far from what is expected. The results of observations in several junior high schools that one of the main problems in learning volleyball sports is about the implementation of learning skills basic service technique, passing is not yet effective. Of course with this condition will have implications for the declining quality of the results of the implementation of the learning process carried out. There are several factors that cause the lack of success in the learning process of volleyball, namely the limited resources used by teachers to support the physical education learning process and the limited ability of physical education teachers.

The learning model is a way of approaching the presentation of learning material that is done systematically to encourage the achievement of teaching objectives in a process of making people learn. In physical education learning there are several types of learning approaches that should be used. The learning approach consists of two groups, namely the direct learning approach and the indirect learning approach. Direct learning approach where the role of the teacher more (teacher centered) while the indirect learning approach, the role or activity of students in the learning process is greater.

The learning model and the ability to move will have an influence in increasing the passing skills of students' volleyball. Thus in-depth research is needed through scientific studies on the influence of learning models and the ability to move in improving the skills under volleyball passing in SMP Negeri 6 Medan.

Based on observations in the school environment, actually SMP Negeri 6 Medan has a field that can support teaching and learning activities, especially for sports practice. However, if viewed from a number of tools in particular schools. From the total number of students who did volleyball passing, only 37.5%, around 12 people, students who could do volleyball correctly while the rest 62.5%, around 20 students, were not yet finished. Where the average value of students is 63.08% whereas based on the Minimum Completion Criteria (KKM) that is set is 75. Common mistakes that appear in the field that is when carrying out under volleyball does not touch the fingers properly, and also posture when passing volleyball ball many students are wrong in doing it which is where students tend to do it not with the ability to move properly from the beginning to the end. This is due to the fact that Physical Education teachers still pay less attention to the difficulties faced by students and the lack of teachers provides appropriate learning models for students so that students have difficulty making good and correct movements in volleyball games.

This illustrates the effectiveness of learning is still low. The low mastery of students in passing and understand what learning models are good at the teacher so that the ability of students to move well and correctly and in need of ineffectiveness of students in learning is because teachers only rely on improper equipment. So there are some students who don't get the chance to learn volleyball passing well, even some students just sit around watching their friends practice. [2]

From the problems outlined above, we need a simple solution that can be done by the teacher. Seeing the problem above, then one thought that arises is that there needs to be a good learning model so that students achieve more optimal learning goals.

II. THEORETICAL DESCRIPTION

1) *The Nature of Learning*. Learning is a human process to achieve various kinds of competencies, skills and attitudes. Efforts to achieve intelligence or knowledge are human efforts to meet their needs, gain knowledge or intelligence that has not been previously owned. So with learning humans become know, understand, understand, can implement and have about something. In the whole process of education in schools teaching and learning activities are the most basic activities. This means that the success or failure of achieving educational goals depends on the learning process undertaken by students as students. Siregar et al. (2020) states "learning is a business process carried out by someone to obtain a new change in behavior as a whole, as a result of his own experience in interactions with the environment". To get something someone must make an effort so that what is desired can be achieved.

2) *The Nature of Learning Out Comes*. Purwanto (2011: 81) learning outcomes are the results achieved from the teaching and learning process in accordance with the teaching and learning process in accordance with educational objectives. Learning outcomes are measured to determine the achievement of educational goals so that learning outcomes must be in accordance with educational goals. Learning outcomes are behavioral changes that occur after following the teaching and learning process in accordance with educational objectives. Humans have the potential for psychiatric behaviors that can be educated and altered psychiatric behaviors that can be educated and changed in behavior that includes the cognitive, affective and physicotor domains. Learning seeks to change behavior in these domains so that learning is a change of behavior in the cognitive, affective and psychomotor domains

3) *The Definition of Vollyball Game*. Volleyball game is a game by hitting the ball simultaneously or directly, meaning the ball in volleyball before falling to the ground or the floor, by playing or bouncing the ball three times and it is not justified for each player to play the ball in the air twice in a row. The game is played by two teams, each with six players. Where every player tries to volley every ball that comes, both with the middle fingers or with one hand or both hands, with the aim of saving the ball on its own field and attacking on the opponent's court.

Basic technique is an important factor that must be considered in playing volleyball skills, with good and correct

techniques will have an impact on productivity and effectiveness in playing volleyball. In simple language to be able to play volleyball properly and correctly a player must be able to master the basic techniques of playing volleyball skillfully. Beutelstahl (2003), explains the basic techniques of volleyball game including: (1) service; (2) pass down; (3) the pass above; (4) smas; (5) blocks; (6) defense.

4) *The Definition of Learning Models*. In the teaching and learning process, the teacher must have a strategy, model, technique or approach, so that students can learn effectively and efficiently which is about the expected goals (Roestiyah, 2001). If the teacher is able to use the right strategies, models and approaches in the teaching-learning process eating will increase motivation and interest and student learning outcomes. The teacher needs to understand that each type of approach is only appropriate or appropriate to achieve a certain goal. So for different purposes the teacher must use different presentation techniques. Therefore a teacher must know, learn and master many approaches to presentation, in order to be able to use a variety of learning approaches so that the teacher is able to lead to a successful learning process for efficient.

Trianto (2007) explains that the learning model is a conceptual framework that describes a systematic procedure in organizing learners' learning experiences to achieve certain learning goals, and serves as a guide for learning designers and teachers in planning and implementing teaching and learning activities. An interesting and creative learning model will have implications for the interests and motivation of students in following the teaching and learning process in class. The term learning model has 4 special characteristics that are not possessed by the learning strategy or model: (1) logical theoretical rational compiled by educators; (2) learning objectives to be achieved; (3) the teaching steps needed so that the learning model can be implemented optimally; (4) learning environment needed so that learning objectives can be achieved.

The learning model needs to be understood by the teacher so that he can carry out learning effectively in improving learning outcomes. In its application, the learning model must be carried out in accordance with the needs of students, because each learning model has different goals, principles, and main pressures. In line with the opinion above, Joyce and Weil (1986) suggested that the learning model is a plan or pattern that is used to shape the curriculum (long-term learning plan), design learning materials, and guide the class or others. The learning model refers to the learning approach used, including teaching objectives, stages in learning activities, learning environment, and managing the classroom (Ibrahim et.al, 2002; Kartika et al., 2019.).

From the description above it can be concluded that the learning model is a conceptual framework that illustrates the systematic procedure of planning used to design learning to achieve effective and efficient learning goals.

5) *The Definition of Motion Ability*. The drill method, also known as the training method, is a certain customary method. Also a means to maintain good habits. In addition, this method can also be used for dexterity, accuracy, opportunity and skills. Understanding the drill method according to several opinions has the following meanings: (1). Roestiyah N.K (2010: 125), A technique that can be interpreted as a way of teaching students to do training activities, students have dexterity and skills higher than what is learned, (2). Zuhairini (2008: 106), a method in education and teaching by training students in the subject matter that has been given, (3). Saladin (2008: 100), An activity in doing the same thing over and over again and seriously with the aim to perfect a skill so that it becomes permanent, (4). In Nana Sudjana's book (2011: 86), the drill method is an activity of doing the same thing, repetitively in earnest with the aim of perfecting a skill to become permanent. The distinctive feature of this method is the activity in the form of repeated iterations of the same thing.

6) *Characteristics of Class VIII Junior School*. Desmita (2009: 36) revealed several characteristics of junior high school (SMP) students, including: (1) there was an imbalance between the proportion of height and weight; (2) secondary sex characteristics begin to emerge; (3) the tendency of ambivalence, and the desire to be alone with the desire to get along and the desire to be free from domination with the guidance and assistance needs of parents; (4) happy to compare the methods, ethical values or norms with the reality that occurs in adult life; (5) begins to question skeptically about the existence and nature of God's mercy and justice; (6) emotional reactions and expressions are still unstable; (7) begins to develop standards and expectations of one's own behavior that are appropriate to the social world; and (8) relatively clear interests and career choices.

Teenage is a phase between the phase of children with adult phase, thus developments occur in this phase. As expressed by Desmita (2009: 190-192) in broad outline the changes / developments experienced by adolescents include physical development, cognitive development, and psychosocial development. Syamsu Yusuf (2012: 193-209) states that the development experienced by adolescents or other physical development, cognitive development, emotional development, social development, moral development, personality development, and the development of religious awareness. Jahja (2011: 231-234) adds aspects of the development that occurs in adolescents, including physical development, cognitive development, and personality, and social development.

III. METHOD

Before the treatment is conducted, it is reviewed from the similarity factors of the two experimental groups, namely the similarity in the factors that influence the implementation of learning activities. This was done in order to convince the two experimental groups to have the same characteristics, except for the treatment factor of the massed practice model and distributed practice. Factors that can influence learning activities include learning objectives, teachers, situations, field conditions and learning models. Students who are sampled in this study are considered to have similarities, because they both learn the same semester, at the same number of hours of learning, environmental situations and conditions of students at the time of learning are also considered the same because they have the same average age and experience treatment one another.

To get a pretty good experimental research design in order to test the hypothesis so that research results can be generalized to the study population, it is necessary to evaluate the treatment design. There are two criteria used to evaluate the treatment design, namely internal validity proposed by Cambell and Stanley and external validity proposed by Bracht and Glass as re-written by Ary Jacobs and Razavieh (1982).

IV. RESULTS AND DISCUSSION

Based on the results obtained in this study, it is seen that the volleyball passing skills of students taught with the massed practice model are higher when compared to the volleyball passing skills of students who are taught with a distributed practice model. Based on these results it is concluded that the use of massed practice models has a significant effect on the learning outcomes of students' volleyball passing skills rather than using a distributed practice model.

Based on the results of hypothesis testing which states that students who have high mobility abilities have higher volleyball passing skills learning outcomes than students who have low basic mobility abilities. This is shown in the Anava calculation results which show a significant effect that students who have high mobility abilities have higher volleyball passing learning outcomes compared to students who have low mobility abilities. Therefore, it can be concluded that this is in accordance with previous assumptions that favor the ability of high motion which is explained in the framework of thinking has been proven empirically in the field, so that this has reinforced that the volleyball passing skills of students who have higher ability of motion are higher than the skills passing volleyball students who have low motion.

From the comparison of the average scores of volleyball passing skills only one match did not show a significant difference, namely the average score of volleyball passing skills of students who had a high level of mobility taught with a distributed practice model with volleyball passing skills of students who had low level of mobility taught by the model of massed practice, but from the whole it can be concluded that

there is an interaction between the learning model and the level of mobility in influencing volleyball passing skills.

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