

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 Influence of Teaching Style and Student Perception on the Outcomes of Passing Learning in The Volley Ball Game in SMP Negeri 4 Laguboti

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Abstract— This research will be conducted at SMP Negeri 4 Laguboti. The stages of this research include collecting data about the perception of learning, applying the teaching style, and collecting data about the results of learning over passing in volleyball. Implementation of teaching style treatment (exercise style and reciprocal style). The teaching style application time (exercise style and reciprocal style) was carried out for 4 weeks. In this study, the selected classes were class VIII 1 and class VIII 2 where each class consisted of 36 students. The research design used is by level 2 x 2 with three research variables, namely one dependent variable and two independent variables. As the dependent variable (dependent variable) is the result of learning passing over in volleyball and two independent variables (independent variable) are the style of teaching and student learning perceptions. In accordance with the research design, there are two kinds of data that must be collected, namely: (1) data about the results of learning over passing in volleyball, and (2) data about student learning perceptions. To obtain data about the results of learning passing over in volleyball games and data on student learning perceptions, tests and measurements were carried out. To measure the learning outcomes of passing over in volleyball and student learning perceptions, a research instrument was made.

Keywords— *teaching style, student perception, passing of volyballs*

I. INTRODUCTION

Physical education is a learning process through physical activities designed to improve physical fitness, develop motor skills, knowledge and behavior for healthy and active living, sportsmanship, and emotional intelligence. The learning environment is carefully regulated to enhance the growth and development of all domains, physical, psychomotor, cognitive, and affective for each student. It can also be interpreted as a process of education for an individual or a member of the community which is carried out consciously and systematically through various physical activities to obtain physical growth, health and physical fitness, abilities and skills, intelligence and development of a harmonious character and personality in the framework of forming Indonesian people. quality based on Pancasila.

Physical education is an integral part of the overall physical education process, in which this field of study has a unique role compared to other fields of study. The unique roles include laying a strong character base through internalizing values in physical education, building a strong personality, peace-loving attitude, social attitudes, and tolerance in the context of cultural, ethnic and religious diversity, developing a sportsmanship, honesty, discipline, and responsibility. responsible, cooperative, confident, and democratic, developing movement skills and technical skills as well as strategies for various games and sports, development activities, gymnastics, rhythmic activities, aquatic activities (water activities), and outdoor education, and so on. Therefore, the physical, physical, psychomotor, cognitive, and affective learning environment for each student must be carefully regulated to improve the growth and development of all domains, physical, psychomotor, cognitive and affective (Samsudin, 2008: 2).

Physical education learning aims to form a physically and mentally healthy body and spirit, in order to produce productive humans. In the physical education curriculum in schools the number of faces to face is 3 x 40 minutes (1 meeting / week). The subject matter of physical education at the junior high school level includes: experience of practicing basic skills in games and sports (big ball, small ball, athletics and self-defense); development activities; self test / gymnastics; rhythmic activity; aquatic (water activity); and outdoor education is presented to help students understand why humans move and how to carry out movements safely, efficiently and effectively. The implementation needs to be done in a planned, gradual, and sustainable manner, which in turn, students are expected to be able to increase their positive attitude for themselves and appreciate the benefits of physical activity for improving one's quality of life. Thus, a sports spirit and an active lifestyle will be formed. So it can be concluded that in essence physical education subjects are not only limited to movement education alone, but a process of forming a whole human being who is intellectually intelligent, and also emotionally.

One of the physical education subject matter in junior high school is a big ball game in which there is a volleyball game. The implementation of volleyball learning material is 4 x

meetings, and during one meeting 3 lesson hours (3 x 40 minutes) are held in the 2013 curriculum, and one meeting for 2 lesson hours (2 x 40 minutes) at KTSP.

Volleyball is a type of team game, where the main principle in team play is teamwork with the aim of achieving victory. To achieve the intended goal, each player is required to first master the technique of playing volleyball. The basic techniques of volleyball are: under passing, over passing, serving, block and smash. Where these basic techniques must be mastered first to be able to play volleyball well in teams.

The teacher is the implementer of learning and the main source for students in learning physical education which must be able to create learning conditions that can stimulate students to learn effectively. Physical education teachers will consciously carry out physical education learning according to the curriculum and must know the goals to be achieved. In order for the goals of physical education to be achieved properly, the teacher must create an effective and varied and enjoyable learning atmosphere. To achieve this, physical education teachers must be able to use a learning approach according to learning needs so that students can achieve learning outcomes as expected.

Based on observations and observations at SMP Negeri 4 Laguboti on Friday, January 17, 2020, during the first, second and third hours. The meeting lasted 3 x 40 minutes and was held at 08.00 WIB to 10.00 WIB. The activity begins with observing the process of teaching and learning activities. First, the teacher opens the lesson by saying greetings, praying and attending the attendance of students. Second, the teacher explains the volleyball game material about the basic techniques of passing over, then the teacher gives an example by practicing it in front of students, after the explanation is given the students are given the opportunity to ask questions. Third, the teacher divides the students into 4 groups to practice the passing over technique that has been taught in turn, while the teacher observes the process of passing the exercises for each group. Furthermore, students are given the opportunity to ask questions about the difficulties in practicing the volleyball passing technique according to the predetermined group, after which the teacher answers all student questions. Then the teacher returned to asking questions about top passing techniques. And students also answer the teacher's questions. At the end of the lesson the teacher gives a passing over test after the student has finished doing it, the teacher again motivates the students and cools down while giving assignments for next week and delivering material for next week.

The results of interviews with physical education teachers, in general, the students' ability to practice the basic techniques of volleyball such as serving and passing under was good. However, most students have difficulty practicing the basic techniques of passing over because they do not master these techniques and students are less enthusiastic when practicing the basic techniques of passing over. From the results of interviews with physical education teachers, the teacher was lacking in applying various teaching styles, resulting in a lack of enthusiasm for students when participating in learning.

The results of interviews with several students said that they had difficulty practicing the passing movement of volleyball so they felt bored and lazy during the teaching and learning process. Judging from the completeness of the facilities and infrastructure, the school has adequate volleyball field infrastructure, but the volleyball facilities are still lacking, such as only having 1 standard volleyball (good).

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Sampling is done by randomize group design technique, randomized group design in Winer (1971: 221) is a design in which subjects are randomly assigned to different groups intended for different conditions or the value of the independent variable. random assignment of subjects into groups or more groups is statistically or equivalent on the relevant subject variable which may result in variations in the dependent variable. In this design subjects were randomly assigned to 2 groups only (Winner, 1971: 221).

Of the 4 raffles drawn from 4 class VIII, there are 2 papers with the words "yes". In this study, the selected classes were class VIII 1 and class VIII 2 where each class consisted of 36 students. The next step in each experimental class was to test the perception of learning questionnaire for all members of the class. The test results of each class are arranged according to the score obtained from the highest score to the lowest score. The results of the perception data are separated according to class, After that, look for the average test results then determine the students who have high perceptions and low perceptions which are carried out by referring to the procedure proposed by Frank M. Verducci, namely selecting 27% of the highest score data and 27% of the scores. Lowest. From these calculations, it was found that 27% of each group for the highest and lowest scores in class VIII 1 and VIII 2 was $27\% \times 36 = 9.72$ rounded to 10 people. The matrix for grouping the experimental samples can be seen in the table below:

Tabel 1. Pengelompokan Sampel Eksperimen

Gaya mengajar (A) Persepsi belajar (B)	Gaya latihan (A ₁)	Gaya resiprokal (A ₂)
Tinggi (B ₁)	10	10
Rendah (B ₂)	10	10
Total	20	20

Each sample was given treatment as much as 2 x meetings (6 lesson hours) of volleyball passing material. The sample consisted of 10 people in each group as in the table above, the total sample in this study was 40 students. After completing the treatment given the training and reciprocal teaching style, all of them were given a passing test. The results of the passing over test will be processed using analysis of variance to determine the effect of teaching style on learning outcomes of volleyball passing.

II. METHODS

Research methods The research was conducted using the experimental method. The experimental method is a research method used to find the effect of certain treatments (Sugiyono, 2010: 12). In this research is to compare two different teaching styles, namely training style and reciprocal style with attribute variables of student learning perceptions consisting of high learning perceptions and low learning perceptions. 3.1.2. Research design The research design used is by level 2 x 2 with three research variables, namely one dependent variable and two independent variables. As the dependent variable (dependent variable) is the result of learning passing over in volleyball and two independent variables (independent variable) are the style of teaching and student learning perceptions. The learning treatment variable is divided into two, namely training style (A1) and reciprocal style (A2). The influencing variables are high learning perception (B1) and low learning perception (B2). The design by level 2 x 2 can be explained in the following table.

Tabel 2. Desain by level 2 x 2

Gaya mengajar (A) Persepsi belajar (B)	Gaya latihan (A ₁)	Gaya resiprokal (A ₂)
Tinggi (B ₁)	A ₁ B ₁	A ₂ B ₁
Rendah (B ₂)	A ₁ B ₂	A ₂ B ₂
TOTAL	A ₁ B ₁ + A ₁ B ₂	A ₂ B ₁ + A ₂ B ₂

The validity of the study was carried out so that the research design was feasible for testing hypotheses and the results of the study could be generalized to the research population. Therefore it is necessary to control the internal validity and external validity. External validity includes: student characteristics, loss of research subjects, historical factors, instrument elements, elements of maturity, elements of testing. External validity includes: population and ecological validity.

A. Data collection technique

In accordance with the research design, there are two kinds of data that must be collected, namely: (1) data about the results of learning over passing in volleyball, and (2) data about student learning perceptions. To obtain data about the results of

learning passing over in volleyball games and data on student learning perceptions, tests and measurements were carried out. To measure the learning outcomes of passing over in volleyball and student learning perceptions, a research instrument was made.

B. Top Passing Learning Outcomes Test in volleyball game

a) *Conceptual Definition.* Passing is an attempt by a player to use a certain technique to pass the ball he plays to his teammates to play in his own field (Nuril Ahmadi, 2007: 22).

b) *Operational Definition.* Tools Used a. The pole measures 2.30 m for men and 2.15 m for women. b. Volleyball c. Stopwatch d. Field with an equilateral rectangle with a size of 4.5 m x 4.5 m. e. A bench / box that can be adjusted high and low so that the test officer who is standing on it, has a horizontal view of the net. The test officer consists of 2 people, each of whom has the following duties: a. Test attendant I: 1. Free standing near the test area. 2. Count time for 60 seconds. 3. Give on cue. 4. Observe the test taker's feet when leaving the area. b. Test Officer II: 1. Stand on a bench / box. 2. Calculating the correct under passes.

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