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The Improvement of Learning Outcomes on Bump Pass of Volleyball

(The Application of Difficulty Level Approach on Students of Sport Coaching Education Department in FIK UNIMA)

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Abstract: *This study aims to find out the improvement of learning outcomes on bump pass of volleyball. The research subjects in this study were 30 students of grade A Semester IV, Department of Sports Training Education at Universitas Negeri Manado. This study shows that that there is an improvement in bump pass learning outcomes through lectures with a level of difficulty in students of Sport Education Department at FIK UNIMA. In the first cycle students were quite enthusiastic in attending the bump pass lectures. In accordance with the reflection, the average of bump pass volleyball class is 72 with the percentage of completeness 66.7% of students completed and student learning outcomes in the second cycle is 78 with a percentage of completeness of 86.7% it can be concluded that there is a significant improvement in learning outcomes in cycle II.*
Keywords: *learning outcomes; bump pass; volleyball; difficulty level*

I. Introduction

Volleyball is one of the learning subjects at FIK UNIMA. Given the volleyball course is a motion subject that must be followed by students, it is necessary to have an effort so that volleyball lecture participants can master volleyball basic techniques well. For this reason, an appropriate form of training is needed so that the goal of volleyball lectures can be achieved.

In an effort to achieve good learning outcomes in volleyball games, and especially in learning basic volleyball techniques, the lecturer must look for effective ways to teach volleyball basic techniques so that learning outcomes in volleyball games can be successful, namely by how to present forms of learning good and correct motion skills so that they can encourage students to understand, understand and be able to do it.

During this time the volleyball teaching and learning process at FIK UNIMA tends to take place with inappropriate training methods so that the results obtained are not optimal therefore lecturers are expected to have other alternatives in the lecture process. The task of the lecturer in the teaching and learning process is to determine and choose effective teaching techniques so that students can understand and learn the material presented in accordance with the expected goals. The ability of lecturers to choose and present lecture material is determined by their ability and experience in teaching.

Based on the observations of the authors with lecturers of volleyball theory and practice and supported by data from the academic field, it can be concluded that the ability of students to do volleyball is still far from what was expected. There are still many students who have not mastered the bottom pass. Most of the pairs that are performed are less than optimal in the imposition of the ball, from the wrong position of the horses, the reception of the ball in the hand, as well as the results of reflections that are not good so that it does not match the targets or targets that have been determined.

Achievement of the objectives of the lecture cannot be separated from the factors of the students themselves, teacher/lecturer, facilities and infrastructure as well as their environment, including among them the style of a lecturer in delivering lecture material.

In the learning process, students learn in different ways, coming from different cultural backgrounds and different levels and experience of movement. Achievement of learning objectives that include psychomotor, cognitive and affective domains can be achieved in physical education and differences in teaching styles can help facilitate the achievement of the objectives of the three domains.

Lectures with a difficulty level approach, is one way to improve learning outcomes in students who in principle already know the basic techniques of volleyball, especially the movement of the bump pass, it only requires repetitive training in stages and appropriate forms of training so that an increase in learning outcomes in college student.

II. Review of Literature

2.1 Concepts of Action Research

Research is the knowledge and skills needed to overcome problems and face the challenges of the surrounding environment in making a decision. Research is basically an activity or a systematic process to solve problems carried out in the application of scientific methods. Therefore, before discussing the nature of research it is necessary to first explain the nature of the scientific method (scientific methods).

Indrianto and Supomo stated that research is a reflection of the desire to know something in the form of facts or natural phenomena, with the attention or initial observation of facts or phenomena is the beginning of research activities that raise a question or problem.

Research is also divided into several forms, including: comparative quantitative research, associative quantitative research, qualitative research, program / policy evaluation research, instrument development research, model development research, action research. From some of these studies one form of research that researchers will use is action research or action research.

Action research tends to include the type of qualitative research that emphasizes processes designed to achieve improved practice in real situations. The design of the process will be appropriate if it is based on a deep understanding of the related situation then action research will achieve optimal results if it is carried out by the relevant practitioner or at least intensively involves the practitioner from start to finish.

2.2 Conceptual Model of Action

Education is an effort to educate and realize a developed, fair and prosperous society that can make its citizens develop themselves as they should. One important factor in order to improve the quality of learning is the lecturer. The lecturer in question is the lecturer who has the ability and teaching expertise he obtained from practice.

Effective and efficient lectures are the implementation of lectures that are well scheduled, able to face all the obstacles that occur during the learning process and are held on time. In the lecture process, of course, is to reach the target of mastery learning in students, and therefore the need for good or appropriate teaching with the situation or condition of students and the supporting environment.

Students at FIK UNIMA, especially Sports Training Education Department, of course already know the volleyball's basic movements, especially volleyball underparts based on the student's learning experience while still in school, it's just that the achievement of student results has not been maximized, meaning that it is not in accordance with the correct lower passage motion.

In theory, students are quite familiar with the material of bump pass but in practice it is necessary to design a new teaching method based on the level of success in order to get maximum results for students in doing the lower movement.

Difficulty level is the right method for students because here will be seen stages of the development of mastery bump pass when students are able to master the material taught during lectures in progress.

The concept of the action model in volleyball lectures, especially the bump pass material, is as follows:

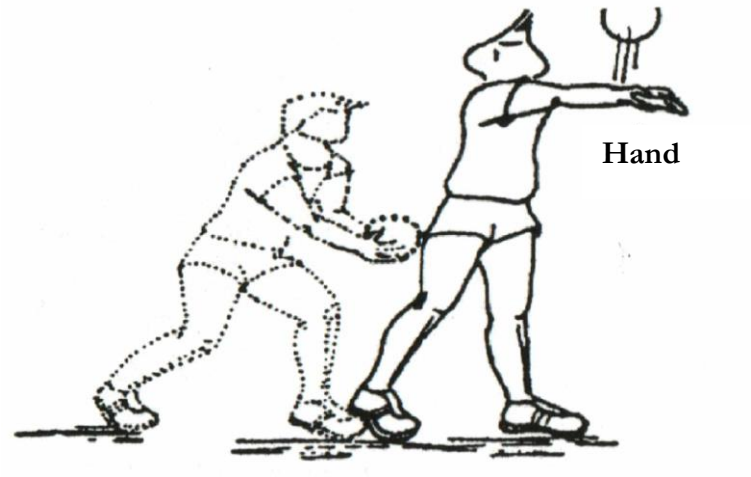

Figure 1. *Difficulty level 1 (own bump pass)*

III. Research Method

The study was carried out at Universitas Negeri Manado, while the time of the study was carried out on March 18 to April 18, 2019 with a frequency of four research meetings once a week. The research subjects in this study were 30 students of grade A Semester IV, Department of Sports Training Education at FIK UNIMA.

The research method used was the Action Research method with Kemmis and Mc Taggart research designs. Action research is one form of research design, in which in the action research design the researcher describes, interprets and explains a social situation at the same time by making changes or interventions with the aim of improvement or participation.

IV. Discussion

Before carrying out the action activities, researchers make lecture designs in collaboration with lecturers. The lecture design designed by researchers follows the Lecture Reference Unit format. The design was made based on the results of observations of the initial data volleyball

lecture process, especially bump pass material in the second semester students of Department of Sport Coaching FIK UNIMA.

4.1 Research Results

Table 1. Observation Result of Bump Pass Volleyball Lectures (Cycle I)

No	The Observed Aspect	Yes	No	Information/Description
	A. Introduction			
1.	Do the researchers attend, motivating student interest in learning?	√		
2.	Do the researchers explain the purpose of lectures?	√		
3.	Do the researchers state the stage of the activity student would be doing?	√		
4.	Has the researchers prepared lecturing equipment or media?	√		
	B. Main Activities			
5.	Warm up?	√		
6.	Do the researchers use lecturing tools or media?	√		Volley Ball, net
7.	Are media compatible with the material?	√		
8.	Do the researchers provide a stimulus for students to ask questions?	√		
9.	Are researchers answer student questions clearly and correctly?	√		
10.	The researcher plays the role of facilitator?	√		
11	Do the researchers give examples of a move?	√		
12	Do the researchers explain the function and benefits of the exemplary movements?	√		
13.	As well as making corrections from movements?			
	C. Closing			
14	Cool down?	√		
15.	Evaluate lecture activities?	√		
16.	Explain the material for the next meeting?	√		

Table 2. Observation Results of Lecturer Appearance (Cycle I)

a. Appearance of researcher / lecturer:

No.	Observation Aspects	Very Good	Good	Enough	Unsatisfied
1.	Neatness		√		
2.	Cleanliness		√		
3.	Creative		√		
4.	Cheer up / cheer up		√		
5.	Enthusiastic	√			
	Total	**1**	**4**		

Table 3. Observation Results of Student's Activities (Cycle I)

Subjects : T / P Volleyball
Researcher : Christianti Anggraini Motto
Material taught : Bump pass volleyball
Time : 2 X 45 minutes

No	Characteristics of student behavior in carrying out learning activities	Yes	No	Information
1	Students are active in lectures	√		
2.	Submit opinions to researchers	√		
3.	Discussion to solve problems		√	
4.	Utilizing the existence of learning tools and resources		√	
5.	Do what instructed the researchers	√		
6.	Trying to improve learning abilities	√		
7.	Know the benefits of lectures that have been done	√		
8.	Give an example correctly	√		
9.	Can answer the questions given by researchers appropriately	√		
10.	There is an effort and motivation to study lecture material or stimulus provided by researchers	√		
11.	Can accept the corrections from researchers	√		
12.	Students feel happy and kind during the KBM process	√		
13.	Having a good relationship and cooperation between students and others	√		

Table 4. Observation Results on Lecturers in Teaching and Learning Activities (Cycle I)

Faculty/department : Sports Science / Coaching Education
Subjects : T / P Volleyball
Main Material : Bump pass
Time : 2 X 45 minutes

Part	Observation	Did the researchers do it		Comments
		Yes	No	
Preparation	1. The concept of learning / learning planning	√		
	2. Preparation of learning tools or media	√		
	3. Appearance of presenters is appropriate	√		
Presentation	**Introduction**			
	4. Check student attendance	√		
	5. Explanation of the objectives and lecture material	√		
	6. Motivating the interest lectures related to the purpose of lectures	√		

	7. Explain the lecture process that will be carried out (grouping, etc.) 8. Warm up	√ √		
	Core / Principal 9. Application of certain learning strategies 10. Use of tools, media and learning resources 11. Giving examples of movements to students 12. Directing students to be active in KBM 13. Provide verbal reinforcement such as: saying good, right, and others 14. Provide non-verbal reinforcement such as: expression / gestures, approaching, touching 15. Make improvements directly to students 16. Forming students in group formation according to body posture	 √ √ √ √ √ √ √		
	Closing 17. Cooling 18. Evaluation of the KBM 19. Concluding the KBM	 √ √ √		

Table 5. Student Activities in the Bump pass Lecture Process (Cycle I)

Students	**Student's Activities**		
	Active	**Medium**	**Passive**
Agus Sanggelorang	√		
Bobi Mugama	√		
Charlis Lindo		√	
Danang Riyanto		√	
Dimitri Kalebos		√	
Felix Takasabare	√		
Febry Pangkerego		√	
Frangki Olii			√
Hendra Ponggohong		√	
Hepi Saroinsong	√		
Joan Sangkuralan			√
Juraimon Lahengking		√	
Jeinairo Lengkong	√		
Ladi Oktavianus	√		
Mirvan Bawulu		√	
Miswando Emor	√		

Marvil Masinambow			√
Prasetia Popo	√		
Rendy Pantow	√		
Reivan Tengkue			√
Rendra Bahansubu	√		
Reinhart Martin			√
Rico Suban		√	
Ridel Sasambe	√		
Sharir		√	
Venly Tampemawa	√		
Yaya Matias	√		
Yahya Alotia		√	
Yosias			√
Yulexander Imbanaung	√		
Total	**14**	**10**	**6**

Table 6. Results of Learning Outcomes of Bump Pass in Cycle I

No	Range of scores	Frequency	Relative Frequency
1.	53 – 57	1	3.3%
2.	58 – 62	2	6.7%
3.	63 – 67	3	10%
4.	68 – 72	14	46.7%
5.	73 – 77	5	16.7%
6.	78 – 82	4	13.3%
7.	83 – 87	1	3.3%
	Total	**30**	**100%**

For more details can be seen in the following histogram graph:

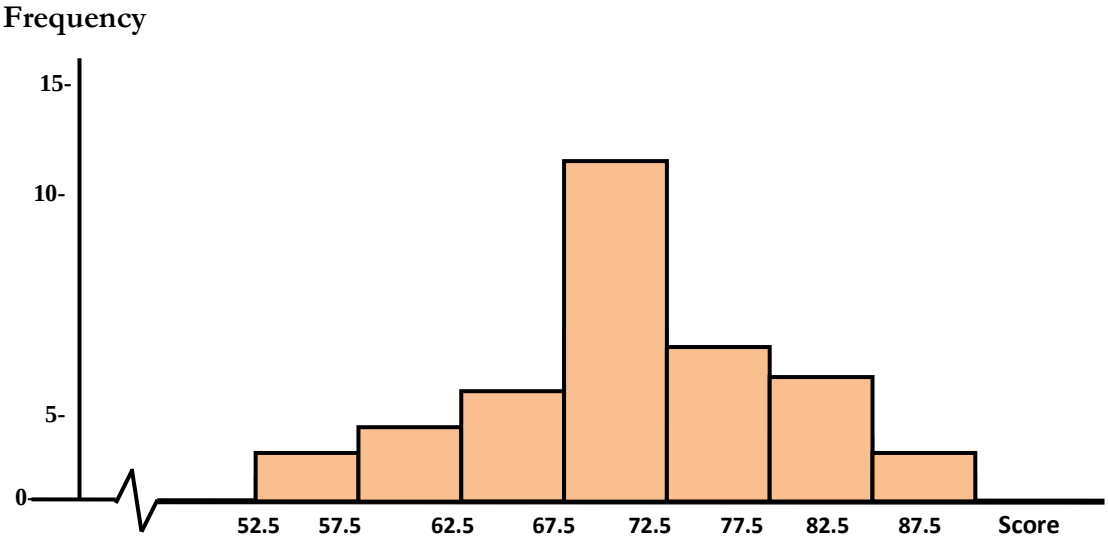

Figure 2. *Histogram Graph for Cycle I Data*

Table 7. Percentage of Motion Data Cycle I

NO	Name	Early Attitude				About				Further Movements				Point	Score
		a	B	C	D	a	b	C	e	A	b	C	d		
1	Agus Sanggelorang	2	1	1	2	2	3	2	3	2	3	2	3	26	72
2	Bobi Mugama	3	2	2	2	2	2	3	2	3	3	3	3	30	83
3	Charlis Lindo	2	1	1	2	2	3	3	2	2	3	2	3	26	72
4	Danang Riyanto	1	2	2	1	2	1	2	2	3	3	1	2	22	61
5	Dimitri Kalebos	2	1	1	2	2	2	3	3	3	3	2	3	27	75
6	Felix Takasabare	2	2	1	2	2	1	2	3	3	2	3	3	26	72
7	Febry Pangkerego	2	3	2	2	2	2	3	1	2	2	2	1	24	67
8	Frangki Olii	2	2	2	2	2	3	3	1	2	3	1	3	26	72
9	Hendra Ponggohong	2	2	1	1	2	2	2	3	3	2	3	3	26	72
10	Hepi Saroinsong	2	3	2	1	3	3	1	3	2	3	3	3	29	81
11	Joan Sangkuralan	1	2	3	2	3	2	2	2	3	2	2	1	25	69
12	Juraimon Lahengking	2	1	2	2	3	1	2	3	3	1	2	3	25	69
13	Jeinairo Lengkong	2	2	3	2	1	2	3	3	2	2	3	3	28	78
14	Ladi Oktavianus	3	2	1	2	2	2	2	2	3	3	2	3	27	75
15	Mirvan Bawulu	1	2	2	2	2	2	3	2	3	2	1	2	24	67
16	Miswando Emor	2	1	3	2	1	2	2	2	2	3	3	3	26	72
17	Marvil Masinambow	3	2	2	2	2	2	2	2	2	2	3	1	25	69
18	Prasetia Popo	3	1	2	2	1	1	2	3	3	3	3	3	27	75
19	Rendy Pantow	3	2	2	2	3	1	3	2	2	1	3	2	26	72
20	Reivan Tengkue	2	1	1	2	1	2	1	2	2	2	3	2	21	58
21	Rendra Bahansubu	2	2	1	3	3	3	2	1	2	2	2	3	26	72
22	Reinhart Martin	2	2	1	2	2	2	2	3	3	1	1	2	23	64
23	Rico Suban	2	3	3	3	3	2	3	2	1	1	1	2	26	72
24	Ridel Sasambe	3	2	2	2	3	1	2	3	3	3	2	3	29	81
25	Sharir	3	2	2	1	3	2	1	3	2	1	3	2	25	69
26	Venly Tampemawa	2	2	2	3	1	2	2	2	3	2	3	3	27	75
27	Yaya Matias	1	2	2	2	3	2	3	2	3	2	3	3	28	78
28	Yahya Alotia	1	2	2	2	2	2	1	3	3	3	2	3	26	72
29	Yosias	1	2	1	2	1	1	2	1	2	3	1	2	19	53
30	Yulexander Imbanaung	1	2	1	1	2	3	3	2	3	3	3	3	27	75
	Total														**2144**
	Average value														**71**
	Number of Students Completed														**20**
	Percentage of completeness														**66.7%**

Table 8. The Results of Completeness Learning In Bump Pass in Cycle I

No	Completeness	KKM	F	%
1.	Complete	70	20	66.7%
2.	Incomplete	70	10	33.3%
	Total		**30**	**100**

Table 9. Observation Results of Volleyball Bump pass Lecture Activities (Cycle II)

No	The Observed Aspect	Yes	No	Information
	A. Introduction			
1.	Do researchers attend, motivating student interest in learning?	√		
2.	Do researchers explain the purpose of lectures?	√		
3.	Do the researchers state the stage of the activity student would be doing?	√		
4.	Has the researchers prepared lecturing equipment or media?	√		
	B. Main Activities			
5.	Warm up?	√		
6.	Do researchers use learning tools or media?	√		Volley Ball, net
7.	Are media compatible with the material?	√		
8.	Do the researchers provide a stimulus for students to ask questions?	√		
9.	Do the researchers answer student questions clearly and correctly?	√		
10.	The researchers plays the role of facilitator?	√		
11	Do the researcher give an example of movement?	√		
12	Do the researcher explain the function and benefits of the exemplary movements?	√		
13.	As well as making corrections from movements?	√		
	C. Closing			
14	Cool down?	√		
15.	Evaluate lecture activities?	√		
16.	Explain the material for the next meeting?	√		

Table 10. Observation Results of Lecturer Appearance (Cycle II)

a. Appearance of researchers / lecturers

No	Observation Aspects	Excellent	Good	Enough	Unsatisfied
1.	Neatness		√		
2.	Cleanliness		√		
3.	Creative	√			
4.	Cheer up	√			

5.	Enthusiastic	√			

Table 11. Observation Results of Student's Activities (Cycle II)

Subjects : T / P Volleyball
Researcher : Christianti Anggraini. Motto
Material taught : Bump pass
Time : 2 X 45 minutes

No	Characteristics of student behavior in carrying out learning activities	Yes	No	Information
1	Students are active in lectures	√		
2.	Submit opinions to researchers	√		
3.	Discussion to solve problems		√	
4.	Utilizing existing learning tools and resources		√	
5.	Do what instructed the researcher	√		
6.	Trying to improve learning abilities	√		
7.	Know the benefits of lectures that have been done	√		
8.	Give an example correctly	√		
9.	Can answer the questions given by researchers appropriately	√		
10.	There is an effort and motivation to study lecture material or stimulus provided by researchers	√		
11.	Can receive corrections from researchers	√		
12.	Students feel happy and happy during the KBM process	√		
13.	Having a good relationship and cooperation between students and others	√		

Table 12. Observation Results of Lecturers in Teaching and Learning Activities (Cycle II)

Faculty/Department : Sports Science/Coaching Education
Subjects : T / P Volleyball
Main Material : Bump pass
Time : 2 X 45 minutes

Parts	Observation	Did the researcher do it		Comments
		Yes	No	
Preparation	1. The concept of lectures / planning lectures 2. Preparation of learning tools or media 3. Appearance of presenters is appropriate	√ √ √		
Presentation	**Introduction** 4. Check student attendance 5. Explanation of the objectives and lecture material	 √ √		

	6. Providing interesting learning motivation related to the purpose of lectures	√		
	7. Explain the lecture process that will be carried out (grouping, etc.)	√		
	8. Warm up	√		
	Core / Principal			
	9. Implementation of certain lecture strategies	√		
	10. Use of tools, media and learning resources	√		
	11. Giving examples of movements to students	√		
	12. Directing students to be active in KBM	√		
	13. Provide verbal reinforcement such as: saying good, right, and others	√		
	14. Provide non-verbal reinforcement such as: expression / gestures, approaching, touching	√		
	15. Make improvements directly to students	√		
	16. Forming students in group formation according to body posture	√		
	Closing			
	17. Cooling	√		
	18. Evaluation of the KBM	√		
	19. Concluding the KBM	√		

Table 13. Student Activities in the Lecture Process of Bump pass Volleyball (Cycle II)

Name	**Student's Activity**		
	Active	**Medium**	**Passive**
Agus Sanggelorang	√		
Bobi Mugama	√		
Charlis Lindo	√		
Danang Riyanto	√		
Dimitri Kalebos	√		
Felix Takasabare	√		
Febry Pangkerego	√		
Frangki Olii	√		
Hendra Ponggohong	√		
Hepi Saroinsong	√		
Joan Sangkuralan	√		
Juraimon Lahengking	√		
Jeinairo Lengkong	√		
Ladi Oktavianus	√		
Mirvan Bawulu		√	
Miswando Emor	√		
Marvil Masinambow	√		

Prasetia Popo	√		
Rendy Pantow	√		
Reivan Tengkue		√	
Rendra Bahansubu	√		
Reinhart Martin			√
Rico Suban	√		
Ridel Sasambe	√		
Sharir		√	
Venly Tampemawa	√		
Yaya Matias	√		
Yahya Alotia	√		
Yosias			√
Yulexander Imbanaung	√		
Total	**25**	**3**	**2**

Table 14. Learning Outcomes of Bump Pass in cycle II

No.	Range of Score	Frequency	Relative Frequency
1.	61 – 65	2	6.7%
2.	66 – 70	2	6.7%
3.	71 – 75	8	26.7%
4.	76 – 80	5	16.7%
5.	81 – 85	10	33.3%
6.	86 – 90	3	10%
	Total	30	100 %

For more details can be seen in the following histogram graph:

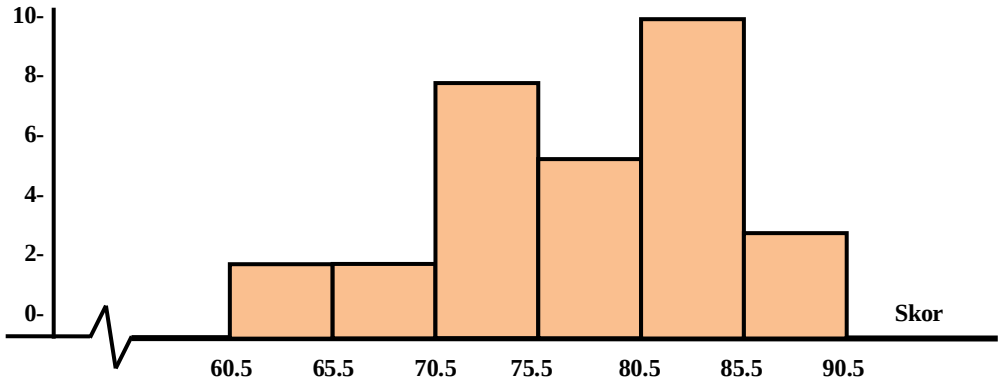

Figure 3. *Data Histogram Graph Cycle II*

Table 15. Percentage of Motion Data Cycle II

NO	Name	Early Attitude	About	Further Movements	Point	Score
1	Agus Sanggelorang	7	11	11	29	81
2	Bobi Mugama	10	10	12	32	89
3	Charlis Lindo	7	10	11	28	78
4	Danang Riyanto	8	7	11	26	72
5	Dimitri Kalebos	7	10	12	29	81
6	Felix Takasabare	9	11	12	32	89
7	Febry Pangkerego	9	10	10	29	81
8	Frangki Olii	9	10	11	30	83
9	Hendra Ponggohong	8	9	12	29	81
10	Hepi Saroinsong	9	12	11	32	89
11	Joan Sangkuralan	9	9	9	27	75
12	Juraimon Lahengking	8	10	10	28	78
13	Jeinairo Lengkong	9	9	10	28	78
14	Ladi Oktavianus	8	8	11	27	75
15	Mirvan Bawulu	7	9	9	25	69
16	Miswando Emor	8	7	11	26	72
17	Marvil Masinambow	9	8	11	28	78
18	Prasetia Popo	9	9	12	30	83
19	Rendy Pantow	9	10	11	30	83
20	Reivan Tengkue	8	7	11	26	72
21	Rendra Bahansubu	8	9	9	26	72
22	Reinhart Martin	7	9	7	23	64
23	Rico Suban	11	10	5	26	72
24	Ridel Sasambe	9	9	11	29	81
25	Sharir	8	9	8	25	69
26	Venly Tampemawa	9	8	11	28	78
27	Yaya Matias	9	10	11	30	83
28	Yahya Alotia	8	8	11	27	75
29	Yosias	7	5	10	22	61
30	Yulexander Imbanaung	8	10	12	30	83
	Amount	251	273	313		**2325**
	Average Value	69.7	75.8	86.9		**78**
	Number of Students Completed					**26**
	Percentage of completeness					**86.70%**

Table 16. The Results of Completing Learning Bump Pass in Cycle II

No	Completeness	KKM	F	%
1.	Complete	70	26	86.7%
2.	Incomplete	70	4	13.3%
	Total		**30**	**100**

4.2 Discussion of Research Results

In this cycle, each stage of the cycle used is the next cycle stage in a structured manner, the form of decision making related to the initial conditions, planning, action, observation, and reflection can be used as provisions in the planning of the next cycle. The initial ability observations made at the initial meeting of the cycle aim to find out the initial stages of how the level of ability, knowledge and skills that can be achieved by students, especially to find out how well student learning outcomes in mastering basic motion material under the volleyball under the ball with the level of difficulty.

Initial observation is an absolute requirement that must be known by researchers and collaborators in determining agreement on how to determine the basic abilities of students in lectures under the volleyball ball before applying the difficulty level approach. Provision of action to students is done so that students can master and have skills the bump pass volleyball properly and correctly with the level of difficulty in the lecture process.

The action taken is to identify how the shape, type and process of learning the basic motion bump pass the volleyball correctly. This treatment is done to students so that students can master and have basic skills the bump pass volleyball properly and correctly with the level of difficulty in the lecture process.

Table 17. Description of Cycle I Activities

NO.	Meeting	Learning Target
1	First	• Basic explanation of passing under a volleyball without the ball and using the ball. • Warm up. • Perform difficulty levels 1 and 2 • Closing
2	Second	• Provide an explanation of previous lectures • Conduct difficulty level 3 • Assessment • Closing

The researcher held the treatment of bump pass volleyball with a difficulty level of 2 meetings, which continued to have discussions with collaborators about the progress of students and record all student behavior in the field.

The first meeting of students is preferred in understanding the basic motion the bump pass volleyball. The researcher explains the stages of the basic motion of the bump pass the volleyball through the difficulty level. Students warm up after that each student holds one ball. when he heard the whistle signal from the ball researcher was thrown up then after the ball bounced off the floor the student did the lower pas done repeatedly, the position of the body was based on the initial attitude of the bump pass motion i.e. the position of one foot in front of the other foot, both legs with the distance is about the width of the thigh, both knees are bent slightly so that the upper body bends slightly forward, the position of the hand toss the ball above the knee with an open hand posture, the ball that is raised past the student's head is approximately one meter from the top of the head, each student is given time for three minutes to do it.

The next material is dividing students into 15 groups, each group consisting of 2 students, students face each other with a group of friends with a distance of 2 meters, when they hear the whistle signal from the ball researcher is thrown by a couple from each group who holds the ball toward his group friends and do bump pass motion alternately. Each group is given five minutes to do it.

The second meeting of understanding the motion of the bump pass the volleyball with the third difficulty level. Before starting the activity, the researcher explained the lecture material that would not be given, then the students warmed up. After warming up, students were divided into 10 groups each group consisting of 3 people, group members adjusted to the student's body posture, each group formed a triangle with a distance of 2 meters each member, when hearing the whistle signal from the researchers each group passed the ball to each other each group member. Each group is given five minutes to do it.

Bump pass lecture model with the level of difficulty in the first cycle was able to arouse the enthusiasm and interest of students to attend learning. Broadly speaking, in the first cycle there were 20 students (66.7%) who were able to do volleyball underweight.

Table 18. Process Data Analysis / Lecture Observation of Bump Pass Volleyball

Cycle	Complete		Incomplete	
	Number of students	Percentage	Number of students	Percentage
I	20	66.7%	10	33.3%
II	26	86.7%	4	13.3%

Graphically, the comparison of Bump pass learning outcomes in cycle I and cycle II is illustrated as follows:

Number of students

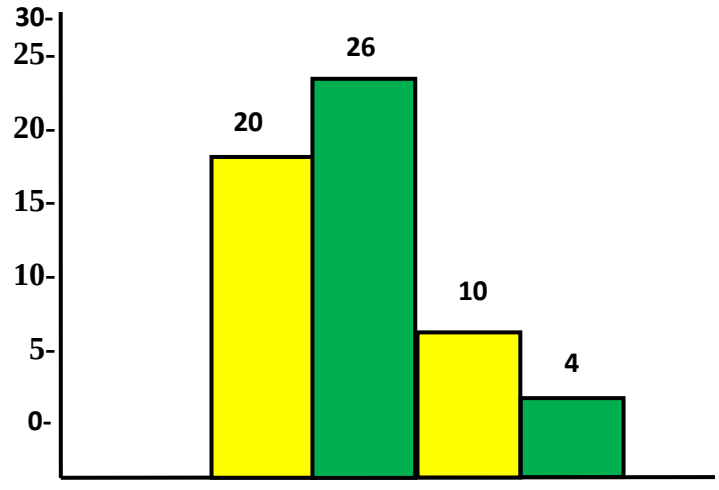

Figure 4. Comparative Bar Graph Completeness of learning Bump pass Cycle I and Cycle II

Information: = Cycle I = Cycle II

V. Conclusion

Based on the results of the research that has been described, in general it can be concluded that there is an improvement in bump pass learning outcomes through lectures with a level of difficulty in students of Sport Education Department at FIK UNIMA. In the first cycle students were quite enthusiastic in attending the bump pass lectures. In accordance with the reflection, the average of bump pass volleyball class is 72 with the percentage of completeness 66.7% of students completed and student learning outcomes in the second cycle is 78 with a percentage of completeness of 86.7% it can be concluded that there is a significant improvement in learning outcomes in cycle II.

Through lectures of bump pass volleyball with the level of difficulty that researchers have designed namely difficulty levels 1 to 5 students are more motivated and active in following the lecture process, so that optimal results can be obtained in mastering the bump pass volleyball.

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