The Development of Volley Ball Learning Model

Dewi Endriani

Faculty Of Sport Science, State University of Medan, Indonesia

Abstract: *More specifically, this study aims to: (1) The Development of Kerangka Kualifikasi Nasional Indonesia (KKNI) Based Curriculum and Government Regulation No. 40 and 41 of 2014 (2) realizes the goal of Department Sport Coaching Education in State University of Medan by using The Development of KerangkaKualifikasiNasional Indonesia (KKNI) Based Curriculum and Government Regulation No. 40 and 41 of 2014 (3) the effectiveness of The Development of Kerangka Kualifikasi Nasional Indonesia (KKNI) Based Curriculum and Government Regulation No. 40 and 41 of 2014 Department Sport Coaching Education in State University of Medan (4) realization of alumnus competency standards based on KKNI volleyball (5) completion of the module (teaching materials) and the model-based courses KKNI volleyball.*

Keywords: The Development, Volley Ball, Learning Model

1. Introduction

Colleges that have majors in terms of coaching has not fully implemented the curriculum support to become a coach. As the vision of Sports Coaching Education Department of the State University of Medan which embodies Sports Coaching Education majors who excel in the field of sports coaching and physical education teachers as well as managerial skills to generate superior performance in a professional manner. Based curriculum blocks implemented in Sports Coaching Education majors, students are taught how to become a coach and teacher, so the application of coaching courses are not all realized with a well to students.

For example, we can see in volleyball subject in Sports Coaching Education Department of State University of Medan where at the time of the lecture students are only required to be able to teach the techniques which involved in volleyball to the learners. They are not prepared to become volleyball coaches. This is happening because of the implemented curriculum is Competency Based Curriculum (KBK) Block and Sports Coaching Educationin State University of Medan is still more focused on students to become teachers. Accordingly, in order toget the quality of education more significant, the first thing to do is simply to put the focus on the curriculum itself.

The educational system for teachers training in the Department ofSports Coaching Education does not work as expected, because after the student has completed the course, and register to become a Civil Servant Teachers in, North Sumatra in particular, many areas do not accept the alumnus of sports coaching education to serve as teachers or educators due to a reason that states they are not belong to be educators, instead of coaches. It causes the alumnus not being able to gain a jobdue to the lack of knowledge to become a coach.

In response to the limitations of coaching jobs on the alumni, the government made a policy with RB PAN issued Ministerial Regulation No. 40 in 16th October 2014 on the functional position coaches and 41 in 2014, October 16th, on functional assistant coach.

More specifically, this study aims to: (1) The Development of KerangkaKualifikasiNasional Indonesia (KKNI) Based Curriculum, (2) possibly realize the Department of Sports Coaching Education's goal in State University of Medan byThe Development of KerangkaKualifikasiNasional Indonesia (KKNI) Based Curriculum and Government Regulation No. 40 and 41 Year 2014 and the completion of the module (teaching materials) and models as well as the arranged RPS and the syllabus which has been based on KKNI.

2. Research Method

In order to accomplishthe research purposes,this research usedresearch and development method (R&D) which refers to the opinion of Borg and Gall (1983). Based on research and development method approach, the measures taken include: research, information gathering, planning models, test models, as well as the revision of the model validation and dissemination models.

2.1 Population and Samples

The population in this study was Department of Sports Coaching Education. The sampling technique used purposive random sampling. The sample in this study was a volleyball coach, volleyball extracurricular coach, volleyball lecturers at Sport Faculty of State University of Medan and State University of Padang.

2.2 Data Collection Technique and Data Analysis Techniques

The research instruments used include observation, documentation, interview, record and UNP UNIMED volleyball lecturers, students, and administrators of the province of North Sumatra Volleyball unity and observation sheet. There are some data analysis techniques used include descriptive analysis and inferential analysis.

Curriculum development conducted in this research is the development of KBK towards KKNI based curriculum, particularly for volleyball. Curriculum development is done by adjusting the course with output to be generated.

Review mechanisms and the development of course curriculum implemented by holding a Focus Group Discussion (FGD) involving experts for a discussion of curriculum development. Curriculum Sports Coaching Education Program conceived and developed to support the achievement of competence of Alumnusof State University of Medan.

This research used research & development approach to go through three stages: (1) the analysis of the problems and needs (2) the preparation of modules and lectures models (3) test modules and models developed. The following are the results obtained from each stage.

Needs analysis done by observation, interviews, questionnaires and questionnaires deployment and study comparative to another university. This needs analysis was conducted in order to determine the initial conditions of the curriculum that has been applied to the Prodi PKO especially for volleyball subjects.

Based on the implemented observation, the curriculum which previously applied to students on PKO department is using the KBK block system. This particular Curriculum implementation is going well but less accordingly with PKO Graduates profile, which is actually more devoted to become a coach. It can be seen during lecturing times, where students should receive two competencies and lecturers are required to deliver the lecture material for two competencies as well like coaching and teacher training. This situation commonly led the students for having trouble to comprehend the lessons.The adjustment of coaching courses with teacher training course inflicts the situation where not all of the subjects are acceptable for students.

To know the initial conditions and sharpen the curriculum requirements in PKO Department then the questionnaires and interviews was performed towards students, KDBK Lecturers, Volleyball Coaches, and North Sumatera Provincial Official. It can be known from interviews, conditions experienced by the students when receiving lectures using KBK Block System curriculum and useful advices for the development of KKNI based curriculum. From the questionnaires which is done to volleyball coach in the city, data showed 67-80% trainers who know and implement the key indicators in volleyball training.

After observation, interviews, and questionnaires then a comparative study was performed toward State University of Padang precisely to Sports Coaching Education Department, and it aims to determine the journey of PKO department curriculum ofUNP, as well as the course of the lecture, especially in volleyball subject and supporting facilities in volleyball lecturing. After analyzing the problems and needs, further studies curriculum KBK block system with KKNI. In line with this curriculum the government has issued Presidential Decree No.8 / 2012 on KKNI. Indonesian National Qualifications Framework is the quality and identity of the Indonesian nation related to the national education system, national job training system and the system of national assessment of learning achievement of equality, which is owned by Indonesia's national produce quality human resources and productive (Directorate General of Higher Education, 2010).

With the change KKNI based curriculum subjects that have been used on KBK block system tailored to the needs KKNI. In achieving the process of curriculum development is inseparable from the systematic learning undertaken during the lectures take place.

A curriculum is always associated with the teaching and learning process. Outcome of the learning process and programs is a measurement that can be to indicate whether curriculum is going well or not. To support the development of curriculum teaching and learning processes need to be considered. Starting from the teaching styles, teaching strategies and learning models. Curriculum development that is done will be devoted to volleyball subject. Volleyball curriculum who use the system will be developed into a KBK block KKNI based curriculum. Twelker and friends (1972) suggested instructional design procedure, starting from the identification, development, evaluation and ending by revision.

3. Result of Research

In this study produced a draft module (teaching materials) andKKNI based volleyball learning model. The results of further research is the completion of the RPS and which has been based on KKNI. Learning development model used is ADDIE (analysis, design, development and evaluation). Here is some successfully developed things at each stage:

a) Analysis Stage
At this stage, the analysis ofl the development needs of the learning model. After the analysis in this step educator / learning system designer must consider the supporting components so that the learning process can be run as planned. Researchers must know in advance the knowledge, characteristics, skills possessed by learners and any skills need to be owned by learners.

b) Design Stage
This design is the next step after the analysis. Once issues are analyzed, then the alternative solutions need to be, by designing a learning system that is developing courses in Volleyball Coaching Education Sport, in accordance with the needs so that learning objectives can be achieved either by the student. And to determine whether the learning program designed can be used to overcome the problems that occur on college students or not.

c) Development Stage
Development of interactive multimedia learning model was developed by combining the various models and approaches centered learning students who are already there, among others: Contextual Teaching Learning is used to introduce the topic of contextual learning; Problem Best Learning is used to describe a learning problem solving and how that will be done by the students; Cooperative learning is used to classify students; and Best Project Learning is used to give a particular shape to serve as the object of student learning in the classroom and subsequent exposure as a discovery response by students (Discovery

Learning). The results of the initial development of Volleyball learning model can be seen as shown below:
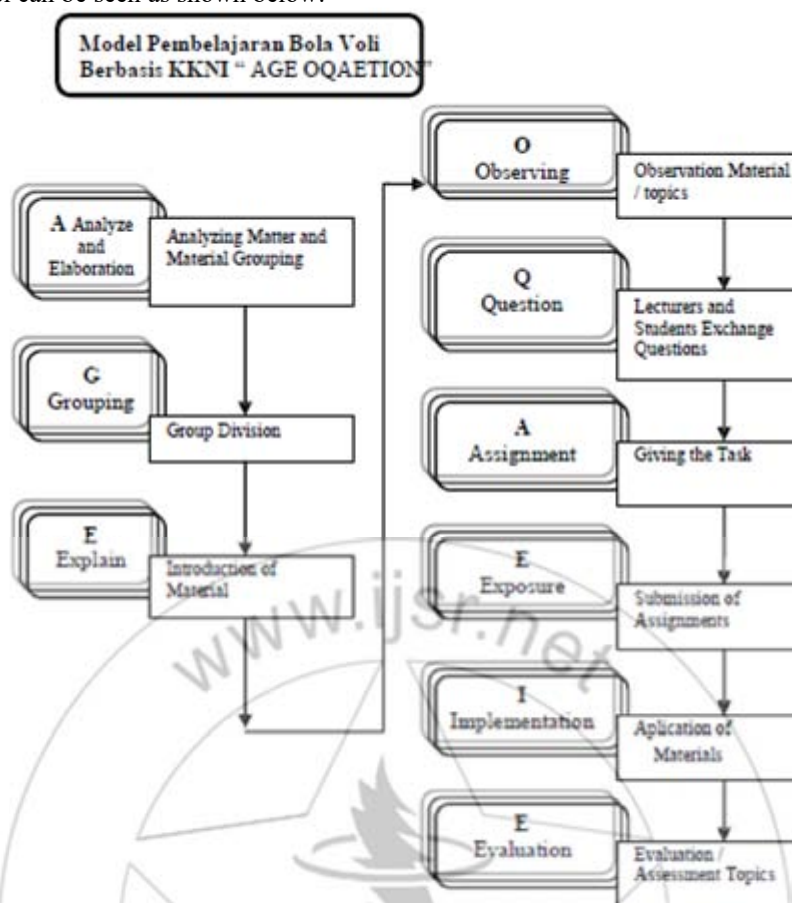
The results of the initial design of interactive based learning model as the image above developed model "ADDIE" called "AGE OQAETION" model with 10 (ten) a lesson, that is:

1) **Analyze**, is a teaching learning process on the learning process which is a part curriculum implementation activities that have been designed so it can achieve educational goals that have been set. In the teaching and learning activities, students are asked to analyze the provided lessons. So they could understand the lessons which will be given to them. For example, in basic volleyball subject, first material would be "forearm-pass", the students analyze the position of the hands, legs, body and follow- throughs while doing forearm-pass. When analyzing, is not only looking at the models who exhibits, it also can analyze this technique from various books or journals.

2) **Elaboration**, is grouping material. in elaboration activity, lecturers encourage students to write and summarize the results of their analysis, discussing, listening to opinions, learn more about something, analyze the strengths or weaknesses of arguments, Evaluation / Assessment Topics, deepen their knowledge about the subject, so it can be grouped. And enables them to understand the material. So accustom students to test predictions or hypotheses, summed together, and prepare reports or writing, presenting the results of learning.

3) **Grouping**, is groups divided by lecturer so that the students who have made observations divide the group into smaller groups to share information about the

material they have learnt. So that a learning environment will not being monotonous and could open new perspective and to stimulate them to become more active.

4) **Explain**, introducing materials or topics. Once they have the ingredients and have analyzed the basic material, then lecturers direct them to the material it Like explanations actual members and directing their analysis, whether in accordance with existing or they discover something new.

5) **Observing,** is observing the main material. After they analyze and deduce something from several sources, students make an observation with the reality in the field. Do they learn to be realized in the field or not, and by doing an observation, the student will get a new experience, because they simply interact directly with the stakeholders. For example, they observe Basic Underarm Serve in the clubs.

6) **Question,** both students and lecturers ask questions one to another. After conducting an analysis with books and journals, discussions with faculty and conduct field observations. Then the student will be rich in information, so it takes the discussion. Lecturers and students exchange information and questions. So that students will be more active and familiar with the material being studied.

7) **Assignment,** is giving the task to a material reinforcement. After students learnt the lessons, lecturer will give them a task. The task is not only in papers. Tasks can be given to them to take action. For example, they make observations to the club, or to school on passing down an athlete's ability or the ability of passing

primary school children. By providing a pleasant task and jump to location. Students will be familiar with the material being taught;

8) **Exposure,** is delivering lessons or topics. After completing the assigned task, the student must report their activities, and will be created again discussions that can add to their knowledge. Each student will have a different experience while working on assignment and they can explore the science that they can to his friends;

9) **Implementation,** Once they know how to doforearm-pass properly, students can practice it alone by themselves, and also can possibly teach the others.

10) **Evaluation,** is topic assessment. Lecturers will be assessing all of the activities that they have done.

d) Implementation Stage

The implementation stage is the result of established learning model. A stage to apply and do some trials in order to measure the activity of this model. At this stage, students are expected to be active and have an interest in learning and explore their abilities and poured a variety of ideas. Moreover, there will be a significant number of active, resourceful students, and also have decent ability and a good attitude.

e) Evaluation Stage

This is a stage to determine whether the process of learning model is successfully developed as expected on not. The learning model is evaluated by several experts, such as materials, volleyball and learning experts. These three experts will be examininga learning model, and decide whether this model is deserved to be taught and to be carried on.

4. Implication

This study is done to fix the quality of education and learning system through KBK based curriculum which oriented to KKNI in volleyball subject at PKO Department, Unimed.

With the development ofl KKNI based curriculum on volleyball subject, thenthe outcome of PKO Graduates will be accomplished according to visions and missions. Volleyball curriculum development, wishfully can later be used as material for the study of other subjects in PKO Department.

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