INNOVARE JOURNAL OF EDUCATION

Vol 10, Issue 4, 2022, 12-16

ISSN: 2347-5528

Research Article

During the COVID-19 Pandemic: Online or Offline Learning in Application of the Drill Method for Volleyball Services?

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Abstract

The COVID-19 has infected and forced all world leaders, including Indonesian leader, to make very strong defense to resolve the spread of COVID-19. Therefore, a social distancing rule or restriction has emerged in social interaction and one of its impacts on education that given online and offline learning. In a study on student class 2 IPS 4 senior High School Country 1 Imogiri related direct lesson education physical, especially in the service material for volleyball, is still below the minimum completeness criteria. This is reinforced by the data from the pretest results showing that there are still 40% of students who passed in the top serve. This study uses classroom action research (CAR), which consists of 2 cycles to improve students' abilities in material that does not find the minimum completeness criteria. The method used, namely exercise with online and offline learning models with an assessment focus on student psychomotoric. In group 1, learning completeness achieved reached 45%. However, these results still have not reached the expectation of completeness of 70% of the whole student in one class study. On group 2 level completeness learning, students reach 75% of students able to perform the top serve technique well. In conclusion, using the drill method with the model online learning, online and offline of group 1 until group 2 improvement by cumulative including tall.

Keywords*:* serve on volleyball, drills, online, offline

Introduction

The COVID-19 has infected which is hitting all countries instantly makes various things happen. Different sectors face massive changes (Donthu & Gustafsson, 2020). The tribulation attached to the crackdown on the COVID-19 outbreak has made almost all world leaders, including Indonesia, make the decision as well as a defense which very hard so that deployment epidemic COVID-19 this could disconnect as well as resolved, because that the conclusion arises defense social distancing or restrictions on social interaction (Zhao, 2020). The definition of *social distancing* itself is a treatment by sharing a certain distance between one another plus staying away from crowds so as not to have direct contact in close proximity to other people (Hiscott et al., 2020).

Focus on values protect the health, in the eye education learning physical share what knowledge students must try to protect their health or not only in the form of sports but also by maintaining an orderly eating pattern, consuming healthy food as well as drinks that have been hygienic and protect personal hygiene as well as the area so that the air around it always fresh to inhale (Casey et al., 2017). The change in educational model that is intertwined with exploring policies from the government to carry out education from home, forcing various parties makes up for it synergize so that process studying and learning activity always could work easy (Smith et al., 2018). One solution that use is technology as a facility to carry out education by online or, more known moment with education online (In-Network) (Elfaki et al., 2019). Online education is an educational program that is tried with students who can not be limited but massively in the learning process (de Jong et al., 2020). There are some facilities. The media used in this online education process, among others, are very widely used. These are Zoom, Google Meet, Google Classroom, Whatsapp, Live Chat, and Video Conference (Mishra et al., 2020). Education online this also no and as well as immediately easy for users because learning related to the use of technology makes there obstacles in the process good that from the aspect of the teacher or from aspect usage network Internet for supporters (Panigrahi et al., 2018). This kind of education certainly creates certain problems for most teachers. The main thing for physical learning teachers whose subjects are indeed dominant is to carry out stare advance as well as practice directly in the field (Zhang et al., 2020).

Estimating problem to education online government of

 DOI: https://dx.doi.org/10.22159/ijoe.2022v10i4.44977. Journal homepage: https://innovareacademics.in/journals/index.php/ijoe.

Acknowledgement: In this study, the researcher would like to thank to the senior leadership at High School Country 1 Imogiri who has allowed researchers to carry out this research to complete. The researcher would also like to thanks to all the people who have helped this research so that this research can be completed on time. **Authors Contributions:** Oktavian Arianto: As the first author, you have a role in drafting articles, conducting research, compiling articles, and transliterate this article. Dimyati: As the second author, I have a role to guide and improve the content of the writing so that this paper can be perfected and become better. **Conflict of Interest:** The importance of this research was carried out because this study wanted to determine the effect of the drill training method in volleyball game services during online or offline learning during the covid 19 pandemic. This is very important to know because during this pandemic learning physical education is very difficult due to limitations in physical activity to avoid the spread of the covid 19 virus. With this research, it is hoped that it will provide a reference for physical education teachers so that physical education learning can work optimally. **Funding Source:** The source of funding in this research is entirely financed by the researchers themselves.

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Indonesia also stage rule of education offline (Outside network). Education offline or education outside the network is education that is tried offline instead of online education or online education (Bowyer & Kahne, 2020). Offline education is an educational process that is tried everyday face to face directly, interrelated with one another (Quezada et al., 2020). In the process, the duration of offline education is shortened and the informed modules are also limited (de Boers, 2021). Therefore, estimating if some aspects are must try in the online education process by stare advance. Still, the process is outside school because that makes it education offline but with various policies that are strictly in accordance with the protocol at the time of the outbreak pandemic COVID-19 this (Bervell & Umar, 2020).

As a result, teacher education physical must adapt to the situation which occurred by compiling repeat teaching programs and adapting to the situation of the COVID-19 pandemic defense with the aim that the lesson permanent can teach to whole students and feedback from students alone is expected in accordance with what which expected by teacher education physical with can pass minimum completeness criteria, as well as hope 70% student, can be graduated predetermined from the start. In this case, the 11th grade Social Sciences 4 students of SMA Negeri 1 Imogiri regarding Theory education physical that is sport in volleyball specifically in doing Theory service on. There are still many problems that occur below the minimum completeness criteria have been determined by the education teacher physical. This is reinforced by the data from the pretest results showing that still 40% of the total students who passed do service on. Still lack of ability student in doing service on which still under minimum completeness criteria and not in accordance with teacher expectations, which is 70% of the total number of students making education teachers physically to try to improve the ability of the 11th grade 4 Social Sciences 4 students of SMA Negeri 1 Imogiri by using the Drill Learning method. Drill education is an education with share training to the para student with a module that has been taught, so that they have more optimal dexterity and expertise with the method of doing it repeatedly (Korkut & Çelik, 2021).

In a previously similar study, approach learning drills could improve the ability to serve up in volleyball games in elementary school students. Approach method drill, which is conducted in learning, is the process conducted repeatedly so that student skills can be honed more optimally (Taslim, 2020). The following research also provides method drill in teaching, then obtained results that method use learning *drill* can repair results service on in-game ball volleyball (Asmajaya, 2016). Furthermore, study other which using drill learning and wall media also improves service skills in volleyball (Wahyudi, 2021). Although research that discusses learning the drill method on servicing has been many studies on volleyball, this research focuses more on online and offline learning according to condition time learning this. The drill procedure is an education that emphasizes the ability of the method of a branch of exercise, which in its application, is tried repeatedly (Genevaz, 2019). Education by repeating repeat movement meant so that intertwined automation movement (Chen et al., 2019). Because of that, the drill method needs to be arranged in good educational order so that students look active and want to maximize the results obtained (Zohar & Agmon, 2018). The purpose of using the *drill* method is to have skill motion as well as increase skills intellect (Quintero et al., 2020).

Implementation method *drill* in education preferably before certain education is held, first students must be given an interpretation which deep as well as education for beginning time (Schildkraut et al., 2020). Importance study this conducted so that with use method learning by drill with model learning online and offline-capable maximizing ability student class 11 IPS 4 senior High School Country 1 Imogiri in do serve on volleyball and can pass the minimum completeness criteria and the expectations desired by physical education teachers as big as 70%.

Objectives

Based on the description of the problem above, the researcher wants to lead a study on the application of the drill method for services for volleyball in online and offline learning during the COVID-19 pandemic.

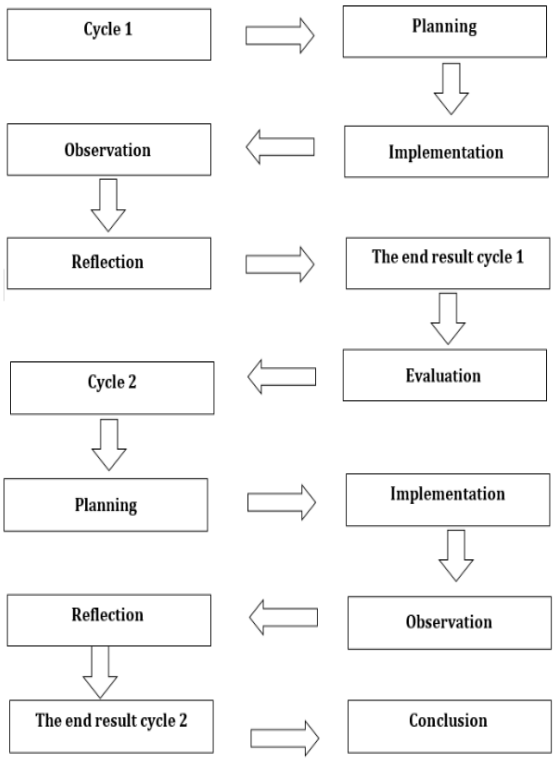
Methodology

This research is classroom action research (CAR). CAR itself is practical research which is intended to improve learning in the classroom (Andersson & Palm, 2017). This research is one effort teacher or practitioner in form various activity which conducted for repair and or increases quality learning in the class. Destination study action class this is solve something problem which occurs in class as well as maximizes ability owned by students (Abbott & Palatnik, 2018). This research is description in that the researcher presents and describes the conditions that occur in the classroom that are the subject of research to be researched and applies the drill method with online and offline learning models to solve problems that occur in the class.

The sample in this study is student of class 11 IPS 4 senior High School Country 1 Imogiri. In the online learning model, students are asked to make a video of themselves practicing top service as much ten-time then videos results practice the sent to the researcher, which also a teacher eye lesson sport. For offline learning, model students practice the top serve ten times, accompanied directly by researchers who are also physical education teachers. The research stages that are carried out consist of 2 groups of action with steps from each group consisting of 1. Planning, 2. Implementation 3. Stage observation, and 4. Stage reflection. This group continue and will discontinue if in accordance which need and felt already enough. The subject study is the whole student class 11 IPS 4 senior High School Country 1 Imogiri with 20 students.

In the reflection phase of the first group, the teacher analyzes the process actions in the first cycle and evaluates what makes the actions in the first cycle not yet maximum, then fix things which appropriate for a set repeat on phase planning in the second group.

Figure 1
Classroom Action Research Flow



Results

In thois part results of study here will display results end from pretest, group 1 and group 2 with the use of the drill method to improve the service ability of volleyball with a learning model online and offline on student class 11 IPS 4 high school Country 1.

Table 1
Results Pretest Service on Volleyball

No	Name	Minimum completeness criteria	Top service				Total (DT+LT) : 2	Description	
			Online		Offline				
			Complete (T)	Not complete (TT)	Complete (T)	Not complete (TT)		L	TL
1	Ali	6	7	3	9	1	8.0	L	
2	Andin	6	2	8	5	5	3.5		TL
3	April	6	7	3	8	2	7.5	L	
4	Bella	6	5	5	6	4	5.5		TL
5	Berry	6	8	2	9	1	8.5	L	
6	Dani	6	8	2	8	2	8.0	L	
7	Eka	6	4	6	5	5	4.5		TL
8	Feri	6	8	2	9	1	8.5	L	
9	Hendi	6	3	7	6	4	4.5		TL
10	Jelita	6	4	6	6	4	5.0		TL
11	Malita	6	5	5	6	4	5.5		TL
12	Marko	6	9	1	9	1	9.0	L	
13	Moldi	6	4	6	5	5	4.5		TL
14	Nita	6	4	6	4	6	4.0		TL
15	Putri	6	7	3	7	3	7.0	L	
16	Reni	6	5	5	6	4	5.5		TL
17	Robi	6	7	3	8	2	7.5	L	
18	Sello	6	3	7	5	5	4.0		TL
19	Unay	6	4	6	5	5	4.5		TL
20	Wita	6	2	8	7	3	4.5		TL
Total		120	106	94	133	67	119.5	8	12
Percentage			53%	47%	66.50%	33.50%	59.75%	40%	60%

Based on the data in Table 1, the results of the graduation rate in the learning model are obtained online by 53%, the pass rate in the offline learning model by 66%, total cumulative results with online and offline learning models 59.75% and the final result of the total number of students who pass as big as 40% with 8 students which Graduated from total student 20.

Table 2
Results Evaluation End Cycle 1

No	Name	Minimum completeness criteria	Top service				Total (DT+LT) : 2	Description	
			Online		Offline				
			Complete (T)	Not complete (TT)	Complete (T)	Not complete (TT)		L	TL
1	Ali	6	8	2	9	1	8.5	L	
2	Andin	6	4	6	6	4	5.0		TL
3	April	6	6	4	7	3	6.5	L	
4	Bella	6	4	6	5	5	4.5		TL
5	Berry	6	9	1	9	1	9.0	L	
6	Dani	6	8	2	8	2	8.0	L	
7	Eka	6	3	7	4	6	3.5		TL
8	Feri	6	7	3	8	2	7.5	L	
9	Hendi	6	4	6	6	4	5.0		TL
10	Jelita	6	4	6	5	5	4.5		TL
11	Malita	6	4	6	7	3	5.5		TL
12	Marko	6	8	2	9	1	8.5	L	
13	Moldi	6	4	6	4	6	4.0		TL
14	Nita	6	5	5	4	6	4.5		TL
15	Putri	6	6	4	8	2	7.0	L	
16	Reni	6	5	5	6	4	5.5		TL
17	Robi	6	7	3	8	2	7.5	L	
18	Sello	6	3	7	5	5	4.0		TL
19	Unay	6	4	6	5	5	4.5		TL
20	Wita	6	7	3	8	2	7.5	L	
Total		120	112	88	133	67	120.5	9	11
Percentage			56%	44%	66.50%	33.50%	60.25%	45%	55%

Based on the data described in Table 2, the results of the graduation rate in the learning model are obtained online learning is 56%, the pass rate in the offline learning model is 66.5%, the total cumulative results are online and offline learning models 60.25% and the final result of the total number of students who pass by 45% with 9 students graduating from a total of 20 students. From the results obtained in cycle 1 researcher found a number of the problem that occurs, Among others, as follows: 1. Attention student still less, 2. The student is still often joking about doing technique service on, 3. Equipment still minimal, 4. Inadequate facilities and infrastructure. From these problems, the researcher decided to proceed to the research stage cycle 2 with the results of the evaluation that has been obtained so that the Cycle 2 is able to improve students' ability to perform top service so that the expected target by the researcher that is more from 70% can be achieved.

Table 3
Results Evaluation End Cycle 2

No	Name	Minimum completeness criteria	Top service				Total (DT+LT) : 2	Description	
			Online		Offline				
			Complete (T)	Not complete (TT)	Complete (T)	Not complete (TT)		L	TL
1	Ali	6	9	1	10	0	9.5	L	
2	Andin	6	3	7	6	4	4.5		TL
3	April	6	5	5	5	5	5.0		TL
4	Bella	6	7	3	8	2	7.5	L	
5	Berry	6	8	2	9	1	8.5	L	
6	Dani	6	8	2	9	1	8.5	L	
7	Eka	6	8	2	9	1	8.5	L	
8	Feri	6	9	1	10	0	8.5	L	
9	Hendi	6	4	6	6	4	5.0		TL
10	Jelita	6	5	5	4	6	4.5		TL
11	Malita	6	7	3	9	1	8.0	L	
12	Marko	6	8	2	9	1	8.5	L	
13	Moldi	6	8	2	9	1	8.5	L	
14	Nita	6	9	1	10	0	9.5	L	
15	Putri	6	9	1	10	0	9.5	L	
16	Reni	6	8	2	9	1	8.5	L	
17	Robi	6	9	1	9	1	9.0	L	
18	Sello	6	9	1	10	0	9.5	L	
19	Unay	6	4	6	6	4	5.0		TL
20	Wita	6	8	2	9	1	8.5	L	
Total		120	145	55	166	34	154.5	15	5
Percentage			72.50%	27.50%	83%	17%	77.25%	75%	25%

Discussion

Based on the data information in Table 3. the results of the graduation rate in the learning model are obtained online by 72.5%, the pass rate in the offline learning model 83%, the total cumulative results with online and offline learning models 77.25% and the final result of the total number of students who pass by 75% with 15 students graduating from a total of 20 students. This shows that the target researchers want, namely more than 70% of the number of students has been reached. Student enthusiasm for the material which is delivered is also the taller with an evaluation which already been conducted previously (Tomlinson, 2017). In addition, by using the drill method, students are required to get used to serving on volleyball by the individual moment learning online (Kim, 2020). The student also used the method drill in doing service on volleyball in monitoring live by teacher on moment learning offline (Farias et al., 2017).

On learning online, which is conducted with method drill in practice serving on volleyball, students become more creative and innovative individuals because they have to video results practice do service on ball volleyball then sent to teacher education physical (Agné & Mörkenstam, 2018). The situation in online learning, besides also fostering responsibility student for dosing instructions which already teacher education his body also develop his creative ability to video an event to make it look good and maximal in the recording process (Vayre & Vonthron, 2017). In offline learning carried out with the method drill in practicing service on volleyball, students become more enthusiastic because of the education teacher physical life to accompany as well as a monitor by life in the field in process student practice the given instructions (Syaiful Romadhon et al., 2019). Offline learning adds the level of seriousness and enthusiasm of students because they are monitored directly by the teacher (Wang et al., 2019). Constraints experienced in cycle 1 can be minimized and solutions to these problems are sought. So that learning in cycle 2 can run smoothly and the obstacles in learning cycle 1 can be overcome, so that learning cycle 2 can maximum in process implementation and get results that are in accordance with what has been expected by education teachers physically.

Conclusion

Based on the results of research and discussion, the following conclusions can be conclude. Application method learning drill for increase ability service on ball volleyball with model learning online and offline can improve students' service skills in volleyball. In group 1, completeness learning which was achieved reached 45%. Results still not yet reach hope completeness which that is 70% of all students in one research class. In cycle 2, after cycle 1 has been evaluated and found a solution, the level of student learning completeness reaches 75% of students capable do technique service on well. The completed student whose value exceeds minimum completeness criteria is more than the expected target of 70%, which is 75%. The conclusion from the results learning by using the drill method with online and offline learning models from 1 group until group 2 upgrade by cumulative including tall.

Limitations problem in this study is found that is: 1. Attention to students is still not enough, 2. The students are still often joking about doing technique service on, 3. Equipment which is still minimal, 4. Means and infrastructure which still not yet adequate. After carrying out this study, drill method with model learning online and offline could increase the minimum completeness criteria for the student. Researchers recommend for teacher PJOK to various interesting learning methods so that students do not get bored and accept learning to the maximum.

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Received: 31 MArch 2022
Revised: 28 April 2022
Accepted: 15 Jun 2022