

EFFECT OF TEACHING AND MOTIVATION LEARNING STYLES PASSING ON THE LEARNING OUTCOMES VOLLEYBALL

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ABSTRACT. The purpose of this study was to determine the effect of teaching styles and motivation towards the upperhand passing skills in the game of volleyball. Samples from this study were 40 students of SMP Negeri 1 Pandeglang, Banten, and performed by a group of design experimental studies with 2 x 2 factorial. Data were analyzed using ANOVA (analysis of variants) followed by Tukey Test. Hasil showed that (1) in general, there are significant differences between the command and the style of training, (2) students with high motivation but accept the teaching style of training to achieve results higher compared to a higher motivation but accept the teaching style of command, (3) there is no difference between students with lower motivation but accept the teaching style of command and those with lower motivation but accept the teaching style of training. Based on the research results, it is necessary to consider the motivation of students in the development of skills attainment upperhand through learning, because the motivation to work as a positive drive for student learning, then learning objectives can be met effectively. It is also necessary to choose teaching style is suitable for students with a different motivation.

Keyword : The Learning Outcomes Volley Ball

PRELIMINARY

Sports as a model of human creative works, is a form of physical activity has a very complex dimension. The linkage between sports activities to the human presence is something that can not be separated. Sport is movement, and movement is a human nature. Starting from the motion and move, then developed into a behavior that is meaningful and has a specific purpose. The shape of its activities closely related to human behavior and its review will be wider and deeper, because people basically have a variety of potential compared with other creatures, and therefore the sport as an activity of the physical and spiritual needs to be intensified as a way to improve the quality of human beings.

In Pandeglang, volleyball is a sport of interest to students and the

community. This can be seen from almost every school has the facilities / infrastructure volleyball courts, just in terms of fostering among students is still not running smoothly, consequently affect the development of very slow performance. Sports coaching volleyball among students in Pandeglang, in general, is still dependent on extracurricular activities, thus evolving least volleyball games among students is highly dependent on the activity and creativity of teachers physical education and sport.

The phenomenon is happening now, that sometimes students are less interested in the subject of a volleyball game, if there is a clock subjects of physical education and sport, they tend to want other games, such as basketball, indoor soccer or any other sport, so that development and coaching volleyball

game very slow, This reality arouse the writer to find the best solution and at the same time making it as subject matter in this study.

Sports volleyball as part of the overall physical education material into the sport characterized by games, like soccer, basketball, handball, softball, indoor soccer and others. Viewed in terms of its characteristics volleyball game contains elements of motor skills, which include many techniques play a ball in a game of volleyball; visits from social values, volleyball games contain elements of collaboration between a team of friends, understand the limitations of self or team, understand the advantages playmate outside his own team and others; seen from the values of a competitive, game of volleyball interpret success and not be successful; viewed from the elements of physical fitness, volleyball games encourage children to constantly move and on the ball to reach a successful team,

Each student has the right to achieve the potential of each so that the teaching strategies should provide the opportunity for students to gain experience as desired. The students should develop in accordance with the speed of the rhythm, and teaching strategies should be able to enhance the development of their skills mastery. Individual differences should be guidelines in implementing teaching strategies, so that the objectives, activities and learning experiences to meet the individual needs of the students.

Teachers should be responsible for developing a complete aspects of the students, not only physical skills, physical fitness, but include cognitive skills and social skills. In the cognitive area, for example, integrated learning should be in line with the development of physical fitness and skills. Physical

education learning activities implemented should ensure that the values embodied in physical education is not achieved automatically or coincidence. However traits such as honesty, fair play, self-discipline, and teamwork can be formed through a teaching program that utilizes educational nuanced teaching strategies.

One of the main problems in physical education in Indonesia is not yet effective teaching of physical education in schools. Physical education teaching quality conditions of concern ranging from primary school level, high school and even college has been presented and analyzed in various forums by some observers of physical education and sport. This condition is caused by several factors, among them is the limited ability of physical education teachers and the limited resources that are used to support the process of teaching physical education.

This style of teaching done by teachers in physical education practice tends to traditional. Model teaching methods centered on the teacher (teacher-centered) where students do physical exercise by the command specified by the teacher. These exercises are almost never done by students according to their own initiative (student centered). Traditional physical education teachers tend to emphasize the acquisition of skills sports. In this approach, the teacher define the tasks he taught to students through physical activity no difference as to train a sport.

Physical education teachers must take reasonable steps to affect students in the learning process of learning skills, especially passing on, that is by presenting a form of learning on good passing skills and correct, in order to encourage students to understand and be able to do so. The role of teachers in physical education process include

determining and selecting the appropriate style and effective teaching so that students can understand and comprehend the learning material presented in accordance with the expected goals. The ability of teachers in selecting and presenting the learning material is not only determined by ability and experience in learning, but also through the results of relevant research in the areas of learning.

In this connection, it is to make the learning process of passing on, been learning styles that are easily applied to the students, so the range of motion exercises the activity of passing on can be controlled properly. Teaching styles and teaching styles exercises command is part of the learning styles used in pembelajaranan passing on in volleyball.

Based on the brief description above expectations and reality, it can be formulated central theme in this study as follows: "The lack of clarity causes of inattention students of SMP Negeri 1 Pandeglang on a volleyball game that was observed in the provision of the subject matter of passing on volleyball". This may be due to the passing of the learning process on volleyball without method and appropriate teaching strategies so that the necessary teaching styles effectively and efficiently. The style of teaching is meant is the teaching style exercise command and teaching styles. In terms of the factors supporting the rapid learning process of the students, the possibility of physical education and sports teachers in Pandeglang not involve internal factors or elements of its motivation,

The theoretical description Passing Learning Outcomes Upon volleyball

a) Study

Learning is a process of not knowing to knowing. Learning is a necessity for everyone, because by studying a person can understand and master something that ability can be improved.

According Wittrock as quoted by Good and Brophy, learning is a term used to describe the process of change through experience. Furthermore it is said that the changes that occur as a result of the learning process, is relatively permanent and include changes in; understanding, attitudes, knowledge, information, abilities, and skills. Gagne defines: Learning as a change in the disposition through the earnest efforts made within a certain time and not because of the growth process. From these definitions, there are three (3) important in the study, namely; (1) the change process gained through experience, (2) the change is permanent, (3) changes may include the realm of understanding, attitudes, knowledge, information, abilities, and skills.

Yanuar Kiram explained that: Learning motor is an internal change in the form of (motor) owned permanently and memua is the result of an exercise. While Rahantoknam provide an understanding of the stages through which the motion is in the learning process; (1) cognitive stage, (2) for the fixation stage movement and stage covered associates to open motion, and (3) the autonomous stage.

While Lutan apply theories of Thorndike in learning motor skills are as follows: 1) the readiness of students, both physically and mentally is crucial in receiving stimulus, 2) exercises should be done in good condition to obtain an effective learning outcomes. Therefore, doing repetitive exercise is very important, 3) the teacher / trainer should pay attention to the proper range of movement sequences means that the

main task of the teacher / trainer is organizing the learning experience from the simple to the complex. Skills must be trained by section until the whole yakni ploy was introduced, 4) Element techniques will smooth the transfer process, and 5) a gift to a certain degree can be used to smooth the learning process.

Based on the theories and explanations of these experts, the definition of learning the motion is an effort of learning by using motion activity permanently, through the learning process of motion based on the knowledge to achieve a goal to be achieved.

b) learning Motion

(1) Concept Learning Motion

Motion is a feature of life. Every organism has an urge to move. Learning is a listed capacity of each individual, humans have the capacity to learn the types of learning more complex. In the reality of human life, that learning is marked by the characteristics of a change in behavior or habit formation, only occurs in the activities of the individual concerned.

Motion learning processes have principles that are similar to the learning process in general. The term motor learning can not be separated from the definition of the term learning in general. Motor learning is an internal change in the form of owned parmanen and all of this is the result of an exercise.

Motion capability is usually categorized as a part of the behavioral gestures. Movement and control of body movement is the nature of psychomotor activity. Psychomotor activity is mainly oriented gestures and emphasis on physical responses that can be seen or behavioral gestures.

Fundmental basic motor skills (movement ability) is progressing

gradually, and then divided into stages. Cognitively and physically children develop depends on the level of maturity and experience. The experience is associated with the chance to practice a skill, encouragement or stimuli are given, and learning.

Movement is the fundamental basis of basic movements are growing in line with the growth of the body and the level of maturity in children. This movement is basically developing accompanying reflex movements that have been born with. Fundamental basic movements done early in infancy and childhood, and perfected through practice that in doing repetitive.

Fundamental basic movements can be classified into three types: (1) The locomotor movement is a movement to move from one place to another. For example; crawl, walk and run; (2) non-locomotor movement is a movement that involves the hands or feet and togok (this movement is moving the pivot on an axis in a certain body part). For example; twisting arms, legs swinging, bending, and twisting togok; (3) movement is the movement manipulation manipulative or play a particular object by using hands, feet, or other body parts. For example; play the ball by hand, using a foot, or using the head.

Motion capability is the main thing that must be considered. When they demonstrate proficiency with no perceptual motion. In physical education, learning movement instrumental aspects of body movement skill development, mastery of movement patterns sports skills, and the expression patterns of personal behavior and interpersonal skills to the game and dance. Schmid Fitts and Posner cites the opinion that explains that learning the skills motrik (motion) progresses through three phases: (1) cognitive

phase; (2) associative phase; (3) The automation phases.

General motion ability is an acquired and the ability of motor skills or underlying common good level of performance in sports specialization. Motor ability is the ability to learn a particular movement by taking the decision to respond to stimuli through sight, hearing and taste.

The level of motor ability will reflect the ability of motion to investigate a motion in quality and quantity. Therefore, the ability of motion can be seen as a future that gives success in doing duty motor skills. A person who has a degree of motor skills are better than others, will quickly succeed in completing the task of special motor skills. Or in other words the higher the person's motor skills will be higher the workability.

Based on the description above, it is the ability of motion is the motion capabilities are realized through a muscular responses are expressed in body movement or body parts, which underlies a good level of performance in sport through stimulation, vision, hearing, and taste.

(2) Learning Phase Motor

Learning motor skills are associated with the ability to use the movement of the body, so it has a series of irregular motion sequence, fixed, fast, flexible and smooth. Learning requires an intellectual movement and posture, for studying the motion is not just simply the movement and others. Gagne said that the main aspects of the study of motion is to achieve the automation of motion. Has an automatic movement represents the pinnacle of motor.

While Singer argues that the study of motion has the objective to develop various motor skills efficiently and effectively. Based on the

implementation of the motion and interaction with the environment, the skills can be classified into: (1) the skills covered, ie where environmental factors can be predicted because it does not change, such as sports bowling, panaha, shooting, and others; (2) open skill, where the environment is always changing or unpredictable, so that the offender can not effectively plan an appropriate response, for example in the game of volleyball and basketball.

Abdulkadir Ateng distinguish movement into: (1) the motion is closed when there is no external factors direct the course of the motion; (2) Outdoor motion if the motion should be adapted to the exceptional circumstances that are not foreseeable.

The term skills have various terms, but commonly used are: (1) skill is seen as an act or duty, those skills will be more than a number of motor response; (2) the skill is seen as an indicator of the level of proficiency, the skill is defined as competence exhibited by a person in performing a task with the achievement of a goal.

Several levels of mastery of skills in the process of motor learning, Fitts and Posner in motion learning Singer classifies into three stages: (1) cognitive stage, at this stage occurs the formation process prencanaan how to perform motor skills (motor Plan). Information received is a stimulus that will be understood and formulated in the plan of implementation of tasks in the form of a concept; (2) associative phase, entering this stage of the received response tailored to the skills that are planned in the first phase earlier. And begin to implement what has been formatted in verbal concepts, the implementation process of skills at this stage requires repetition in order to produce a series of movements in a more coordinated and will result in a movement that is

consistent and will focus on the implementation of the movement as well as possible; (3) the stage of automation, this process will terkadi repetition in the form of exercise that will result in a movement that is coordinated, consistent and in stimulating the movement automatically.

Implementation will receive a simultaneous movement and well-organized. It is in the get because it has been through a process of repeated movement in a planned and systematic.

Developed a learning system or systems required an exercise for the development of special touches so that the potentials that exist on students will be developed in accordance with the initial potential. For that Gallahue argued about levels of learning possessed by the student: (1) the entry level moves through a stage of exploration and the stages of the application; (2) the level of exercise, it is through the stages of combination and application stages; (3) advanced through a stage appearance and individualization. And the movement of the motion ability itself moves from simple movements stages in a complex movement capability of integrity perfect capability. Fitts and Posner, Lawther quoted Gallahue explains that the development of a model of learning motor skills as gejala happened to follow the sequence of development as follows: (1) exploration; (2) the invention; (3) coordination; (4) a) application, b) appearance, c) individualization.

Based on the theories and explanations of these experts, the definition of learning the motion is an effort of learning to use the activity as a medium for reaching the target in a minimum period, although not ignoring the cognitive factors and effectively.

Thus it can be diartikan that the study of motion are: (1) a set of events,

occurrences, or a change occurs when a person makes a person practice that allows the more skilled in carrying out an activity; (2) study the motion is a direct result of practice or experience; (3) study of motion can be measured directly, because of the process that leads the achievement of behavioral change takes place internally; (4) The study of motion is preses produce a permanent change of plans.

c) Learning outcomes

A wide variety of opinions and views expressed by the education experts on the definition of learning and learning outcomes. Basically similarity as follows: (1) study is the change in individuals doing learning; (2) The result is the ability of individuals learn after learning, including learning of cognitive, affective, and psychomotor.

According Romiszowski, learning outcomes obtained by the students after undergoing a process of learning, whether in the form of knowledge and skills. Knowledge is related to the information stored in the mind, while the skills related to the actions and reactions that a person in achieving a goal. On the other hand Leslei explained that in the educational process, learning outcomes are achieved through the entire skill learning process expressed by numbers or values measured by achievement test.

Based on the opinions of experts in the above, it can be concluded that: the level of mastery learning outcomes are achieved by students against one or more of the task of learning to follow the process of learning and experience in a particular period.

d) volleyball game

Volleyball game is a team sport played by two teams, each team consisting of six (6) players. Volleyball

courts, rectangular with a size of 9 x 18 meters, with a service area can be carried out along the back of the end line. Size of the net is 2.43 meters for male players, and 2.24 meters for female.

How to play the sport of volleyball using the rally point system, that is, both teams are entitled score is incremented each time the team won an event in the game. However, the system still serve, as usual, in turn, depends on the ability of each team won a game in a single instance of the game. The deadline for each team score to win the game 25 to the differences 2 score, if there is common ground on a score of 23 for the game set all 1 until the 4th set. At the 5th set the final score difference limit is 15, plus the difference between 2 score in case of similarity scores at number 13 and finished with 17. The game of volleyball has the following basic techniques; (1) Overall, (2) passing, (3) feed, (4) spike, (5) block, and (6) receive.

According Amung Ma'mun, that;

- 1) The service has a function to start the game,
- 2) passing, has the function to receive / play ball coming from the opponent or friend a team,
- 3) feed, has a function to present the ball to the friend a team according to his wishes,
- 4) spike, has function to carry out attacks to the opponent, so the ball will be ferried to the opponent can turn off a minimum of difficult opponent to play the ball perfectly,
- 5) dam or block, has a function to block an opponent's attack from near the net as well as a counter-attack to the opponent,
- 6) to receive, has a function to keep the ball touching the floor.

e) Passing Over volleyball

According to the book volleyball held by the Ministry of Youth and Sports, explained that: For passing on both to feed and passing the usual, the legs of the players must straddle the right

foot is a bit more forward than the left leg, knee player should be somewhat bent, with the weight directed agencies kebola foot.

After assessing the position to play the ball, the player will bend your arms over spherical shaped forehead with the thumb and forefinger. The wrist is tilted to the rear, and the fingers are stretched and loosened four to eight inches from his forehead as if he were holding a volleyball. Players touch the ball over the forehead using his fingers, then the player raised both shoulders towards the target before receiving the ball to help ensure that the ball will lead to the intended target. When contact occurs, players stretched out his arms and legs up to the top, while moving towards a target weight.

Based on the explanation above experts Learning Outcomes Volleyball is the level of control achieved by students against one or more of the task of learning to follow the learning process in learning the sport of volleyball with experience in a particular period.

2. Teaching style

The style of teaching is the ability to use a variety of methods or ways to get around the system so that the teaching and learning process objectives can be achieved effectively and efficiently. Supandi argued that teaching and learning method is a procedure or operation to achieve a goal. The relationship between something kind of method of teaching and learning process with the goal of the process is very significant. Therefore, the most strategic activities in the learning process is the selection of the learning methods before being executed. Lutan defines the method of teaching as a way to carry out the teaching and learning process so that the goals can be achieved. The same thing was stated Surakhmad that the

method of teaching is a way in function is a tool to achieve a goal.

a) Teaching style Command

Teaching style of command is one of the forms of teaching and learning strategies in physical education-oriented or centered on the teacher, while students are learning objects. "The command style is Characterized by the teacher making all the decisions in the anatomy of the style. That means that the role of the teachers is to make all decisions in the pre-impact set, the impact set and the post-impact set. Supandi argued that command method is a method that fully didominasi by teachers. While Lutan mean that commando style approach to teaching which is most dependent on the teacher. On the other hand Husdarta et al suggested that the style we aim to make students perform motion tasks accurately and in a short time.

Thus it can be concluded that in the command method teachers make decisions about the form, tempo, sequence, intensity, assessment, and the purpose of the learning process for each lesson. Teachers are fully responsible and take the initiative to monitor the progress of teaching and student learning.

Lutan argued that the method of command included in a stimulus-response learning theory (SR). This teaching style is used when: 1) Want to teach the skills typical or typical results anyway. 2) Dealing with unruly classes because of a lack of discipline. 3) Want to achieve more rapid progress. 4) A group of children requiring special assistance for repairs. While Supandi explained that the application of the methods of command in sports teaching is very effective if you want to foster uniformity and unison movement in

accordance with the desired form of teachers, enhance discipline and obedience.

On the other hand Husdarta, et al suggested that the role of teachers in the teaching style of command is: 1) Make all decisions in learning. 2) Make all decisions relating to: the subject, the composition of the implementation of tasks, start and end time of the conduct, intervals, and clarify the questions of students. 3) Provide feedback to students about the role of teachers and materials.

The advantage of teaching methods in the style of command, among others: 1) It is effective if you want to foster uniformity and keserentakkan movement in accordance with the desired form teacher. 2) Enhancing the discipline and obedience. 3) Not too demanding knowledge that much of the material he taught. 4) Control of information flow entirely controlled by the teacher and relatively efficient use of time.

Prominent weakness of commando style teaching methods, among others: 1) Students often lose their independence. 2) It depends on the teacher and reduce the power creation. 3) The use of learning tools is inefficient because it can not turn. 4) It may lead to wrong teaching that is difficult to be repaired or even unconsciously teacher was too busy giving the cue. 5) Modifications or variations of movement or materials that may arise in the process of teaching and become Study abroad does not arise because the cue excluded by the teacher.

b) Teaching Style Exercise

Exercise according to Harsono is a systematic process of training or work. Bomp restrict the exercise is a systematic sports activities for a long time, be progressively and individually which leads to the characteristic

physiological and psychological functions to achieve specific targets. In line with that opinion, the exercise was repeated the process with an increasingly larger amount of exercise or work load.

This style of teaching practice is one of the teaching model that is compatible to the study of motion, because it has the following advantages: (1) teachers will mempunyai opportunity to teach in the number of students at once, (2) the students learn to work independently, (3) students study the decision in accordance with the existing provisions, (4) students learn about the limitations of time, (5) the students can learn about the objectives to be achieved by carrying out certain tasks, (6) students have the opportunity to improve individual interactions with every student.

The main characteristic of the style of teaching practice is during the meeting there were some decisions that were transferred from the teacher to the student. The transfer device gives the role and new responsibilities to students. Each student has the opportunity to determine the existing provisions, regarding: (1) attitude (posture), (2) where, (3) the order of execution of tasks, (4) the time to start a task, (5) the speed and rhythm, (6) time stops, (7) a pause between duties, (8) initiate inquiries, (9) enough to perform repetitive exercises.

Based on the above statement, it can be concluded that the practice is a systematic process that leads to the physiological and psychological functions to achieve the formation of the individual as a whole. Thus the teaching style is a guideline or practice teaching model systematically arranged and programmed properly, carried out sequentially and repeatedly to improve psychological and physiological function and motor skills.

According to the theory Guther cited by Rusli Lutan, drill it is useful to facilitate the students do more number of responses appropriate and correct. It is said that: the skills acquired through repetition. mastery; "A skill", or stabilization of new skills will be acquired through the exercise repetitions in which each phase of developing kekompakkan stimulus-response relation.

Goals related to task performance are: (1) training tasks have been given as has been demonstrated and explained, (2) exhibit / demonstration display work is given, (3) the length of time associated with the prowess of appearance, (4) have the experience and knowledge of results (feedback) by the teacher in various forms.

Anatomy Mosston style exercises described in the table below.

Anatomy style workout

	B
pre-meeting	(D)
during the meeting	(M)
post-meeting	(D)

Information:

B : Style workout
 D : teacher
 M : students

In accordance with the anatomy of the above, the role of teachers and students can be explained as follows:

- 1) Before the meeting (D): The teacher explains the design of pieces of student work to be done and how to do it by focusing on the task.
- 2) During the meeting (M): (1) students receive assignments, (2) students to make decisions on: attitude / posture, the place, the order of execution of the task, the time to start the task, time stops, pace and rhythm, pauses between

tasks initiated inquiries. While teachers could supervise the execution of tasks by the students, and observe any difficulties or constraints faced by the students.

3) Post-meeting (D): The teacher gives feedback to the students.

Based on the description above, the advantages of using the style of teaching practice (practice style) in learning the material passing on volleyball are: 1) The subject matter is presented sequentially perbagian section. 2) Each piece of content is taught first demonstrated by the teacher in doing so making it easier for students to learn. 3) Teaching can be done in groups includes many students at once. 4) When used in learning will be more efficient although the learning materials are taught in large numbers. 5) Cultivate a sense of community in learning that will increase student motivation. 6) Feedback performed in groups.

While the weakness of this exercise teaching styles are: 1) It is difficult to control for less capable students. 2) Creativity of students is less developed due to any learning material that is taught movements should be the same as those exemplified by the teacher.

Motivation to learn

a) Motivation

With regard to motivation, Gagne said that human birth has brought certain motives. With the motive of people trying to meet their needs, especially for survival. This means there are motifs that are natural (natural motives) which has been there since birth. In a further development meets the needs of individuals who manifest constrained and influenced by the environment (social), experience, and therefore there is a natural motives and the motives are studied, or other experts motif termed the biological and psychological motives.

The motive was at certain moments will become active. The motive will be active when the need is felt to achieve the goal. Motive or motive power and reinforcing behavior that becomes active is called motivation. Mc. Donald, said that motivation is a change in one's personal energy characterized by affective (feeling) and the reaction to achieve the goal. Because someone has the specific purpose of its activities, it has a strong motivation to achieve it with all efforts should be made to achieve it. James O. Whittaker, in Soemanto provide general sense that motivations are conditions or circumstances which enable or encourage the creatures to behave achieve the goals posed by these motivations.

Understanding the motivation comes from the Latin is "movere" which translates as "moving" and in English comes from the word "to move" which when linked with human behavior can mean something that moves the onset of behavior. Thomas L. Good, et al explain that: Motivation is a psychological aspect in addition to perception, learning and personality, which are linked to human behavior. On the other hand Muhibbin argued that: motivation are factors that drive a person to act or behave. A tendency to choose and maintain behavior until the goal is reached. The second definition is identical to the sense of motivation above, put forward by Singer explained that the study of motivation is to answer the question: What causes a person to do something action? What causes a person to move toward specific goals? What causes someone trying hard to achieve that goal? Further Singer stated that: High and low motivation to make choices to do, how the intensity he was doing, and how strong effort he did or how the level of performance every time.

From the definition of motivation has been stated above, it can be concluded that the term motivation refers to the cause or why of behavior, which means to know the motivation of a person must seek the cause or the reasons that led him to behave or perform the activity.

The definition stated motivation as an internal factor that amplifies and directs behavior as above, assume that a person who is motivated will engage in an activity in a vigorous and more efficient than those without motivated. In addition to reinforce the behavior, motivation tends to steer behavior, such as people who are hungry are motivated to find food to eat; people in pain are motivated to escape from painful stimuli.

The function of motivation is: 1) Motivation is a means to explain the behavior of a person. Functionality is why motivation is considered the "why of behavior" (why of behavior). 2) Motivation as a means to predict behavior. By knowing one's motivation, it can be predicted or estimated probability what will be done someone in a certain condition. 3) Motivation to function as a steering behavior. Individuals will not act recklessly or without purpose, but rather seeks amplifier and satisfaction for what they do. Motivation is to satisfy its steering behavior as a source of destination. 4) Motivating as determining the intensity of behavior. Behavior that is carried out with a strong motivation,

Need theory (theory of needs) delivered Maslow, that the individuals engaged by an innate need and the intrinsic pressure and not by extrinsic reward or punishment. Abdul Majid said that makes the driving motivation of individual activities to achieve goals, such encouragement can be formed from forces that come from the individual (such as the needs and desires) and from

outside individuals (such as environmental pressure). Bandura said that motivation is the result of two things: the product; expectations chances of individuals to achieve goals and how satisfied would be obtained if the goal is reached.

Based on some of the definitions and functions of motivation which has been described previously and when connected to learning motor skills, the motivation is the overall driving force that causes the individual to choose and practice sport, directs and amplifies it to practice, continue the exercise continuously to achieve a goal for health, recreation or achievements.

b) Motivation to learn

According to Mc. Donald in his Sardiman AM, motivation is the energy change performance person who is marked by the emergence of "feeling" and preceded with the response to their destination. From the definition proposed contains three essential elements: (1) the motivation that led to a change of energy on every individual human being. The development of motivation will bring some changes in the energy system "neurophysiological" that exist in the human organism; (2) motivation characterized by the appearance, taste / "feeling", affect a person. In this case the motivation relevant to psychiatric problems, affection and emotion that can determine human behavior; (3) motivation will be stimulated for their purposes. So in this case the motivation is actually a response to an action, that is the goal.

According to Mc Clelland, that person has the motivation to work because of the need for achievement. This motivation is a function of three variables, namely (1) the need to succeed (the need to Achieve), (2) the probability of success (the probability of success),

and (3) the perception of the value of the task (perception of the outcome). Then Thomas M. Risk in Rohani Ahmad, gives the sense that motivation is a conscious effort by the teacher to pose motives on self-learners / students who support the activities towards learning goals.

Based on the above, the opinion of motivation can also be said a series of attempts to provide certain conditions, so that someone is willing and wants to do something. So the motivation can be stimulated by external factors, but the motivation is arising within oneself.

Motivation to learn is a psychological factor that is non-intellectual. Its role is unique in terms of growing passion, happy and eager to learn. Students who have a strong motivation, will have lots of energy for learning activities.

The issue of this motivation, it can also be associated with the issue of interest. Interest is defined as a condition that occurs when a person looking at the characteristics or meaning while the situation connected with the desires or her own needs. Therefore, what you see somebody is certainly going to arouse interest in what is seen as far as it has a relationship with his own interests. This shows that the interest is the tendency of a person's soul to another person (usually accompanied by feelings of pleasure), because it was felt there was interest in something.

Motivation can be seen from the intrinsic and ekstrinstik among others: intrinsic motivation is the motives that become active or function they do not need to be designed from the outside, because inside every individual had no urge to do something. Then, when viewed in terms of interest accomplishments activity (eg learning), it is the intrinsic motivation of this is to

achieve the objectives contained in the act of learning itself.

Intrinsic motivation can also be regarded as a form of motivation in which learning activities initiated and passed by an urge from within and implicitly related to the learning activities.

Extrinsic motivation is the motives for their active and functioning of the stimulus from the outside. So if viewed in terms of the purpose of the activities that do not directly clings to the essence of what it is doing it. Therefore, extrinsic motivation can also be regarded as a form of motivation in which learning activities initiated and passed by a push from outside which is not absolutely related to the learning activities.

Based on the above opinion, the formulation of learning motivation in this research is the intrinsic and extrinsic motivation is needed in the teaching and learning activities. With the motivation, the student can develop aktivitas and initiatives, can steer and maintain persistence in learning activities.

Dimensions and indicators on motivation to learn is (1). Dimensions of interest; (2). Dimensions encouragement; (3). Dimensions desire; and (3). Dimensions goal. Translation of dimensions and indicators of the items of the statement can be seen in the table above grating.

Based on theoretical studies that have been raised, then frameworks can be constructed as follows:

Differences between teaching style command influence and teaching styles of exercise on learning outcomes passing on volleyball as a whole.

How do technique is passing on the fingers of both hands open wide and almost facing each other to form a bowl. Before touching the ball, knees slightly

bent until the hand is in front of the nose height. The angle between the elbow and the body of ± 45 degrees. The ball is touched by straightening the legs and arms. The attitude of the wrist and fingers are not changed. This means that the implementation of the process of passing the motion on volleyball requires coordinated movement. The motion process can be carried out perfectly, if the learning material is presented through the perbagian or from easy to difficult, thus forming the coordination of movement on volleyball passing techniques.

Presentation of these materials is seen in the style of teaching practice, while in command of a teacher teaching style that makes all the decisions about the form, tempo, sequence, intensity, assessment, and the purpose of the learning process for each lesson. Teachers are fully responsible and take the initiative to monitor the progress of teaching and student learning.

Thus, if there are two groups of students are given learning material passing on volleyball, group A in teaching by using teaching style command and group B in teaching by using teaching style exercises, would be expected that overall students in teaching by using teaching style exercise will better learning outcomes passing on bolavolinya when compared with students who are taught using teaching style of command.

Differences between teaching style command influence and teaching styles of exercise on learning outcomes passing on volleyball for students who have high motivation.

Students who have high motivation confident in its ability to address the issue with various abilities and feel equal with others. This has led to students who are highly motivated,

have the ability and confidence to excel. This is supported by the use of learning strategies that promote exercise force activity of students in the whole process of learning. Students are given the opportunity to develop the full potential of their own and resolve the problems it faces.

In the command method teachers make decisions about the form, tempo, sequence, intensity, assessment, and the purpose of the learning process for each lesson. Teachers are fully responsible and take the initiative to monitor the progress of teaching and student learning. Thus, students who have high motivation is saturated and can not be creative in the application of such a teaching style.

On the other hand the application of the teaching style in the presentation of the material passing drills on volleyball are: 1) The subject matter is presented sequentially perbagian section; 2) Each piece of content is taught first demonstrated by the teacher in doing so making it easier for students to learn; 3) Teaching can be done in groups includes many students at once; 4) When used in learning will be more efficient although the learning materials are taught in large numbers; 5) Cultivate a sense of community in learning that will increase student motivation; 6) Feedback performed in groups. Things like this make students who have high motivation to be more passionate and creative in the learning process of passing on volleyball.

Thus it can be assumed that students who have high motivation, which in teaching by using teaching styles will exercise better learning outcomes passing on bolavolinya when compared with students who are taught using teaching style of command.

The difference in effect between teaching styles and teaching styles command exercise on learning outcomes passing on volleyball for students who have low motivation.

While students who have low self concept, in contrast to students who have high self-concept. They need a more concrete example of movement that can be modeled by teachers, they also have to get a correction as soon as possible from the teacher.

Commando-style teaching, where the teacher will demonstrate the technique of motion (passing skills of volleyball) which would then be imitated by the students simultaneously. Students will see a concrete example of the basic techniques of passing down movement in volleyball, and students will receive a correction from the teacher. Thus, students who have a low self-concept will have an effective learning when using a teaching style command

Command methods teachers make decisions about the form, tempo, sequence, intensity, assessment, and the purpose of the learning process for each lesson. Teachers are fully responsible and take the initiative to monitor the progress of teaching and student learning. Thus, students who have low motivation to feel interested in the application of the teaching style of command, meaning that students tend to perform commands if command.

The application of the teaching style in the presentation of the material passing drills on volleyball are: 1) The subject matter is presented sequentially perbagian section; 2) Each piece of content is taught first demonstrated by the teacher in doing so making it easier for students to learn; 3) Teaching can be done in groups includes many students at once; 4) When used in learning will be more efficient although the learning materials are taught in large numbers; 5)

Cultivate a sense of community in learning that will increase student motivation; 6) Feedback performed in groups. Things like this make students who have low motivation are not interested and can not be creative, tend to be silent in the learning process of passing on volleyball.

Thus suspected that the students who have low motivation, which in teaching by using teaching style will be better command of passing on bolavolinya learning outcomes when compared with students who are taught using teaching style workout.

Interaction between teaching style and motivation towards learning outcomes passing on volleyball.

Teaching style teaching style exercise command and each has a different execution characteristics. At the command execution teaching style emphasizes providing command, so that all the decisions on the teacher, while teaching style emphasizes providing implementation exercise is part perbagian material or from easy to difficult, so that the learning process was alive and passionate.

More effective teaching style command applied to students who have low motivation, meaning students who have low motivation level will be more interested and excited to perform movements passing on volleyball when I hear a command from his teacher. It will be able to increase the motivation of students to perform movements passing on volleyball.

Teaching style command of all devices that are in a command decision, namely teachers. Students are required to do all the instruction or demonstration by teachers. In a commando style student learning activities in accordance with what has been done by the teacher. All decisions either before, or after the

meeting, were teachers, and students are not active and creative role. After the meeting, immediate correction is given by the teacher, in addition to fellow students when teaching goes no communication takes place, all the students focused on teaching. In this way the student is expected to perform in a variety of activities and the efficient use of time.

Learning the style of teaching practice in physical education courses allow students to learn in an active, creative, innovative, and independent. Many things can be done by the students, because learning teaching styles many exercises give students the chance to interact with the environment that is not just limited to the classroom.

This style of teaching practice is a learning strategy that focuses more on student learning activities either individually, or in groups, so that during the process of interaction between student learning. In the style of teaching practice, no decisions on teachers and students. At the stage prior to the meeting (pre-impact) decision and the role of being the teacher, while during the meeting (impact) takes place, there are some decisions that move on the students.

This style of teaching practice are even more effectively applied to students who have the motivation level is high, meaning that students who have high motivation are more interested in studying the movements are irregular, part perbagian or from easy to difficult, thus leading to a complex movement to improve technique passing on volleyball.

Thus, one may suspect there is an interaction between the teaching style and motivation towards learning outcomes passing on volleyball.

Research hypothesis

Based on the study of relevant theory to the study variables, it can be concluded as hypothesis testing are as follows:

1. Overall, the study results on volleyball passing through the teaching style of exercise is better than the teaching style of command.
2. For students who have a high level of motivation, learning outcomes passing on volleyball through practice teaching style is better than the teaching style of command.
3. For students who have a low level of motivation, learning outcomes on volleyball passing through the teaching style of command is better than teaching style workout.
4. There is no interaction between the teaching style to the level of motivation on learning outcomes passing on volleyball.

Research purposes

This study aimed to gain an overview of the differences influence of independent variables on the dependent variable. There are two independent variables in this study, the style of teaching and learning motivation. As the dependent variable is the result of learning passing on volleyball.

Operationally, this study aims to determine:

1. Overall, differences in learning outcomes passing on volleyball between teaching styles and teaching styles exercise command.
2. Differences in passing on bolavolii learning outcomes for students who have high motivation to learn abilities that are taught by the teaching styles and teaching styles exercise command.
3. Differences in learning outcomes passing on volleyball for students who have low learning motivation

that taught teaching styles and teaching styles exercise command.

4. Interaction between teaching style and motivation on the results learn passing on volleyball.

Data Description

The study consists of three variables, namely the dependent variable, independent variable and variable attributes. The dependent variable was the learning outcomes obtained volleyball passing on students after undergoing a process of learning. The independent variable was the style of teaching practice and teaching style of command. The variable attribute is the students' motivation is comprised of high motivation and low motivation.

Summary results of calculation of the value and primary research data

Motivasi Belajar	Gaya Mengajar	
	Komando	Latihan
Tinggi	$\sum X_1 = 280$ $\sum X_1^2 = 8082$ $\bar{X} = 28,000$ $SD = 5,185$ $n = 10$	$\sum X_2 = 464$ $\sum X_2^2 = 21592$ $\bar{X} = 46,400$ $SD = 2,633$ $n = 10$
rendah	$\sum X_1 = 338$ $\sum X_1^2 = 11814$ $\bar{X} = 33,800$ $SD = 6,579$ $n = 10$	$\sum X_2 = 335$ $\sum X_2^2 = 11439$ $\bar{X} = 33,500$ $SD = 4,905$ $n = 10$
Total	$\sum X_1 = 618$ $\sum X_1^2 = 19898$ $\bar{X} = 30,900$ $SD = 6,488$ $n = 20$	$\sum X_2 = 799$ $\sum X_2^2 = 30311$ $\bar{X} = 39,950$ $SD = 7,647$ $n = 20$

Analysis of Variance Summary of Differences between Learning Outcomes Passing Over Teaching Style Command Training and Teaching Style

Sumber Variasi	JK	Db	RJK	Fo	F table	
					Ft,5%	Ft,1%
JK (T)	52927.00					
Ry	50197.23	1	50197.225			
JK (A)	819.025	1	819.025	32.383**	4.085	7.499
JK (B)	126.025	1	126.025	4.983*	4.085	7.499
JAB	1819.275	1	1819.275	34.566**	4.085	7.499
Ey	910.500	36	25.292			40373.930
Total	2729.775	40	52986.842			56

on teaching style taught by the command

of the group taught by a teaching style workout

Based on the analysis of variance (ANOVA) at significance level $\alpha = 0:05$, obtained $F_o = 32\ 383$ and $F_t = 4,085$ (Appendix 6 page 119). The summary can be seen in Table 17. Thus $F_o\ 32\ 383 > F_t\ 4,085$, so that H_o is rejected, it can be concluded that, overall, there are significant differences between the teaching style teaching style exercise command with the learning outcomes of passing on.

Learning outcomes passing on after being taught using teaching style command ($= 30,900$, $SD = 6.49$) was no better than the style of teaching practice ($= 39\ 950$, $SD = 7647$). This means that the research hypothesis which states that the overall learning outcomes passing above using the teaching style of command was not better than using the style of teaching practice or in other words the use of the teaching style of exercise is better than teaching style of command.

Differences Command Group Teaching Style and Teaching Style In overall workout.

No	Kelompok yang Dibandingkan	Q hitung	Q table	Keterangan
1	P ₁ dengan P ₂	8,048	2.023	Signifikan

Information:

P₁ = Group teaching style overall command

P₂ = Group exercise overall teaching style.

This is proven by the results of a further test role in the analysis of variance (ANOVA) using the Tukey test showing that an $Q_o\ 8,048 > 2,023$, which means a significant Q_t , the results are as follows:

There are differences in learning outcomes between the groups of passing on teaching style taught by the command of the group taught by a

teaching style training for students who have high motivation.

This style of teaching practice gives a better effect on learning outcomes passing on volleyball in the group that have a high motivation to learn. This was proved by the test results further in the analysis of variance (ANOVA) using the Tukey test results are as follows:

Differences Command Group Teaching Style and Teaching Style Exercise Motivation On High.

No	Kelompok yang Dibandingkan	Q hitung	Q tabel	Keterangan
1	P ₅ dengan P ₆	0,189	2,262	Tidak Signifikan

Information:

P₃ = group learning motivation high with teaching style command

P₄ = group learning motivation high with teaching style workout

The treatment group learning motivation high teaching styles command (P₃) compared with the group treated with high learning motivation teaching style exercise (P₄), obtained $Q_o = 11,570$ and $Q_t = 2,262$. Thus $Q_o 11,570 > Q_t 2262$, based on these data H_0 is rejected, so it can be interpreted to mean that there are differences in learning outcomes significantly passing on volleyball between teaching style command style of teaching practice with a high level of motivation to learn.

Based on the calculation, obtained average value that students who have learning motivation high by using a teaching style command ($= 28.000$, $SD = 5.185$) no better than teaching style exercise ($= 46.400$, $SD = 2,633$) in the learning outcomes of passing on volleyball. Thus the hypothesis of the study stated that the motivation of high learning, teaching style exercise is better than teaching style of command in learning outcomes passing on volleyball.

There were no differences between teaching styles and teaching styles exercises command to learn the passing on volleyball for students who have low motivation.

Teaching style command provides no real influence on learning outcomes passing on volleyball in the group with low learning motivation. This was proved by the test results further in the analysis of variance (ANOVA) using the Tukey test.

The treatment group with low learning motivation teaching style command (P₅) compared with the group treated with low learning motivation teaching style exercise (P₆), obtained $Q_o = 0189$ and $Q_t = 2,262$. Thus $Q_o 0189 < Q_t 2262$, based on the data is then H_0 is accepted, so that it can be interpreted that there is no difference in learning outcomes significantly passing on volleyball between teaching style command with teaching style workout with low learning motivation level.

Differences Command Group Teaching Style and Teaching Style Exercise on Low Learning motivation.

No	Kelompok yang Dibandingkan	Q hitung	Q tabel	Keterangan
1	P ₅ dengan P ₆	0,189	2,262	Tidak Signifikan

P₅ = Groups with low learning motivation teaching style command

P₆ = Groups with low learning motivation teaching style workout

Based on the calculation, the average value obtained students with low learning motivation using teaching style command ($\bar{X} = 33,800$) is better than teaching style exercise ($\bar{X} = 33,500$) in the results of learning outcomes passing on the ball. But if tested empirically average value of the two groups of teaching style does not show any significant differences with the indicated $Q_o 0.189 < Q_t 2262$, so that H_0 is accepted or not there is a significant difference.

There is no interaction between the style of teaching and learning motivation towards learning outcomes passing on volleyball.

Based on the results of analysis of variance of the interaction between the style of teaching and learning motivation towards learning outcomes passing on volleyball shown in the table calculation anava above, that price is calculated F_o interaction (FAB) = 34 566 and F table = 4085 shows that the function F_o 34 566 > F_t 4,085 so H_o rejected. The conclusion that there is an interaction between the two styles of teaching and learning motivation on learning outcomes passing on volleyball. In other words, the cooperation between the style of teaching (teaching style of command and exercise) and learning motivation towards learning outcomes passing on volleyball.

Terujinya these interactions, we then need to do a further test. A further test is intended to find out: (1) differences in the results of learning outcomes passing on volleyball between teaching style menagajar commando style exercises to a group that has a high learning motivation; (2) differences in the results of learning outcomes passing on volleyball between teaching style command with teaching style exercise for groups that have a low learning motivation.

Information :

** = Very significant

* = Significant

JK = Sum of squares

db = Degrees of freedom

RJK = Average number of squares

f_o = Price F count

F_t = Price F table

Interaction between teaching style with the motivation to learn in their

influence on learning outcomes passing on volleyball can be visualized graphically as shown in the picture below.

Tukey Test Summary Calculation Results

No	Kelompok yang dibandingkan	Q hitung	Q tabel $\alpha = 0,05$	Keterangan
1	P ₁ dengan P ₂	8,048	2,023	Signifikan
2	P ₂ dengan P ₄	11,570	2,262	Signifikan
3	P ₂ dengan P ₆	0,189	2,262	Tidak Signifikan

Information:

P1 = group of command overall teaching style.

P2 = Group overall style of teaching practice.

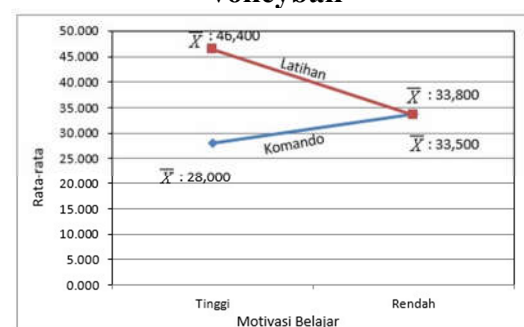
P3 = group learning motivation high with teaching style command

P4 = group learning motivation high with teaching style workout

P5 = Groups with low learning motivation teaching style command

P6 = Groups with low learning motivation teaching style workout

The interaction between the practice and learning motivation towards learning outcomes passing on volleyball



Conclusion

The study used an experimental method involving the independent variable, ie teaching styles and learning motivation, while as the dependent variable is the result of learning passing on volleyball.

Implication

Based on the findings in this study is expected to have implications on the development of teaching and learning outcomes passing style on volleyball. The implications of the research results can be expressed as follows;

The findings of the research conducted as expressed at the conclusion of the above shows that there are significant interaction between teaching styles to learning motivation towards learning outcomes passing on volleyball. On the discovery of the effect of this interaction, it can be interpreted that the two types of teaching styles can have different effects on learning outcomes passing on volleyball. When linked with the motivation to learn. In the group of students who have high motivation to learn teaching style exercise turned out to be better, whereas in the group of students who have low learning motivation are statistically not significant differences. Despite the low learning motivation group no significant difference, the average value indicates that there is a difference between the two styles of teaching.

Suggestion

Noting the conclusion of the study and the implications of the findings described above, it is recommended;

1. This style of teaching and learning motivation needs to be understood by any educators / teachers so that teaching can apply teaching style adapted to the conditions of their students motivation to learn are owned by their respective characteristics.
2. Suggested to the faculty of physical education teachers in particular, to be able to use the style of teaching

practice, due to have a better impact on the teaching style of command.

3. Low learning motivation in teaching by using teaching style of command and exercise showed no significant difference in learning outcomes, this makes the idea to look for a more appropriate teaching styles to improve learning outcomes passing on volleyball by doing more research.
4. Should be a study or evaluation of the role of the good teacher in the learning process through the assessment process (assessment) for the purpose of learning more can be achieved to the maximum.

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