

ABSTRAK

PEMBELAJARAN BERDIFERENSIASI UNTUK MENINGKATKAN HASIL BELAJAR PASING BAWAH BOLA VOLI PADA SISWA KELAS V SDK SUFA TTU

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Latar Belakang: Hasil belajar teknik dasar pasing bawah bola voli pada siswa kelas V SDK Sufa TTU masih rendah. Pada kondisi awal, dari 15 siswa hanya 6 siswa (40%) yang mencapai KKM. Kondisi ini menunjukkan perlunya pembelajaran yang memperhatikan perbedaan kemampuan dan kebutuhan belajar siswa. Oleh karena itu, diterapkan pembelajaran berdiferensiasi untuk meningkatkan hasil belajar pasing bawah bola voli.

Tujuan Penelitian: Penelitian ini bertujuan untuk meningkatkan hasil belajar teknik dasar pasing bawah bola voli melalui penerapan pembelajaran berdiferensiasi pada siswa kelas V SDK Sufa TTU.

Metode Penelitian: Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklus meliputi perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian berjumlah 15 siswa. Data dikumpulkan melalui observasi, tes keterampilan, dan dokumentasi.

Hasil dan Pembahasan: Hasil penelitian menunjukkan adanya peningkatan hasil belajar pada setiap siklus. Pada pra tindakan, nilai rata-rata sebesar 70,00 dengan ketuntasan 40%. Pada Siklus I, nilai rata-rata meningkat menjadi 76,67 dengan ketuntasan 73,33% atau 11 siswa mencapai KKM. Pada Siklus II, nilai rata-rata meningkat menjadi 84,67 dengan ketuntasan 93,33% atau 14 siswa mencapai KKM. Peningkatan tersebut menunjukkan bahwa pembelajaran berdiferensiasi dengan pengelompokan berdasarkan kemampuan, variasi latihan, dan pendampingan sesuai kebutuhan siswa dapat meningkatkan keterampilan pasing bawah bola voli.

Simpulan: Penerapan pembelajaran berdiferensiasi dapat meningkatkan hasil belajar teknik dasar pasing bawah bola voli pada siswa kelas V SDK Sufa TTU. Hal ini terlihat dari peningkatan nilai rata-rata dan persentase ketuntasan dari pra tindakan hingga Siklus II, sehingga indikator keberhasilan penelitian telah tercapai.

Kata Kunci: pembelajaran berdiferensiasi, hasil belajar, pasing bawah, bola voli.

ABSTRACT

DIFFERENTIATED INSTRUCTION TO IMPROVE LEARNING OUTCOMES IN UNDERHAND VOLLEYBALL PASSING AMONG FIFTH-GRADE STUDENTS AT SUFA CATHOLIC PRIMARY SCHOOL, NORTH CENTRAL TIMOR, INDONESIA

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Background: Learning outcomes regarding the basic technique of the volleyball underhand pass among fifth-grade students at Sufa Catholic Elementary School, North Central Timor, remain low. Initially, out of 15 students, only 6 (40%) met the Minimum Mastery Criteria. This situation highlights the need for an instructional approach that accounts for students' varying abilities and learning needs. Consequently, differentiated instruction was implemented to improve learning outcomes for the volleyball underhand pass.

Research Objective: This study aims to improve learning outcomes for the basic technique of the volleyball underhand pass through the implementation of differentiated instruction among fifth-grade students at Sufa Catholic Elementary School, North Central Timor.

Research Method: This study employed Classroom Action Research conducted over two cycles. Each cycle comprised planning, action implementation, observation, and reflection. The research subjects consisted of 15 students. Data were collected through observation, skill tests, and documentation.

Results and Discussion: The research results indicate an improvement in learning outcomes across each cycle. At the pre-action stage, the average score was 70.00, with a mastery rate of 40%. In Cycle I, the average score rose to 76.67, with a mastery rate of 73.33% (11 students met the mastery criteria). In Cycle II, the average score increased to 84.67, with a mastery rate of 93.33% (14 students met the mastery criteria). This improvement demonstrates that differentiated instruction—incorporating ability-based grouping, varied exercises, and support tailored to student needs—can enhance volleyball underhand passing skills.

Conclusion: The implementation of differentiated instruction can improve learning outcomes for the basic technique of the volleyball underhand pass among fifth-grade students at Sufa Catholic Elementary School, North Central Timor. This is evidenced by the increase in average scores and mastery percentages from the pre-action stage through Cycle II, indicating that the research success indicators have been achieved.

Keywords: differentiated instruction, learning outcomes, underhand pass, volleyball.