

# ESIC2018.pdf

*by*

---

**Submission date:** 08-Apr-2020 02:08AM (UTC+0700)

**Submission ID:** 1292109335

**File name:** ESIC2018.pdf (2.19M)

**Word count:** 5613

**Character count:** 30594

2  
**Sepak Sila Basic Technique Learning Through  
Hoop Technique in Sepak Takraw Games**

Article Error (ETS)

6  
ruslan  
Department of Teacher Training and  
Education  
Universitas Mulawarman  
Jalan Muara Pahu Kampus Gunung  
Kelua, Samarinda-Kalimantan Timur,  
Indonesia  
ruslan@fkip.unmul.ac.id

6  
Ruslifik  
Department of Sport Science  
Universitas Negeri Makassar  
Jalan Wijaya Kusuma Raya No. 14,  
Makassar-Sulawesi Selatan, Indonesia  
rusliflik@unm.ac.id

6  
Muhammad Adnan Hudain  
Department of Sport Science  
Universitas Negeri Makassar  
Jalan Wijaya Kusuma Raya No. 14,  
Makassar-Sulawesi Selatan, Indonesia  
adnanhudain1@gmail.com

2  
**Abstract**—This study aims to improve sepak sila ability of the students in the sepak takraw games with hoop technique. This research is a classroom action research in the field of sport. Research subjects were 35 students. The technique of the data analysis was descriptive qualitative. Based on the results of the recapitulation between cycles through the implementation of paired training methods, the students' ability of ball heading in the sepak takraw games increased. It is shown from the results of the first cycle at the completeness level at the standard value of 70, then 12 students (34%) were declared complete and 23 students (66%) not complete. In cycle II, the level of completeness increased to 32 students (91%) and did not complete it to 3 students (9%). Thus the hoop technique method can improve the students' ability of sepak sila by 57%. From the results of the study, it can be concluded that learning the basic techniques of sepaksila through hoop techniques can improve students learning outcomes and activities. The results of this study are expected to enrich teachers' knowledge about the use of game methods with hoop techniques and can be used in the development of further learning.

**Keyword**—learning, sepak sila, hoop techniques, and sepak takraw

I. INTRODUCTION

Physical education is one of the subjects favored by students and plays an important role in physical development and character. Therefore, it is necessary to develop interesting learning methods, especially those related to motion skills. But the reality in the field of teachers still provides material without efforts to increase students' activity so that participation increases, especially using creative learning models that utilize the facilities and infrastructure in schools.

In school age, children tend to play and compete, students will feel happy when the learning process covers the form of games, with this change teachers are required to have high creativity to achieve environmental situations and various forms of games that are comfortable and fun in accordance with the material that will be delivered.

Sepak takraw is one of the game sports [6]. To play sepak takraw a student is required to have the basic skills and techniques that must be mastered, among others, sepak sila, sepak cangkil, sepak kuda, heading, service, and others [9]. Learning the material of sepak takraw requires interest and courage in the students to do it, so new innovation are needed to create a pleasant situation in the learning process of sepak takraw and the use of

appropriate learning methods and models especially in the learning of sepak sila in the sepak takraw games. [10]

SMP Negeri 10 Lembang is one of the schools in Lembang, Pinrang District. Based on the writers' observation, this school already has several facilities and infrastructure in the form of balls and fields that are used for the sepak takraw in learning process. But in the learning process of sepak takraw, there are still many students who have not mastered the basic techniques of sepak takraw, especially in mastering the basic techniques of sepak sila in sepak takraw games, so that the low scores obtained and do not reach the minimum completeness criteria. [4]

Sepak sila has a high risk of injury, where many students are afraid to practice this basic technique of sepak sila because they are afraid of injury, and are sick, so many students do not master the sila technique properly and correctly [7]. For this reason, the writers conducted classroom action research using the basic techniques of sepak sila learning methods through hoop techniques. [13]

With the game hoop takraw, it is hoped that it can improve the effectiveness and quality of the students' movement, and the game hoop takraw can attract and foster motivation and make the students feel happy to take on the learning of sepak takraw, there would be an increase in the ability of sepak sila in sepak takraw games through hoop takraw to students. Based on the background, research problem of this research is whether the basic techniques of learning the method of sepak sila through "hoop takraw" can improve the students ability or not.

This research is expected to contribute to physical education learning, especially those related to improve basic sepak sila technical skills in the sepak takraw games [3,5,14]. For schools, it can improve the empowerment of this method so that students' abilities are better and need to be tried to apply to other subjects [12]. For teachers, it can be used as a reference in developing the learning process in sepak takraw and can increase students physical activity in learning physical education, while for students it can improve their ability to practice basic techniques of sepak sila in sepak takraw games. [2]

## II. METHODS

### A. Research approach

The approach used in this study was a qualitative approach [1,8]. The qualitative approach was used by researchers with the aim of describing the existence of an increase in sepak sila movement skills using the hoop takraw learning model on the delivery of sepak sila materials in the sepak takraw game. [11]

### B. Type of research

This research was an action research because this research was conducted to solve learning problems in class. This research also included descriptive research, because it described how a learning method or model is applied and how the desired results can be achieved. Classroom action research was understood from two sides, namely from the teacher's and headmaster's side, from the teacher's side is commonly known as classroom action research.

The purpose of this classroom action research is to improve classroom learning outcomes where researchers are fully involved in research ranging from planning, action, implementation, observation, and reflection.

According to Kemmis and Mc Taggart (in Rafi'uddin, 1996) action research can be viewed as a spiral cycle starting from the initial reflection activities, action plans, implementation, observation, and reflection. Of these five activities implemented in one cycle, repetition can be done after the reflection, then followed by re-planning carried out in the form of a cycle. The five activities mentioned above can be described as follows:

- The initial reflection is intended as an observation activity used to gather information about situations relevant to the research theme. The researchers and the team made preliminary observations to identify and know the real situation. Based on the results, initial reflection can be done on the focus of the problem which is then formulated into the problem of the researchers. Based on the formulation of the problem, a research objective can be established. When carrying out the initial reflection the researcher has examined theory that is relevant to the problem to be studied. Therefore, after the formulation of the problem is completed, it is necessary to formulate a conceptual framework from the research.
- Planning is based on the results of initial reflection observations. Detail planning includes actions taken to improve or change desired behaviors and attitudes as solutions to problems. It should be realized that this planning is flexible in the sense that it can change according to the real conditions that exist.
- The implementation of actions regarding what is done as an improvement effort, improvement or change carried out is guided by the action plan. The type of action taken in classroom action research should always be based on theoretical and empirical considerations so that the results obtained in the form of optimal performance and program results are improved.

- Observation activities in this study can be aligned with data collection activities in formal research. In this activity the researchers observe the results or impact of the actions carried out on students.

- Reflection, is an activity of analysis, synthesis, interpretation, reviewing, seeing, and considering the results or impact of actions. Every information collected needs to be studied with each other and its relation to the existing or relevant theory or research results. Through deep reflection sharp conclusions can be drawn. Reflection is a very important part to understand the process and results that occur in the form of changes as a result of actions taken. The research developed and implemented by teachers in schools is generally based on this model which is a repetitive cycle.

### C. Research objectives

The aim of this study is the process of learning physical education for students in the subject matter of sepak sila lessons in sepak takraw games.

### D. Learning indicators

This study aims to measure the extent students' activities by performing sepak sila movements and to measure the level of satisfaction in the learning process by playing hoop takraw [11]. The learning outcomes of a learning process can be seen from the achievement of learning outcomes that have been implemented with the results of learning through the hoop takraw game, that is 70% categorized complete. The assessment of the success of students in the learning process can be seen from the achievement of learning outcomes that have been determined in table 1 and table 2 below.

Table 1. Classification of levels and percentages for indicators of student creativity

Criteria	Value	Interpretation
Very good	86-100	Very good in learning activities
Good	71-85	Good in learning activities
Enough	56-70	Enough in learning activities
Poor	41-55	Poor in learning activities
Very poor	<40	Very poor in learning activities

(Depdiknas, 2002 : 4)

Table 2. Classification of levels and percentages for response indicators of student interest / questionnaire.

Criteria	Value
Very good	86-100
Good	71-85
Enough	56-70
Poor	41-55
Very poor	<40

(Depdiknas, 2002 : 4).

### E. Planning in a cycle

- The first cycle, the stages of classroom action research during learning include:
  - 1) Initial reflection
  - 2) Planning

- a) Making learning scenarios. The researchers made the learning device design as the basis of the learning scenario with handling the sepak takraw learning indicator.
  - b) Preparation of facilities and learning resources. Preparing learning media in the form of whistles, stopwatches, sepak takraw ball, conner, hoops and sepak takraw guidebooks.
  - c) Preparation of instruments that had been made by researchers in the form of observation sheets, student activities, questionnaire level of student satisfaction in learning. Instruments in the form of observation sheets and questionnaires were given to colleagues before learning began to be studied in advance by the teacher who would then be filled in during the action. After the research was complete, the researchers and teacher discussed the results of the research and plan the next action, whether to repeat in the first cycle or proceed to the second cycle.
- 3). Action
- a) The teacher prepared students and attendance.
  - b) The teacher lead the prayer before starting the learning, then delivered the material to be given.
  - c) The teacher gave a warm up for 5-10 minutes, then continued with the "turning the ball" movement.
  - d) In the first part, the teacher gave an example of the movement of material to students:
    - 1) Students lined up into three bases.
    - 2) The first line became the actor and the second line became the observer.
    - 3) Actors performed the stages of holding, throwing and cradling the ball.
    - 4) Observers mad objective observations.
- 4) Observation is observing student activities in learning ball juggling performed by observers.
- 5) Reflection
- a) Evaluating the process and results of the first cycle learning.
  - b) Assessing the implementation of first cycle action learning.
  - c) Improving implementation of actions according to evaluation results to be used in the next cycle.
  - d) Planning follow-up planning for the next cycle.
- Second cycle. In this cycle, learning models provided by physical education teachers changed. Changes that occur were in the first cycle, students compete individually, while the second cycle students compete in groups divided into 5 (five) groups, each group consists of six students.
    - 1) Initial reflection, made preliminary observations to recognize and meet the actual situation.
    - 2) Planning (Planning)
      - a) The making of learning scenarios in this case the researchers made a learning device design that has been changed as the basis of the learning scenario with the indicator of sepak takraw ball.
      - b) Preparation of learning facilities and sources, namely preparing learning materials in the form of: whistles, stopwatches, sepak takraw ball, conner, hoops and sepak takraw guidebooks.
      - c) Preparation of research instruments for learning to prepare instruments that had been made by researchers in the form of activity observation sheets and questionnaires on student satisfaction in learning. Instrument observation sheets and questionnaires were given to collaborator teachers before learning began to be studied in advance by collaborator teachers who would later be filled by teacher collaborators during the action. After the research was completed, the researchers and teacher collaborator discussed the results of the study and planned the next action, whether to repeat in the first cycle or proceed to the second cycle.
- 3). Action
- a) The teacher prepared students in the field.
  - b) The teacher lead the prayer before learning, then gave an explanation of the material given.
  - c) The teacher warmed up with the playing pattern leading to the throwing game catching a big ball.
  - d) The teacher gave examples of movements that students must do in this learning.
- 4). Observation. Teacher or observer made observations of student activities in learning ball juggling.
- 5). Reflection
- a) Evaluated the process and results of the second cycle learning.
  - b) Assessed the implementation of learning and the effects of second cycle actions.
  - c) Action evaluation II
- F. Data Collection Instruments
- Development of learning tools was used as a teacher's guide to teaching and compiled for each meeting. The teacher made and prepared material which contained syllabus fragments, teaching materials, learning media, learning device designs, and assessment sheets.
  - Observation sheet observed the extent of student Activity during the learning process.
  - Questionnaire level of learning satisfaction was used to find out whether students were enthusiastic about the learning method made by the reaserachers.
- G. Data collection methods
- In the implementation of this research, researchers used data in the form of sentence information that provided an overview of the level of students' understanding of a subject (cognitive), views and attitudes of students towards new learning methods when taking lessons (affective), attention, enthusiasm in learning, self-confidence, learning motivation and the like, can be assessed qualitatively.

#### H. Data Analysis Techniques

To find out the effectiveness of a method in learning activities it is necessary to analyze data. This research used qualitative descriptive analysis techniques, namely research methods that described the reality or facts in accordance with the data obtained with the aim to determine students' responses to student activity learning activities during the learning process.

- Assessment of observation sheets was an instrument for conducting observations of students' activities and creativity in learning, both in class and outside the classroom (Mulyasa, 2009: 69). To calculate the percentage of activity observation sheets from students, the following formula is used:

$$P = \frac{\text{Number of Score}}{\text{Maximum Score}} \times 100\%$$

From the results of the percentages, then it adjusted to the level and percentage classification for students activity indicators in table 1. From the data, the increased percentage of students' activity in following the hoop takraw method was shown.

- Assessment of the questionnaire sheets. Questionnaire includes tools to collect and record data or information, attitudes, and understand in a causal relationship. To calculate the percentage of questionnaires, the following formula is used:

$$P = Z \times 100\% \div n$$

Where:

P = percentage

Z = Alternative Answers (A, B, C, and D)

n = Number of respondents

### III. RESULT AND DISCUSSION

#### A. Pre cycle results

From the results of preliminary research in learning sepak sila, there were still many students who had not mastered and still had low grades obtained and did not achieve the minimum completeness criteria. From the total number of students as many as 35, only 12 students (34%) were completed and as many as 23 students (66%) had not yet completed the minimum completeness criteria that had been determined that is 70.

#### B. Results of research on student interest responses

Classroom action research that had been carried out consists of two cycles, where each cycle consists of five stages: initial reflection, planning, action, observation, and reflection. The results of research conducted on students who numbered 35 through learning basic techniques of sepak sila through the game hoop takraw on the response of students' interest in learning physical education, obtained results that students interest included in the category of excellent interest that is 61% which can be seen in the diagram of student interest responses .

#### C. First cycle discussion

In the first cycle, the teacher delivered material about basic sila techniques that were carried out through the hoop takraw game. After doing the first cycle, the researchers conducted discussions and reflections.

- Results of observations of students' activities. This first cycle, carried out during the physical education learning process took place. Learning research was done by looking at observations on students' activities in playing the ball. In the assessment of learning outcomes activities for student activities reached 62%. From the assessment of learning outcomes, it had not been categorized completely, because it had not reached the achievement indicator of 70%, so the teacher or researcher must proceed to the second cycle to achieve the target indicators of achievement of student learning activities that had been determined by the teacher or researcher.

Table 3. Results of observation of student activities in the first cycle.

No.	Research Aspects	Result	Indicators
1.	Activities of students in learning the motion of holding ball in sepak takraw through Hoop takraw	62%	70%

- Description of the percentage of student skills

The purpose of the research on the implementation of the first cycle to determine the increase of the ability in holding the ball which among them is the motion of throwing and cradling the ball and performed with a hoop takraw game series. The method of assessment was that the researcher and teacher saw and assessed the analysis of the basic movements of students by using research instruments that had been made. Assessment of learning was more directed at assessing the ability of motion, so researchers assessed the results of movements on psychomotor and physical aspects. By assessing the results of the movement, learning can be categorized as complete and incomplete. To see the results of learning basic motion increases and does not increase then the achievement of standardized learning is determined, namely 70% has been achieved or categorized as complete.

Based on the results of the calculation of the first cycle the achievement of each basic motion in students totaling 35 reached 57% for the throwing aspect was categorized as incomplete, for the aspect reached 66% classified as incomplete.

From the second aspect throw analysis categorized as incomplete, because the achievement of learning outcomes reached <70%, from the calculation of aspect was categorized as incomplete because <70%. The average percentage for psychomotor aspects the first cycle reached 69% classified as incomplete. In the first cycle, the average score of students for throwing aspect reached 65%, consisting of 20 students (57%) incomplete, 15 students (43%) completed. For the average aspect, it

reached 60%, consisting of 23 students (66%) did not complete, and 12 students (31%) completed.

In the first cycle, the criteria for minimal completeness have not yet been reached, most are still in doubt and have not mastered the basic techniques of sepak takraw. The percentage of unfinished percentage is 23 students (66%), and the complete percentage is 12 students (34%).

3) Description of students' affective and cognitive aspects

After assessing students' skills, then the researchers and collaborator teacher assessed students' cognitive and affective aspects. Based on the results of the calculation of the first cycle of achievement per aspect in students totaling 35, it reached 9% for the affective aspects categorized as incomplete and 91% complete. For cognitive aspects it reached 63% classified as incomplete, and 37% complete.

From the research, affective aspect analysis was categorized as complete because the achievement of learning outcomes reached 94%, while from the calculation of cognitive aspects it was categorized as incomplete because it only reached 37%. The total percentage for affective and cognitive aspects in the first cycle reached 31% classified as incomplete. In the first cycle the students' scores for the affective aspect reached 84%, consisting of 3 students (9%) incomplete, 32 students (91%) completed. For the cognitive aspect category reached 60%, consisting of 22 students (65%) did not completed and 13 students (37%) completed.

4) Results of reflection in the first cycle

The planning phase in the first cycle run smoothly and did not experience obstacles. Those are the implementation plan of learning, preparation of facilities and infrastructure and learning resources, assessment instruments in the form of basic motion analysis checklist and observation sheet of learning activities for students who have been given good instructions.

While at the action stage, the teacher or researchers had difficulty in managing the class, in explaining and conveying material to students was still less than optimal so that in the implementation of the action there were still many who did not know the task of motion that is carried out, in addition to discipline in managing time was still not neatly arranged.

The results of discussions conducted with peers, teachers or researchers were encouraged to provide creative ideas to get attention from students, so that they could be conditioned properly in accordance with what was stated in the design of the learning device. In addition, teachers and researchers must be skilled in guiding students to be more active in learning. Whereas in determining learning methods, there are means to add learning methods with interesting variations in the first cycle to be more effective in implementation.

The method used in the second cycle must be more effective and interesting for students. The addition of various learning methods in the second cycle is that you

can use competitions between groups and change the rules of the game. Researchers were also advised to improve interaction with students and improve discipline, so that no students play alone during the learning process

D. Second cycle discussion

In the second cycle, the teacher delivered material about sepak takraw skill that was carried out through the hoop takraw game.

1) Results of observations of student activities

The second cycle was carried out during the physical education learning process. Assessment of learning was done by looking at the observations of students' activities in playing the ball.

Research conducted in the second cycle consists of five stages, namely initial reflection, implementation, action, observation, and reflection. After carrying out and completing the second cycle, the researchers conducted discussions and reflections, so the learning outcomes were obtained for student activities as shown in table 4.

The assessment of student activity reached 86%. From the study of learning outcomes, it can be categorized completely, because it had reached the achievement indicator, which is 70%.

Table 4. Results of Observations of Student Activity in the Second Cycle.

No.	Research Aspects	Results	Indicators
1.	Activities of students in learning the motion of handling the sepak takraw ball through hoop takraw	86%	70%

Student activities following the learning of sepak takraw ball through hoop takraw game based on observations by researchers experienced an increase as in table 5.

Table 5. Comparison of the results of the first and second cycles in the observation of student learning.

No.	Research Cycle	Research Result
1.	First	62%
2	Second	86%

Data in table 5 shows that the first cycle of observations of students' activities in learning of sepak takraw ball through hoop takraw game reached 62%, while in the second cycle, there was an increase of 24%, reaching 86%. Achievement of 86% is categorized as successful in an effort to improve the ability of students to follow the learning of sepak takraw through hoop takraw game, and it means student learning has fulfilled cognitive, affective, psychomotor, and physical aspects.

2) Description of the results of student skills

The purpose of the second cycle is to find out how to improve the ability in playing a ball. The method of assessment was that the researchers or teacher saw and assessed basic motion analysis using research instruments

that had been made. Assessment of learning lead to an assessment of the ability of motion, so researchers and teacher collaborators only assessed the results of movements that affected the psychomotor aspects. By assessing the results of the movement, learning can be categorized as complete and incomplete. To see the results of learning basic motion increases and does not increase, then the achievement of learning standardization is determined, that is 70% categorized as complete. From the results of the calculation of the second cycle, the achievement per basic motion of students totaling 35 students reaching 100% for the throw aspect was categorized as complete, for the aspect reached 91% classified as complete.

Both assessments of the analysis are categorized as complete because the achievement of learning outcomes is > 70%. The average percentage for the second cycle psychomotor aspects reached 100% classified as complete. In the second cycle, the acquisition value for the throw aspect reached 100%, those are 35 students (100%). For holding the ball aspect reached 91%, consisting of 3 students (19%) incomplete, 32 students (91%) complete. The average assessment of psychomotor results in the first and second cycles can be known by the assessment per aspect of motion.

Learning improvement activities in following the takraw ball learning through hoop takraw games is done by looking at the completeness of the movements carried out by 35 students. There are two aspects of assessment, namely the aspect of throwing and cradling. From these two aspects, the results obtained in table 6.

From table 6 it can be seen that the first cycle of psychomotor aspects in learning to hold the takraw balls through hoop takraw game reached 43%, while in the second cycle there was a 57% increase which reached 100% in the throwing aspect. Whereas in the first cycle skills reached 34%, while in the second cycle there was an increase of 57% reaching 91%. So in the second cycle, there is an increase in learning to throw and cradle and the achievement of learning outcomes of motion in learning sepak takraw through hoop takraw has very high criteria, categorized as successful or complete, because the average grade has reached the predetermined indicators in learning and have excellent qualifications.

Table 6. Completeness result of psychomotor aspects of cycle I and cycle II

Cycles	Throwing	Holding
First	43	34
Second	100	91

By looking at the results of the basic motion learning, it can be seen in general that in learning physical education for basic sepak sila technical materials through the game of hoop takraw for student activities in general can be categorized as achieving or successfully reaching >70% have very high criteria and get excellent qualifications.

3) Description of students' affective and cognitive aspects

After assessing students' skills in the second cycle, the researchers and collaborator teacher assessed students' activities in a cognitive and affective aspect. Based on the results of the calculation of the second cycle of achievement per aspect in students amounting to 35 students on average the class reached 88% for the affective aspect categorized as complete, for the cognitive aspect reached 87% classified as complete. From both assessments, all aspects of the analysis were categorized as complete because the achievement of learning outcomes reached > 70%. The average percentage for affective and cognitive aspects in the second cycle reached 88%, consisting of 2 students (6%) incomplete, 33 students (94%) completed. For the affective aspect the average class reached 88%, consisting of 1 student (3%) incomplete, 34 students (97%) complete. For the category of cognitive aspects, the average class reached 87%, consisting of 2 students (6%) incomplete, 235 students (94%) completed. The average assessment of the results of affective and cognitive aspects in the first cycle can be known by the aspect assessment. The improvement of learning in activities in following basic sila learning techniques through hoop takraw games was done by looking at the completeness of the movements carried out by 35 students. There are two aspects of assessment, namely affective and cognitive. From these two aspects, the results are obtained in table 7.

From table 7, it can be seen that the first cycle of students' affective and cognitive aspects in the basic technique of sepak takraw learning through hoop takraw reached 60%, while in the second cycle there was a 27% increase reaching 87%.

So the affective and cognitive aspects of the second cycle have increased in learning to throw and crank up to 27% and the achievement of learning outcomes in learning basic techniques of sepak sila on sepak takraw through hoop takraw has very high criteria, categorized as successful or complete, because of the average score the class has reached the indicators that have been set in learning and has very high qualifications.

Table 7. Average results of affective and cognitive aspects from cycle I and cycle II

No.	Cycles	Affective	cognitive
1.	First	84%	60%
2.	Second	88%	87%

By looking at the results of the affective and cognitive aspects, it can be seen generally that in physical education learning for basic sila technical materials through hoop takraw for students' affective and cognitive aspects in general can be categorized as achieved or successful, reaching 70% with very high criteria and get very good qualifications.

4) Results of reflection in the second cycle

The planning phase in the second cycle in learning basic sepak sila techniques through the game hoop takraw smoothly and in accordance with the learning scenario, while at the action stage, the teacher or researchers have

been able to overcome the problems that occur in the first cycle and this second cycle there is an increase in learning activities basic techniques of sepak sila through the game hoc takraw.

In the second cycle, it can be concluded that the results of reflection in the second cycle, those are the results of planning, actions, observations made by the teacher or researchers have been going well and there have been changes, so that this cycle has been categorized as successful and does not need to proceed to the next cycle.

#### IV. CONCLUSION

Student activities follow the basic techniques of sepak sila in sepak takraw game through hoop takraw reached 62%, whereas in the second cycle after changing the learning scenario in the learning device design, students' activities in learning reached 86%. This means that there is an increase of 24% in the second cycle. Observation results achieved completeness in the first cycle of 31% with complete categories, while in the second cycle the success rate of learning motion reached 100% with complete categories.

The results of data obtained through observation sheets after learning in the second cycle was complete, students felt happy with the learning of sepak takraw through playing hoop takraw, and very enthusiastic in participating in learning, then the results of learning motion with sepak takraw material especially in the aspect of throwing and playing the ball better than previous learning.

For students, it can improve the spirit of learning and improve the ability to do basic techniques of sepak sila in sepak takraw game, while for teachers it can bring creative ideas and innovations to improve the quality of teaching and learning, create learning that is practical, active, innovative, effective, fun and quality.

#### ACKNOWLEDGMENT

The author is grateful for the principal, physical education teacher and all students of SMP Negeri 1 Lembang in Pinrang Regency who have helped to collect data in this Research.

#### REFERENCES

- [1] Arikunto, S, *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta, 2010.
- [2] Engel, Rick, *Dasar-Dasar Sepak Takraw. Instruksi lengkap/panduan melatih sepak takraw*. Bandung: PT Intan Sejati, 2010.
- [3] Hakim. A., Bulqini. A., and Hanafi. M, *Pengembangan Tes Untuk Pengukur Keterampilan Bermain Sepak Takraw*. Surabaya: Fakultas Ilmu Keolahragaan Universitas Negeri Surabaya, 2012, pp. 1-14.
- [4] Hanif, Achmad, Sofyan, *Kepelatihan Dasar Sepak Takraw*. Jakarta: PT. Bumi Timur Jaya, 2011.
- [5] Huda, N, *Tingkat Keterampilan Bermain Sepak Takraw Mahasiswa PJKR Reguler Dan Nonreguler Fakultas Ilmu Keolahragaan Universitas Negeri Yogyakarta*. Majalah Ilmiah Pawiyatan, 2013, 20(2), 103-118.
- [6] Iyakrus, *Permainan Sepak Takraw*. Palembang: Unsri Press, 2012.

- [7] Musfiqon, H. M, *Metodologi Penelitian Pendidikan*. Jakarta: PT Prestasi Pustakaraya, 2012.
- [8] Noor, J, *Metodologi Penelitian*. Jakarta: Prenada Media Group, 2011.
- [9] Remy Muchtar, *Pengertian Teknik Sepak takraw*. PT. Remaja Rosdakarya, 1992.
- [10] Sulaiman, *Sepak Takraw*. Semarang CV. Widya Karya, 2004.
- [11] Sugiyono, *Statistika untuk Penelitian*. Bandung: Alfabeta, 2012.
- [12] Sukan, *Sepak takraw Sekolah Menengah, Modul latihan sukan untuk guru penesihat kelab sukan sekolah*. Kementerian Pelajaran Malaysia Bahagian Pendidikan Guru, 2014.
- [13] Sulaiman, *Alat tes keterampilan sepak takraw bagi atlet sepak takraw Jawa Tengah*. Journal of Physical Education, Health and Sport, 1(2), 68-76, 2014.
- [14] Thamrin, H, *Tingkat Keterampilan Bermain Sepak Takraw Mahasiswa Fakultas Ilmu Keolahragaan Universitas Negeri Yogyakarta*. Yogyakarta: Lembaga Penelitian Universitas Negeri Yogyakarta, 2010.

ORIGINALITY REPORT

14%

SIMILARITY INDEX

12%

INTERNET SOURCES

3%

PUBLICATIONS

3%

STUDENT PAPERS

PRIMARY SOURCES

1	<a href="http://pt.scribd.com">pt.scribd.com</a> Internet Source	4%
2	<a href="http://download.atlantis-press.com">download.atlantis-press.com</a> Internet Source	4%
3	Submitted to Lambung Mangkurat University Student Paper	1%
4	<a href="http://journal.unnes.ac.id">journal.unnes.ac.id</a> Internet Source	1%
5	<a href="http://aicosh.uin-suka.ac.id">aicosh.uin-suka.ac.id</a> Internet Source	1%
6	Submitted to Pascasarjana Universitas Negeri Malang Student Paper	1%
7	Yarmani Yarmani, Syafrial Syafrial, Arwin Arwin. "THE IMPLEMENTATION OF HANGING BALL EXERCISE FOR IMPROVING KEDENG SMASH ABILITIES IN TAKRAW LEARNING", KINESTETIK, 2020 Publication	1%

8

docplayer.net

Internet Source

1%

9

- Erlina, Rita Hayati, Hariswan Putra Jaya.  
"Helping Students to Write Better through  
Reading and Writing Connections Strategy",  
International Journal of Applied Linguistics and  
English Literature, 2018

Publication

<1%

10

Submitted to Universitas Negeri Padang

Student Paper

<1%

Exclude quotes On

Exclude matches Off

Exclude bibliography On

 **Article Error** You may need to use an article before this word. Consider using the article **the**.

 **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

 **Article Error** You may need to use an article before this word.

 **Article Error** You may need to remove this article.

 **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

 **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

 **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

 **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

 **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

 **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

 **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

 **Article Error** You may need to use an article before this word.

 **Word Error** Did you type **the** instead of **they**, or have you left out a word?

 **Article Error** You may need to use an article before this word.

 **Article Error** You may need to remove this article.

 **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

 **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

 **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Wrong Article** You may have used the wrong article or pronoun. Proofread the sentence to make sure that the article or pronoun agrees with the word it describes.



**Prep.** You may be using the wrong preposition.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Confused** You have used either an imprecise word or an incorrect word.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Proofread** This part of the sentence contains an error or misspelling that makes your meaning unclear.



**Wrong Article** You may have used the wrong article or pronoun. Proofread the sentence to make sure that the article or pronoun agrees with the word it describes.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**Possessive** Review the rules for possessive nouns.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Possessive** Review the rules for possessive nouns.



**Possessive**



**Article Error** You may need to use an article before this word. Consider using the article **the**.

PAGE 2

---



**Missing ", "** Review the rules for using punctuation marks.



**Article Error** You may need to remove this article.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.



**Missing ",,"** Review the rules for using punctuation marks.



**Article Error** You may need to remove this article.



**Article Error** You may need to remove this article.



**Possessive**



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**Article Error** You may need to use an article before this word. Consider using the article **the**.



**P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**P/V** You have used the passive voice in this sentence. You may want to revise it using the active voi



**Article Error** You may need to use an article before this word. Consider using the article **the**.



**P/V** You have used the passive voice in this sentence. You may want to revise it using the active voi



**Article Error** You may need to use an article before this word. Consider using the article **the**.



**P/V** You have used the passive voice in this sentence. You may want to revise it using the active voi



**P/V** You have used the passive voice in this sentence. You may want to revise it using the active voi



**S/V** This subject and verb may not agree. Proofread the sentence to make sure the subject agrees v  
the verb.



**S/V** This subject and verb may not agree. Proofread the sentence to make sure the subject agrees v  
the verb.



**Article Error** You may need to use an article before this word.



**Article Error** You may need to use an article before this word.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.



**Missing ", "** Review the rules for using punctuation marks.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Article Error** You may need to use an article before this word.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

PAGE 4

---



**Prep.** You may be using the wrong preposition.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Article Error** You may need to use an article before this word. Consider using the article **the**.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**Article Error** You may need to use an article before this word.



**P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.



**Proofread** This part of the sentence contains an error or misspelling that makes your meaning unclear.



**P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.



**Article Error** You may need to use an article before this word. Consider using the article **the**.



**Missing ", "** Review the rules for using punctuation marks.

 **Proofread** This part of the sentence contains an error or misspelling that makes your meaning unclear.

 **Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.

 **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

 **Article Error** You may need to use an article before this word.

 **Article Error** You may need to use an article before this word.

 **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

 **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

 **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

 **Article Error** You may need to use an article before this word.

 **Article Error** You may need to remove this article.

 **Prep.** You may be using the wrong preposition.

 **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

 **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

 **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

 **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

 **Article Error** You may need to use an article before this word.

---

 **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

 **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

**ETS** **Article Error** You may need to use an article before this word. Consider using the article **the**.

**ETS** **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

**ETS** **Article Error** You may need to use an article before this word.

**ETS** **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

**ETS** **Article Error** You may need to use an article before this word.

**ETS** **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

**ETS** **Article Error** You may need to use an article before this word. Consider using the article **the**.

**ETS** **Article Error** You may need to use an article before this word.

**ETS** **Article Error** You may need to use an article before this word.

**ETS** **Prep.** You may be using the wrong preposition.

**ETS** **P/V** You have used the passive voice in this sentence. You may want to revise it using the active voice.

**ETS** **Prep.** You may be using the wrong preposition.

**ETS** **Article Error** You may need to use an article before this word. Consider using the article **the**.

**ETS** **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

**ETS** **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

**ETS** **Article Error** You may need to use an article before this word.

**ETS** **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

**ETS** **Article Error** You may need to use an article before this word. Consider using the article **the**.

**ETS** **Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Article Error** You may need to use an article before this word.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Article Error** You may need to use an article before this word.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Article Error** You may need to use an article before this word.



**Article Error** You may need to use an article before this word.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Article Error** You may need to use an article before this word. Consider using the article **the**.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Article Error** You may need to use an article before this word.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Article Error** You may need to use an article before this word.



**Article Error** You may need to remove this article.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Confused** You have used either an imprecise word or an incorrect word.



**Prep.** You may be using the wrong preposition.



**Prep.** You may be using the wrong preposition.



**Prep.** You may be using the wrong preposition.



**Prep.** You may be using the wrong preposition.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**P/V** You have used the passive voice in this sentence. You may want to revise it using the active voi



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**P/V** You have used the passive voice in this sentence. You may want to revise it using the active voi



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Article Error** You may need to use an article before this word. Consider using the article **the**.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Article Error** You may need to remove this article.



**Prep.** You may be using the wrong preposition.



**Article Error** You may need to use an article before this word. Consider using the article **the**.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**Article Error** You may need to use an article before this word. Consider using the article **the**.



**Article Error** You may need to use an article before this word. Consider using the article **the**.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Article Error** You may need to use an article before this word. Consider using the article **the**.



**Prep.** You may be using the wrong preposition.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Article Error** You may need to use an article before this word.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Article Error** You may need to use an article before this word.



**Missing ", "** Review the rules for using punctuation marks.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Article Error** You may need to use an article before this word.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Article Error** You may need to use an article before this word.