A COMPARISON OF THE EFFECT OF THE PRACTICETEACHING STYLE AND COMMAND TEACHING STYLETOWARDS HIGH SCHOOL STUDENTS' ABILITY TO BACK ROLL

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ABSTRACT

This study aims to compare the effect of the practiceteaching style and command teaching style approach on the high school students' ability in back rolls. This research used the experimental method. Sampling in this study used the purposive sampling technique which was conducted on 40 students. There are 2 main variables: (1) the independent variable is the teaching method, (2) the dependent variable is the back roll ability. The data analysis technique used in this study was the difference test or t-test with a significance level of 0.05. The results showed that there was a significant difference between the method ofpracticeteaching style and command teaching style with the tcountresults of 5.230> t table 1.686 or sig 0.000 <α 0.05. The conclusion of this study is that there is a difference between the method of practiceteachingstyle approach and command teaching style on the ability to back roll in physical education learning in learning floor gymnastics. The practiceteaching style is more recommended than command teaching style.

Keywords: teaching style, back roll, students, high school

INTRODUCTION

Learning method, or otherwise known as learning style, which is a term of similar meaning and purpose being an effort to smoothen the learning process in physical education. There are a number of books that explain and describe the forms of learning methods, specifically in physical education. The learning process of physical education does not only focus on how children understand thematerial, but is a complete form of subjects because it has the characteristics of collaborating the three dominant areas, namely affective, cognitive and psychomotor. In each area, the forms of assessment are arranged or designed in such a way that they can explain the results of student learning. In the cognitive area as explained below, Bloom's taxonomic cognitive process is a valid, reliable, efficient and effective way of evaluating learning (Hackathorn, J., et al, 2011). Thus, most of the assessment process in learning has a certain benchmark which, in this case, the cognitive process is a form of assessment that is said to be valid. Hence the learning process cannot be separated from the cognitive realm.

Physical education encourages students to have high motivation. Especially in terms of achievement, motivation is very important for a student to have because if students are able to increase their motivation in physical education, students will be more motivated to engage in physical contact activities at other leisure times (Fernández-Rivas, M., &Espada-Mateos, M, 2019). Motivation in physical education leads to an action to do something including motivation in solving problems specifically in physical education learning. Physical education has very good benefits for students specifically in problem solving, (Nopembri, S., Sugiyama, Y.,Saryono, &Rithaudin, A. 2019)

Learning in school has the meaning of interaction between teacher and students. This is in line with the education system in general. As explained below: The education system consists of several sustainability support elements which include, among others, students, teachers, curriculum, administrators, specialists, technology, physical and financial resources. However, the teacher is an important element, because the quality of education depends largely on the quality and competence of the teacher (Unal, M. 2017).

The information above explains that being a teacher, especially in physical education, has a huge responsibility in educating students through learning through motion in physical education. Physical education teachers must be able to modify the form of the method or style of teaching so that it is according to the materials that will be taught. The method designed by the teacher will have an impact on the learning outcomes. Teaching methods are the direction or influence of a teacher, therefore teacher intervention has a positive impact (Aelterman, N. , et al. 2014). In this case, the teacher must have mastery ability of the materials as well as paid attention to the characteristics of the students.

Physical education learning has a variety of characteristics depending on the various types of materials that are in it such as in the game of playing large balls, small balls, and so forth. Physical education has materials that require students to move actively. Just like in floor gymnastics, in which there are various components of complex motions, which consists of flexibility, strength, power, balance, agility and so on. Students are more interested in sports that emphasize education than competition. (Trudeau, F. & R. J. Shephard 2008).

In gymnastics or floor gymnastics in particular, the ability to maintain balance in every movement is very dominant. A person must have the ability to balance both statically and dynamically. It is important to maintain body balance and things need to be considered when learning movements and changing positions quickly (Atilgan, O.E, 2013). Gymnastics practicecan be a useful tool to improve several aspects including physical function in children. (Sheerin, K., et al. 2014).

Floor gymnastics in physical education learning is a compulsory material that must be taught by physical education teachers and followed by students. Gymnastics is a mandatory part of the physical education curriculum (Kurnik, J. F., et al., 2013). Gymnastics tends to prioritize very complex physical components requiring students to be more careful in carrying out physical education learning on gymnastic materials. This is because it is very risky for injuries if doing the movements incorrectly. Ability development must be accompanied by good motivation and emotional state. Bad emotional state can affect results. (Karageorgou, A., et al. 2019). The intensity of practiceoutside school hours can have an effect. Students with a high amount of practicehours and train regularly every week will have high achievements too, (Batista, M., et al, 2016)

The back roll in the floor gymnastics material is a branch or is included as a material that has varying components of motion as well as rolling perfectly without any additional or shaky movements. This is in accordance with the understanding that if the gymnast unites his feet when landing, he can increase his stability by placing the center of gravity horizontally near the edge of the runway and positioning the center of gravity as low as possible. (Marinsek, M., &Cuk, I, 2010). The back roll is a movement that is not easy and needs special training.

The process of teaching this floor gymnastics material often encounters a number of obstacles that are not directly realized thus the implementation of the learning process becomes less effective. It can be that the teacher lacks mastery of teaching methods or teaching styles. Another possibility is that a teacher is unable to collaborate several teaching styles that are in accordance with the characteristic of the material and the students. The main challenge faced by teachers with the implementation of physical education learning is the lack of facilities and infrastructure as well as resources or teachers in schools, not to mention the lack of knowledge and understanding of physical education by teachers and the need for practicein this regard. (Stroebel, L. C., et al., 2018).

Physical education is generally an enjoyable learning process. When observed, very rarely do students lack enthusiasm in following the physical education learning process, which proves that physical education is fun and able to foster a sense of enthusiasm and develop various components that must be possessed by students. Students tend to become bored when undergoing a learning process that does not vary. Students sometimes experience pressure and stress and the biggest source is when learning to face exams (Verma, J., et al, 2011).

In a physical education learning process teachers oftengive more emphasis on classical methods, and tend to lead to less variation in teaching styles. Teaching styles that provide opportunities for students to practiceindependently with instructional directions from teachers and teachers provide feedback to students individually are very important in any physical education material. The teacher's role is to take responsibility or hold full control in

learning (Munusturlar. 2014). The practiceteaching style is the most common teaching style that is often given in some physical education material, and make students more familiar with the trainings based on the direction and assignments of the teacher.

It is important to note that in physical education learning which tends to involve physical movement, teacher-centered teaching styles are often needed. But that does not rule out the possibility of a combination of teaching styles as an effort to achieve more effective learning goals. The command teaching style, when applied to learning in full, will make students tend to be bored. Especially in physical education which mostly involves psycho-motoric students. For the retention of psychomotor skills obtained in the guided discovery style, the student-centered teaching approach is superior compared to the teacher-centered teaching approach (Arjunan, R. &Jayachandran, R, 2012).

Teaching styles or teaching methods in physical education learning have diversity so that in floor gymnastic materials that requires students to be active in several components of physical movement, such as front or back rolling, flexibility, and balance, the role of teaching methods or teaching styles here are extremely needed. In studies that have been carried out stated that the command style, training, and inclusion can influence the level of student involvement in physical education lessons (Sanchez, B., Byra, M., &Wallhead, T. L., 2012). Students become more happy and interested in following the learning process through positive intervention from the teacher (Thodosiou, A., et al, 2016)

Physical education on floor gymnastics will certainly be more interesting for students to follow if the teacher, in providing the material, is able to master the class with excitement. The practiceteaching style provides opportunities for students to do trainings and directly provide opportunities for teachers to provide feedback to individual students. Practiceteaching style has a positive impact on motor skills (Chatoupis, C. & G. Vagenas, 2018). Using teaching methods with other variations such as a combination of teaching methods will add to thestudents interest. The teacher provides feedback and oversees the performance and students' decision making (Mosston, 2008). In the future, students will be better able to practice the movements.

Preliminary studies conducted explain that the selection of teacher teaching methods is sometimes inaccurate and less varied, increasing the rate of boredom in students because the teaching method is monotonous. Utilization of technological advances is still relatively minimal so that the teaching style carried out mostly still uses a boring style where teachers play the main role, and students become less active.

MATERIALS AND METHODS

This research is an experimental study which aims to compare the teaching styles ofpracticeteaching style and command teaching style on the results of the ability to roll back in floor gymnastics, physical education subjects.

Participants

This study uses a high school student population with a total of 420 students in Ungaran, Semarang Regency, Indonesia. Sampling is purposive sampling with the technique of determining the sample that leads to a specific goal or sample aims. The sample in this

study is students who have the lowest value on their ability, specifically to back roll, in floor gymnastics material in physical education, totaling 40 students.

Procedure

The instrument used in this study was in the form of a back roll practice test conducted before the students were given treatment (pretest) and after being given treatment (posttest) in physical education learning of the floor gymnastic material. The teacher first provides a preliminary test for students, followed by giving treatment to the experimental group. The sample was divided into two groups equally with the number of 20 students per group.

The treatment was adjusted to the group that had been prepared beforehand, namely the first group received treatment using a practiceteaching style approach while the second group was treated with command teaching style. Provision of treatment was adjusted to the implementation plan of learning that has been made previously with the final result or final test compared to the initial test and calculated the increase in grade or with the criteria of the norms of completeness as a minimum in physical education learning.

Statistical Analysis

To obtain the results referred to in this study, the data analysis techniques was done using the help of the SPSS 20.0 application with a difference test or t-test at a significance level of 0.05 or 5%.

RESULTS

The results of the improvement of the back roll ability from the pretest and posttest will be explained in the descriptive analysis below:

Table 1. Descriptive Analysis

Variable	N	Minimum Score	Maximum Score	$\overline{X}$	SD
PracticeTeaching Style	20	4	19	12	4,13
Command Teaching Style	20	-5	11	5	4,68

Description:
N : Amount of sample
$\overline{X}$: Average
SD : Standard deviation

The increase in scores obtained from the results of the back roll ability from before and after being given treatment using the practiceteaching styleare namelya minimum score of 4 and a maximum score of 19, with a mean of 12, and standard deviation of 4.13. While the results of the back roll using the command teaching style obtained was a minimum score of -5, maximum score of 11, mean of 5, and standard deviation of 4.68. To explain the results of the study, the results of the data analysis will be presented through a paired T test

Table 2.Result of *Paired T test*

Learning Result	Mean	t_{hit}	α	Sig
PracticeTeaching Style	12	13,126	0,05	0,000
Command Teaching Style	5	4,361	0,05	0,000

Based on the results of the paired T test, it was explained that there were significant differences between the results of the pretest and posttest of the back roll ability in physical education learning on floor gymnastic material using the practiceteaching style as evidenced by the results of sig 0,000 <α 0.05 showing that there were significant differences in the pretest and posttest results. The back roll ability in physical education learning using the command teaching style is proven by the results of sig 0,000 <α 0,05 which it can be explained by the difference in the average of the two learning outcomes using the teaching style ofpracticeteaching and command teaching, which is 12 for practiceteaching style and an average of 5 in command teaching style.

Furthermore, to find out the difference in the improvement of the scores between practiceteaching style and command teaching style from the results of the back roll ability in physical education learning of floor gymnastic material will be explained based on the results of the independent T test below.

Table 3. Result of the Independent Samples Test

		Levene's Test for Equality of Variances		**t-test for Equality of Means**						
		F	**Sig.**	**t**	**df**	**Sig. (2-tailed)**	**Mean Difference**	**Std. Error Difference**	**95% Confidence Interval of the Difference**	
									Lower	**Upper**
Value	Equal variances assumed	.374	.545	**5.230**	**38**	**.000**	7.4000	1.4	4.5	10.3
	Equal variances not assumed			5.230	37.24	.000	7.4000	1.4	4.5	10.3

Based on the results of the calculation of the independent sample test in table 3 above, hence to find out the difference between the dependent variable (Y) and the given treatment or independent variables (X1 and X2), it should be seen in table 4 which is the summary test results of the independent sample T test.

Table 4. Summary of the Result ot the*Independent Sample T test*

Learning Outcome	Sig	α	t_{hit}	df	t_{table}
Floor Gymnastics Back Roll	0,000	0,05	5,23	38	1,686

From the results of the above test it can be explained that there are significant differences in the back roll ability in physical education learning of floor gymnastics material using the practiceteaching style approach and command teaching style approach, as explained, the results of the calculation aretcount 5.23>ttable 1.686 or sig 0.000 <α 0.05.

DISCUSSION

Based on the test results of the analysis of practiceteaching style and command teaching style on the back roll abilityin physical education learning of floor gymnastics material, it can be explained that the practiceteaching style is better applied in physical education learning on the back roll gymnastic material, proving that students tend to respond more directly to the results of the practicewhen learning and given feedback by the teacher to individual students or exposure provided by the teacher and as well as standing as initiators of learning and managers in the implementation of learning (Jung, I., &Latchem, C. 2011). Appropriate teaching methods or teaching styles influence teacher's success in teaching (Saputra, V. D., et al, 2018), thus teaching methods or teaching styles in physical education can is said to be key in the continuity of the learning process specifically the back roll ability.

The practiceteaching style teaches students to master the material assigned by the teacher, with the criteria of certain assignments then the teacher provides feedback on the tasks the students are working on. Through students'ideas, students' self-evaluation encourages students to be able to obtain information by turning stimulus into a response (Las Johansen, B. C., et al, 2015). A teacher in physical education learning must be able to apply the teaching style appropriately and there are its own impacts for the teacher if certain learning methods are arranged during the active learning process. Intrinsically motivated teachers use teaching styles more productively to have plenty of time in physical activities among students (Hein, V., et al, 2012). The provision of teaching styles on floor gymnastics learning especially for back rolls is expected to contribute positively to both parties, namely teachers and students.

The practice teaching style given to students before starting on the core material will add stimulation to imitate the correct movements in accordance with the direction given by the teacher. This results in developing students' critical thinking about the subject. Positive responses of students in following physical education learning will also increase with methods combined with other things such as giving demonstrations by teachers or students who are believed to have the ability in this matter or are said to be more capable / skilled. Provision of treatment is adjusted to the time available according to the applicable curriculum. The use of teaching styles can increase opportunities in the process of improving cognitive aspects, (Papaioannou, A., et al, 2012). Long-term studies, with more treatment periods may produce more reliable findings than this, which focuses on the present. (Liosi M, 2018; Alatzoglou, A., et al. 2017)

The method used as a treatment in this study both has advantages and disadvantages. The teacher must be able to understand the type of material, the condition of students and the number of students there. Teachers need to use the right instructional approach to achieve the expected positive results. The results of the practiceprocess, such as learning, are influenced by the technical complexity of the composition and the level of readiness of the subject. (Syvash, I., et al, 2019; Alcalá, D. et al, 2018). Therefore the from teacher's ability to understand the various characteristics, it is expected that they are able to deliver the material in the learning of physical education precisely and the learning process can be implemented effectively and the composition of learning material will be better.

Learning physical education, specifically the ability to do back roll in floor gymnastics material has a level of difficulty that not all students are able to do smoothly. In order for this, there needs to be special practiceanda combination with the right teaching styles. Besides that, the role of parent support is important. Parents here are an encouragement for children / students. In other contexts there has been a close relationship between children or students and parents in physical activities or the process of learning physical education and sports. (ReverterMasià, J., et al, 2013).

CONCLUSION

Based on the results of the study, in the discussion described above, it can be concluded that there are significant differences between the results of the pretest and posttest of back roll ability in physical education learning of floor gymnastics material using the practice teachingstyle and command teaching style. Furthermore, the scores resulting from the improvement of the back roll ability in the learning of physical education on floor gymnastics material using practiceteaching styles and command teaching style showed significant differences. Based on the results of the research and data analysis, it can be concluded that the method ofpracticeteaching style approach is more recommended to be applied in an effort to increase the ability to do back roll than the command style of teaching.

LIMITS OF THE RESEARCH

The limitations of this study are that the research is carried out on active students so that in giving controlled treatment becomes less maximal which influences the results of the research conducted. Another limitation in this study is the limited time hence efforts to optimize the results of treatment that are more effective are limited to one sub material, namely the ability to back roll.

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