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EFFECT OF STYLE EXERCISE, FORCES COMMAND AND INTEREST TO PLAY BASIC SKILLS FOR VOLLEYBALL (EXPERIMENTAL STUDY ON STUDENT SMP N 1 SUNGAI GERINGGING PADANG PARIAMAN)

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ABSTRACT

Based on the observations of the researcher in the field is seen that the basic skills of volleyball techniques schoolgirls Junior High School 1 Geringging River Padang Pariaman District is still low, and many students have not mastered the basic techniques of volleyball well. The purpose of this study was to Determine the effect of differences in practice style, commando style and interest in playing the basic skills of volleyball. The design of this research is quasi-experimental, using a 2x2 factorial design. The population of this research was female students at grade VII of schoolgirls Junior High School 1 River Geringging roommates Consist of 90 female students. The samples of this research were 48 female students of grade VII after classified the population into high-interest level playing ($90 \times 27\% = 24$) and low-interest playing level ($90 \times 27\% = 24$). The instrument used to collect the data was basic volleyball the test. Data were Analyzed by Two-Ways Anova and Followed by Tukey test. The result of the data analysis shows that: 1) There is a significant result of volleyball basic skills practice between style and commanding style group ($F_{\text{observed}} = 5.49 > F_{\text{table}} = 4.04$), 2). There is an interaction between teaching style and playing style toward the improvement of basic volleyball skills ($F_{\text{observed}} = 5.98 > F_{\text{table}} = 4.04$). 3) In the high-interest category, the group trained by Practice Style has a better result than the group trained by Commando Style. ($Q_h = 4.80 > Q_t = 3.77$), 4) In a low-interest category.

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INTRODUCTION

Coaching the sport today has grown based on the scope of their implementation as stated in Article 17 explained that "The scope of the exercise includes the following activities: (a) sports education, (b) a recreational sport, and (c) sporting achievement." With the scope of a well-established sport, then regarding sports policy will run more targeted following the principles and goals of implementation for each other and have a healthy relationship with one another. Health physical education and sports are an integral part of the education system as the whole. Therefore, the implementation must be directed at achievement that. Aim purpose sports physical education and health not only develop physical realm but also develop all participants complete did.

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In sports, physical education and health aim to develop cognitive, affective and psychomotor. Selain the physical education and health also seek to establish the health aspects, critical thinking skills, emotional stability and leads to reasoning. Through physical education and health exercise is expected of students can gain a variety of experiences and personal expression that is fun, creative, innovative and skilled. Particularly in the sports volleyball in improving basic techniques of volleyball skills required efficient and effective teaching style. With an effective teaching force and teacher can convey information efficiently exercise. Teaching style is seen how a teacher or coach to send material to students to be absorbed and applied by the previously instructed. Because the teaching styles are ways planned in a systematic and goal-oriented. Through teaching style proficiency level, it can be arranged training programs and materials will be able to facilitate the students mastered the basic techniques of volleyball.

The reality on the ground learning styles used by teachers of physical education lessons in delivering the lesson material that uses conventional made. Learning styles of watch making students feel tired and bored in participating in the learning process. Teachers only describe the techniques in a volleyball game without noticing and correcting any method that made students. After direct observation field observation result that the necessary skills of volleyball students still far from criteria minimum completeness (KKM). There are factors that influence poor necessary skills of volleyball students among others, facilities and infrastructure are inadequate, the style used in the learning process, the ability of teachers, low participation of students in the process of learning the skills of students in playing volleyball can be seen as students tend to just keep quiet and just listening without providing a relevant response to the study materials. Low skills playing volleyball student test-taking views on the matter of volleyball as in testing the service, there are still a lot of errors made by students. As well as *service*, The techniques above and passing under the student is still a lot of mistakes; errors committed students to have an impact on the ball that thrusts passing so the effect on the accuracy of the ball. The low efficiency of effects on learning outcomes in the material student, because volleyball skills test using a predetermined target.

Factor Another influence is the necessary skills of volleyball student interest in playing. In the learning process necessary to taste vegetarian to move students in achieving the desired objectives, which can perform techniques correctly volleyball game. The most critical interests that must be owned by students in the play is a pleasure in itself. Because the benefit is to be able to encourage the students to follow a learning process. To foster interest in playing students that are expected to increase participation in the learning process should be designed in creative learning, which allows the interaction and negotiations to create the sense and meaning construction within students and faculty to achieve meaningful learning.

Ideally, students have a high level of interest in playing it will be easier to learn the basic techniques of volleyball skills, and this is because students felt happy and unencumbered in play. Thus the students with a keen interest in playing will be more repeated the motion so that the basic techniques of volleyball will perform better when compared with students who have an interest in playing low. To improve the necessary skills of volleyball students need to hold a series of exercises. In conducting a series of such activities, there are a few things that need to be considered by the teachers that can affect the process of training proficiency level. Factors affecting among other infrastructure to support, students' interest in participating in the exercise, talent and motivation in participating in the training process, and anatomy body of students is a factor influencing the factors that cause has not been increased the ability to play volleyball student is learning model used. Teachers should be able to choose the right style of teaching to improve the necessary skills of volleyball student SMP Negeri 1 Geringging River, although many teaching styles that can improve student skills in playing volleyball including exercise style, commando style, the style of guided discovery, divergent styles and so on. But for students of SMP Country 1, Geringging River is unclear which style can enhance the basic skills of volleyball. Although from a few studies that exist, that all teaching style called can improve the necessary skills of volleyball. But still can not be determined with the certainty of teaching styles are most

appropriate to be done in developing the necessary skills of volleyball, especially students of SMP N 1 Geringging River. To the researchers interested in researching to see which teaching styles that can be used to improve the necessary skills of volleyball student SMP Negeri 1 River Geringging especially female students. Volleyball games include sports that have a lot of movement and a lot going on over the passing move, passing under and service down. Every time movements change according to according to the arrival direction of the ball. Skills covered and open when it is frequent repetition it will go to the automation that according to our works and material that has been studied. At the end of opening and closing movement skills in the game of volleyball into motions automation and rapid multiplex when combined at the whole game techniques, so that characterize the modern volleyball game. Thus the movement skills in the game of volleyball can be said to be the result of an exercise movement skills base which is planned to go on the skill level that matures at a high speed means skill proficiency level into motor skills fast reflexes, where students do not have to think about planning a combination of movements or phases of action, but the change occurs automatically for service and passing technical mastery.

Theoretical basis: According Mosston (2008: 39) "The style of this exercise gives students to practice individually and independently, as well as provide time for teachers to give feedback (feedback) to students individually or private". Here students work on assignments given by teachers in the task model and coach part delegate authority on students. Teachers give assignments ideally motion in writing in the form of task cards to the students were then given the opportunity and power to determine their own pace and progress of learning. Transfer of individual decisions of the teacher to the student who creates a new relationship between teachers and students, and between students and the task itself. So from this statement that the transfer of the decision of the teacher to the learner then for the newly arrived student situation is a change of command to the teacher. For that students need to understand their role so that they feel comfortable with their new responsibilities. Definition of style exercise is the velocity of roles between teachers and students. Teachers explain and demonstrate a model of the movement and the students are given time to carry out the task while watching the performance of teachers and students came in turns and provided feedback to the athlete individually. In practice teaching style described by Alnedral (2008: 43), that is different from the method of teaching practice teaching style commando especially changes in tasks and discovery. Where students move by the manual functions that are prepared by teachers and its implementation, the students should know or know to expect from the class, receive administration tasks, make decisions while explaining the works, and receive feedback (feedback). To smooth the job of teachers to provide time to organize: (1) when starting the exercise, (2) when to stop, (3) a pause between one task and another. Exercise in principle is to provide pressure or physical stress regularly, systematically continuous, such as to improve the physical ability to do work (Fox, 1988: 7). So a systematic practice by providing increased load and performed repeatedly will increase the physical ability to do one's job. Each type of exercise has a form of exercise in itself according to Syafruddin, (1996) practice is "describes a process of teaching or processing training materials such as movement skills and forms of execution are repeated through the guidance of

varying" above understanding can be understood that the exercise was the activities carried out repeatedly and had a diverse guidance. Besides, practice is the realization of the material given. From two senses can be noted that the exercise is a manifestation of the materials arranged planned and systematic manner. Teacher Strategy approach characterizes commando style makes all the decisions in the anatomy of learning styles. Teachers who make decisions about the form, tempo, sequence, intensity, assessment and goal setting for each stage learning. While students respond to all the teacher's decision. So it can be said that all the decisions together with the decision of students. In the teaching style of command or commands, all decisions are taken by teachers. The teacher's role is to make all the choices before, while and after learning. While the role of the student should, namely to implement, follow and obey the teacher.

Lutan (2002: 82) states "from planning to implementation, is totally dependent on the teacher orders." This means the only player to hear the explanation and imitate the implementation of tasks performed by teachers. Alnedral (2002: 26) says the same thing "the teacher's role is all the decisions before the exercises begin until after the workout. The role of the player is to ask, follow and obey ".Each movement is shown through the demonstration given by the teacher, then any decision concerning the location, posture, start time, form the rhythm of time, stop time, duration and interval made by the teacher. Marimba (1984: 79) Expressing interest is a tendency for the soul towards something because we feel there is interest with something in general interest such akanhal accompanied by feelings of pleasure. Interest is always related to a matter of necessity or desire someone who is interested in something custom to have a strong urge to act against activities that interest him actively. Furthermore, Taringan (2008: 98) states a person interested in something because it is used to make him happy otherwise something that is considered disturbing then he would not be interested in it. A person who is interested in what they enjoy, they will do things in senangnya and so are the students who are interested in playing in volleyball skills while doing engineering Passing on, passing under and service under the student will earnestly to learn it.

METHOD peneltian: This study is an experiment aimed to compare two different treatment to the object of research by using design techniques factorial. According to Sudjana (1991: 109) factorial experiment is an experiment that most or all another level of a factor in this study experiment. Data drafted a framework of research design with the 2x2 factorial design.

Table 1. 2 x 2 Factorial Design

Motivation Practicing	training methods	
	style Command	style Exploration
High	(A1B1)	(A2B1)
Low	(A1B2)	(A2B2)

According to Sugiyono (2010: 118), The sample is part of the number and characteristics possessed by the population proficiency level. In this study, the sampling carried out by random sampling technique. From these explanations it conducted a random sampling and based on the specific objectives of the total population of 90 people affordable female student who is in charge as the sample frame, volleyball princess Karana necessary capabilities are lower than men's.

The next step in each group carried interest test to all members of the group play with a questionnaire that was made sebelumnya. Results of the questionnaire are then sorted from highest score to lowest score. To determine the high and low category an individual score for each treatment group can be done by dividing the members of the group with percentage techniques (post hoc blocking). Percentage technique in question is set 27% of the group scored highest and 27 lowest scores for each group. Thus obtained the number of samples in each treatment group was 48 students consisting of 24 students to score top group and 24 students to score lower group obtained from (27% of 90 = 24.3 which is rounded up to 24 students). Initial tests conducted on four groups to play exercise style with high-interest categories (A1B1) and low (A1B2), then the two groups for the form of play command with high-interest categories (A2B1) and low (A2B2) is then given exercises designed by the program.

The final test is done after being given treatment to the four groups, the two groups to training with interest categories playing high (A1B1) and low (A1B2), then the two groups to force command with interest categories performing high (A2B1) and small (A2B2) given practice in accordance with the program designed. The data obtained will be processed by analysis of variance (ANOVA) followed by a two-lane and Tukey test when interactions between variables are teaching style with a variable interest in playing. Therefore, this study used a 2x2 factorial design, the analysis of data using ANOVA technique in two lanes, with a level of $\alpha = 0.05$. Before the data were processed using the method of Analysis of Variance, first tested Anava requirements, the test for normality using Liliefors Test and Test homogeneity of variance using Bartlett test with significance level $\alpha = 0.05$.

RESULTS AND DISCUSSION

Based on the calculation results into eight groups normality test research design above is found that the price Lobesvasi (Lo) obtained less than the price Label on the real level of 0.05. It can be concluded that all groups of data in the table this study were drawn from the customarily distributed population so that it can be used research hypothesis testing. This research hypothesis testing was performed using ANOVA two-lane. Kemudian does a further test using the Test Tukey. Use the ANOVA two-track technique aims to determine the individual contribution of independent variables on the experimental results (primary effect) and to determine the impact of the interaction (interaction effect). The primary influence in this study was: (1) the difference in the effect of the necessary skills of volleyball group given exercise style and the style of command. (2) the difference in the effect of the interaction between exercise and style commando style with interest in playing against the necessary skills of volleyball. Based on the summary of the calculation results Anava two lines above it can be argued that: (1) The alternative hypothesis (H_a) states that there are differences between the groups were trained in the style of exercise and command style acceptable, as the result of the calculation shows that $F_{hitung} = 5.49 > F_{tabel} = 4.04$. (2) The alternative hypothesis (H_a) states that there is an interaction between teaching style and interests play in their influence on skill improvement volleyball students accepted because we found that $F_{hitung} = 5.98 > F_{tabel} = 4.04$. Could conclude that there is the significant interaction between the teaching style interest in playing against the necessary skills of volleyball.

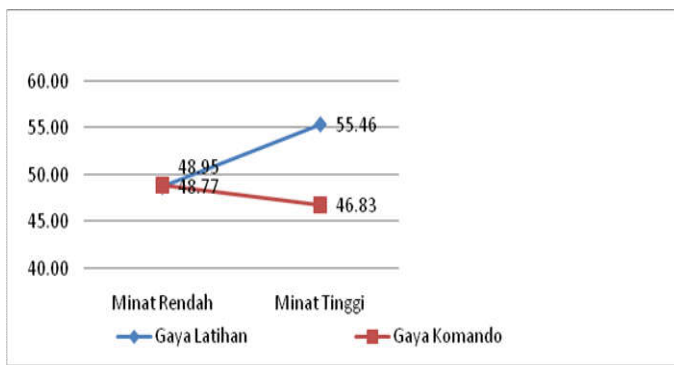


Figure 1. Interaction Teaching Style and Interests Playing

With research confirming the hypothesis demonstrated that there are significant interactions between teaching and interest force against a base of volleyball skills improvement, then the analysis should be continued with the Tuckey test. Detailed calculations Tuckey test can be seen in the attachment whereas Tuckey summary of test results presented in the table below:

Table 2. Advanced Stages Anava With Tuckey Test

The comparison group	DK	Qh	Qt = 0:05	Information
A1 and A2	0.77	3:30	2.92	Significant
A1B1 and A2B1	0.99	4.80	3.77	Significant
A1B2 and A2B2	0.99	0:10	3.77	Not significant

Based on the test results further by using Tuckey test above can be stated that: (1) The study hypothesis was first started playing volleyball skills in the style of the group given exercise (A1) results are better than the group given a commando style (A2) is rejected. Based on the calculation, ($Q_h = 3.30 > Q_t = 2.92$), the mean score of the style of exercise (A2) 52.11, significantly higher than the average score commando style (A1) = 47.89. (2) The second study hypothesis which states that there is an interaction between the teaching style to play against skill base of volleyball interest received, this means that an increase in the basic skills student volleyball determined by the interaction between teaching styles employed and interests samples that follow the training process. (3) The research hypothesis third stated that the interest in playing high, the group given the style of exercise (A1B1) the result is higher than the group given commando style (A2B1) is accepted, based on calculations, ($Q_h = 4.80 > Q_t 3.77$), average scores style exercise (A2B1) = 55.46 is significantly higher than the score of the style of command (A1B1) = 46.83. (4).

The study hypothesis fourth stating that the interest in playing low, the basic skills of volleyball trained with command style (A2B2) were higher than those trained by exercise style (A1B2) is rejected, the average score of basic skills member volleyball group A2B2 = 48.95 did not differ significantly with an average score improvement of basic volleyball skills group members A1B2 = 48.77 ($Q_h = 0:10 < Q_t = 3.77$) the group given the style of exercise (A1B1) the result is higher than the group given commando style (A2B1) is accepted, based on calculations, ($Q_h = 4.80 > Q_t 3.77$), average score style exercise (A2B1) = 55.46 is significantly higher than the score of style command (A1B1) = 46.83. (4) The study hypothesis fourth stating that the interest in playing low, the basic skills of volleyball trained with command style (A2B2) were higher than those trained by exercise style (A1B2) is

rejected, the average score of basic skills member volleyball group A2B2 = 48.95 did not differ significantly with an average score improvement of basic volleyball skills group members A1B2 = 48.77 ($Q_h = 0:10 < Q_t = 3.77$) the group given the style of exercise (A1B1) the result is higher than the group given commando style (A2B1) is accepted, based on calculations, ($Q_h = 4.80 > Q_t 3.77$), average score style exercise (A2B1) = 55.46 is significantly higher than the score of style command (A1B1) = 46.83. (4) The study hypothesis fourth stating that the interest in playing low, the basic skills of volleyball trained with command style (A2B2) were higher than those trained by exercise style (A1B2) is rejected, the average score of basic skills member volleyball group A2B2 = 48.95 did not differ significantly with an average score improvement of basic volleyball skills group members A1B2 = 48.77 ($Q_h = 0:10 < Q_t = 3.77$) based calculations, ($Q_h = 4.80 > Q_t 3.77$), average score style exercise (A2B1) = 55.46 is significantly higher than the score of the style of command (A1B1) = 46.83. (4) The study hypothesis fourth stating that the interest in playing low, the basic skills of volleyball trained with command style (A2B2) were higher than those trained by exercise style (A1B2) is rejected, the average score of basic skills member volleyball group A2B2 = 48.95 did not differ significantly with an average score improvement of basic volleyball skills group members A1B2 = 48.77 ($Q_h = 0:10 < Q_t = 3.77$). The findings of research conducted at SMP N 1 Sungai Geringging Padang Pariaman District is consistent with research findings being addressed in the previous section of this chapter. This is due to that to get the basic volleyball skills to need to be seen teaching style method we give and should also be seen playing the existing level of interest in the student's self

Conclusion

Based on the findings of the study and discussion of research results can be summarized as follows: (1) The significant difference between the students who were trained to use force exercise with students who are trained to use force command. (2) There is an interaction between the teaching style to play against increasing interest base of volleyball skills. (3) In the high interest in playing, style exercises greater influence on style command against improvement of basic volleyball skills. (4) In the lower interest in playing, no significant differences effect between style commando-style training on volleyball base skill improvement. Based on the results of statistical calculations to the data obtained can be concluded that the practice style and the style of command alike can improve the skills of playing volleyball. However, when the viewed magnitude of the increase of each form of teaching is applied, the force exercises a more significant improvement when compared to commando style. This indeed will be the guidelines and calculations for the trainers (instructors), volleyball student SMP Negeri 1 River Geringging and society. For those who want to improve the skill of playing volleyball already course teaching styles mentioned above can

be done to improve the necessary skills of volleyball. However, a more effective force in improving essential skills volleyball is workout style. This is because, Style exercise is required to be selected and designed by the coach, the style proper exercise set will be able to influence the necessary skills of volleyball which is owned by the students, but the success of the style of exercise that is applied by the coach will affect by other factors, one of which is of interest to play, This is due to the interaction between the teaching style with an attention to play. Interest in playing high specified will make the students do not feel bored so that students can display the skill ability volleyball to the maximum, while students who have an interest bet that low would be less zeal so that the skills possessed by the student will not be displayed to the fullest, and therefore in improving the skills of playing volleyball. Interest is an essential element in the game of volleyball, with a high benefit / well then the player will be able to perform optimally in playing volleyball. Investment needed to overcome the saturation due to the many committed student's movements during practice or a game. In the style of exercise, students will be more active than the form of the command. Therefore, students are trained using highly charged style exercise to have a high interest. Exercise style is a style that has a frequency greater movement than the commando force so that the implementation is the style workouts more effective when backed by high interest in playing. Therefore, the high level of interest in playing, necessary volleyball skills by the style of exercise is better than the group given commando style.

Style exercises and command style is the style of teaching to improve the skills of volleyball. Skills of volleyball will be increased if interest in playing that well supports it, because students who have interest in playing that well will be able to obtain the results of the exercise to the maximum, but if the ability of interests to play a player is low, the training does not give effect to the fullest to increase game skill volleyball student itself. Therefore, in the importance of representing the profound category influence exerted by force and commando exercise did not differ significantly. Based on these findings, the trainers (instructors) are required to identify the weaknesses and strengths of each style of teaching (exercises and command). This is because, by knowing the shortcomings and advantages of each method of teaching, trainer (instructor), and community members analyze the needs of each. In addition to the initial conditions, the individual must be considered because both forms of this teaching style will have different impacts on the side of the anatomy, physiology, and psychology.

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