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Strengthening The Tolerance And Cooperative Character through Volleyball Learning

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Abstract

Physical education has a critical position in national education and is very popular to become students' favourite. One of the physical education lessons is volleyball which has several potential aspects for building the students' character. This research aims to identify the strengthening of tolerance character in volleyball learning; and the strengthening of cooperative character in volleyball learning. This research method used four design stages: planning action and observation, reflection after the reflection, and replanning, which is planned for two cycles. The results show that in cycle one, the tolerance character is 48% and in cycle 2 is 80%. Meanwhile, the cooperative character in cycle 1 is 49%, and in cycle 2 is 79%. These results confirm that character strengthening can be conducted in all physical education lessons, including volleyball. Based on the results, systematic volleyball teaching can conclude tolerance and cooperative character strengthening.

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INTRODUCTION

Physical education has a critical position in the Indonesian education system and is closely integrated with the national education system. Activities carried out by physical education are not only related to how to develop human abilities but also improving cognitive standards that include critical thinking abilities and affective standards, which reflect norms such as tolerance between students and teamwork abilities. Thus, physical education will also accelerate the achievement of educational goals to produce a generation that is not only morally straight but also intelligent, has a good personality, and displays commendable character for fellow human beings. (ME Winarno, 2018; Sophonhiranrak, 2021)

Character education has now become a national priority with the birth of a policy called Character Strengthening Education (PPK) (Ariestina, 2019), which includes several long processes of empowerment movement, which is empowering (the students' ability in humanization process) and humanizing (the process of cultivating) (Surya, 2017). For Indonesian to have solid and commendable characters (Permana et al., 2021; Aswara, 2019). So educational institutions are a vital instrument as a socialization medium of acculturation and enculturation in forming the nation's character (Supa'at, 2014). This is where the importance of character education becomes a movement which is not only the responsibility of the teacher alone but also the responsibility of all components of society.

Character is related to human character and behaviour, which is internalized from the environment. Changes in individual character will be better based on moral and ethical values applied and approved in society (Santika, 2020). So the stages of character education are instilling knowledge, strengthening feelings, and rationalizing actions that will become one's character (Munawwarah, 2019). Thus, it is necessary from an early age to be literate about character, so the students can understand the importance of character, as well as how to train the feelings which can grow awareness of human rights and obligations towards other humans and strengthen their implementation in a small scope to a vast realm.

One of the national characteristics that need to be taught to children is tolerance. Tolerance is needed in a multi-ethnic, multireligious society like Indonesia (Pajariato et al., 2022). It is a complex and broad sociocultural condition as a mega-diversity country. Indonesia is a country consisting of various ethnic, cultural, and religious groups, with each one of them plural and heterogeneous (Pitaloka et al., 2021). Tolerance means accepting these conditions as a form of democracy (Sahal et al., 2018; Dwi et al., 2018)) respect is also included in accepting and appreciating the world's cultural diversity (Hjerm et al., 2020). Moreover, they can refrain from everything that may not be liked (Janmaat & Keating, 2019). Tolerance relates to the sociological context as a virtue of accepting others (Aryani & Wilyanita, 2022).

Tolerance is essential because it can affect an individual. Thus, the attitude of

tolerance must have the elements that must be emphasized in expressing it to others. These elements include, among others; (a) freedom (giving independence); (b) human rights (recognizing the rights of every person); (c) human and religious respect for others' beliefs (Azis et al., 2018). To the Equivalent Institute Report, in 2020, there are ten cities in Indonesia with the highest Tolerance City Index (IKT) such as Singkawang, Salatiga, Ambon, Kupang, Manado, Tomohon, Surabaya, Kediri, Sukabumi, and Bekasi (Equivalent Institute, 2020). This indicates that all local governments are starting to realize that tolerance is one of the needs of city residents to progress and prosper their citizens.

In addition to tolerance, another critical aspect is the ability to collaborate and cooperate, as an attitude of interaction behaviour between each individual in a group which carries out tasks and exchanges information and knowledge together (Princess & Arifin, 2022). Cooperative has become one of the essential characteristics that every student must own because every human has social aspects that need each other (Rozi & Hashanah, 2021). So, collaborating is key in any educational endeavour (Maros & Junior, 2016; Triansyah et al., 2020a). A sports team must have a team that can work together with discipline, courage, and intense perseverance (Laxmi et al., 2021).

Volleyball is a sport where the game consists of teams that require cohesiveness, cooperation, and at the same time, tolerance to be successful in every match. The development and improvement of tolerance and cooperative

characters are very relevant to the type of team game such as volleyball. The results of Lumba's research prove that the character of cooperative can be developed, for example, by my ball-my friend game, which can increase cooperation through warming-up and cooling down activities as well as games in a team that must accept each other's differences from group members (Dolphins & Blegur, 2020).

The results of other studies have found that PJOK lessons can form an excellent cooperative character (Fauzani, 2018), also form the character of tolerance with traditional games (Simamora & Nugrahanta, 2021), develop insight and tolerant character with game education (Nugraheni et al., 2021). Physical education can shape ethics, morals, and character (Erfayliana, 2015), as well as other positive values in sports that must be internalized by students (Aditia, 2015). The results of these studies still separate cooperation and tolerance, nor have they specifically discussed the relation to volleyball.

Based on the results of previous research, this study aims to improve the character of tolerance and cooperation in volleyball games. The findings of this study will help develop character education that integrates with popular sports in Indonesia. Sport is not only related to achievement alone but in the form of noble values derived from the nation's culture and religion, which must be strongly internalized.

METHODS

This research is classified as action research in volleyball learning (Ramadan & Juniarti, 2020). The research subjects are 25 students of the Physical Education Study Program at the University of Muhammadiyah Palopo who were given treatment according to the research objectives. This research is participatory and collaborative research based on the problems that arise in the character of students' tolerance and cooperation.

In the design action intervention/cycle where this study uses the Kemmis Mc, Taggart model in Arikunto. The design action intervention is a cycle that includes the planning stage in action, observation and reflection. After completing the reflection, replanning and arranging a written modification in the form of a series of actions and observations. Moreover, that is how to form a cycle data analysis technique used in this study. Quantitative descriptive analysis is used to describe an action which can lead to improvements and changes for the better (Suharsimi, 2015). Through systematic steps, they can record the character of tolerance and cooperation through volleyball games. The targets planned in this study are (1) changes in student behaviour by 70%. At this stage, it begins to develop, with the condition

that students have been able to show various signs of behaviour stated in an indicator because, in addition to understanding and awareness, they also receive reinforcement from the immediate environment and the wider environment (Socionomy Stage). (2) after the performance/psychomotor test, the average score of the student's ability is at least 70% or in the excellent category (Triansyah et al., 2020b).

RESULTS AND DISCUSSION

Result

Based on the results of reflection and observations conducted collaboratively, an analysis is carried out on character strengthening in volleyball learning. Identification was carried out on 25 students observed from pre-cycle to cycles 1 and 2. From the observations that had been made, there had been an increase in the character of tolerance and cooperation in volleyball learning. The pre-cycle stage is carried out before the researcher, and the lecturer conducted the treatment, as well as a baseline for the value of tolerance and cooperation. The following is the average value of the increase in each cycle.

Table 1. Character Strengthening in Cycles 1 and 2

No	Observation Aspect	Pre Cycle	Observation result		Enhancement
			Cycle 1	Cycle 2	
1	Tolerance	30%	48%	80%	32%
2	Cooperative	27%	49%	79%	30%

Data source: processed

In general, there is an increase in the students' character in volleyball learning. At the pre-cycle stage, the tolerance character got a score of 30%, while in the cycle, it increased to 48%, and then in cycle two again experienced an increase of 80%. The increase from cycle 1

to cycle 3 is 32% and meets the target of at least 70%. While on the cooperative character, at the pre-cycle stage, it was 27%, then cycle one increased to 49%, and in cycle two, it was 79%, so it experienced an increase of 30% from cycle 1 to cycle 2.

Table 2. Observation Results of Tolerance Character

No	Tolerance Character	Observation result		Enhancement
		Cycle 1	Cycle 2	
1	Students respect each other's ethnic and religious differences in volleyball lessons	52%	72%	20%
2	Students pray according to their respective religions and beliefs	36%	76%	40%
3	Students respect and help each other even though they have different abilities in volleyball	40%	80%	40%
4	Students do not say harsh words when a friend makes a mistake	44%	84%	40%
5	Students mingle with one another regardless of ethnicity and religion	48%	76%	28%
6	Students discuss with each other and respect differences of opinion	44%	84%	40%
7	Students do not bring jokes that discriminate against certain ethnic groups or religions	48%	84%	36%
8	Students end by praying according to their respective religions and beliefs	68%	84%	16%

Data source: processed

Table 1 can be analyzed in cycle 1. The lowest tolerance attitude is in item number two (students pray according to religion and belief) 36% of students pray according to religion and their belief. From the researcher's observations, many students still need to be serious about praying. Some are playing games or joking with friends beside them when praying, so they concentrate on something other than praying. At the same time, one aspect of tolerance is a sense

of respect for every believer who prays according to their respective religions and beliefs. In cycle 2, the item increased to 76% after the lecturer showed awareness that an athlete's appreciation for friends who are praying and worshipping must be done because it is also a strength in playing volleyball.

Meanwhile, the highest tolerance attitude is in item number 8 (ending the activity by praying according to religion and belief), as

much as 68%. Lecturers give warnings and directions when starting the activity with prayer, and many are still joking, and at the end of the activity, students begin to pray regularly. From these observations, students have begun to pray earnestly and solemnly. However, there are still some less severe students, and some have different religions, but they respect each

other. In cycle 2, this item increased to 84% or an increase of 16% from cycle 1. Thus, the character of tolerance in volleyball learning continues to be strengthened.

Likewise, the cooperative character experienced an increase in cycle one and cycle 2. As follows:

Table 3. Observation Results of Cooperative Character

No	Cooperative Character	Observation result		Enhancement
		Cycle 1	Cycle 2	
1	Learning is carried out in a friendly atmosphere, between students and students, and lecturers	40%	76%	36%
2	Students help each other in the warm-up process and the implementation of volleyball lessons	44%	84%	40%
3	Students follow the instructions of the class leader in the learning process	48%	72%	24%
4	Students work together in preparing tools and volleyball courts	56%	84%	28%
5	Students provide information to each other regarding volleyball materials	40%	68%	28%
6	Students close the lesson with a prayer together	52%	76%	24%
7	Students together clean the field and tidy up the tools	60%	80%	20%
8	In an orderly manner, students leave the volleyball court	48%	88%	40%

Data source: processed

The lowest cooperative attitude is in item number 2 (students help each other in the warm-up process) by 44%. The observation results show that some students are still playing around, even though warming up is necessary to avoid injury. Some students warm up individually, even though many warm-up movements can be done in groups. In cycle 2, this item increased by 40% to 84%. This happened after the lecturer gave directions and grouped the students into several groups. Directions and guidance from lecturers or

trainers can foster a robust cooperative character among students.

Meanwhile, item number 7 (cleaning the field and tools together) in cycle 1 got the highest score of 60%. Students in cycle one have started cooperating in cleaning the field and tidying up the tools, although some still need help. After the intervention and in cycle 2, this item increased to 80% or an increase of 20%. Lecturers, researchers, and students work together in volleyball learning, which makes

these characters experience strengthening and improvement.

In addition to an increase in the character of tolerance and cooperation, an increase also occurred in the temporary score (UTS) of

students who took volleyball classes. Improvements in learning patterns will impact students' knowledge, attitudes, and behaviour so that the output of semester scores increases.

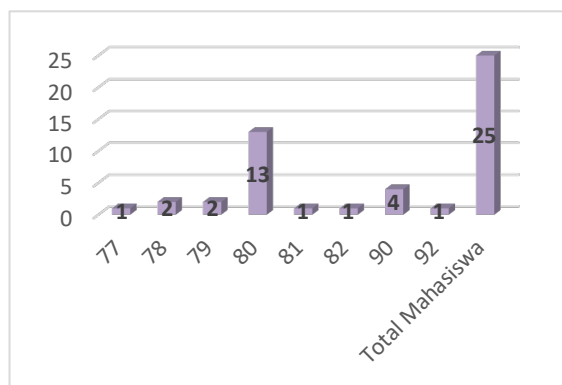


Figure 1. Graph of volleyball class student scores

In Figure 1, it can be seen that three students who took volleyball classes scored in the range of 77-79 (B+), 19 students scored 80-90, and 1 person scored above 90. Physical education study programs, especially volleyball lessons, emphasize practice, although this sometimes causes students' scores on theoretical aspects to be low. (Divine et al., 2020; Ramadan & Ningrum, 2019). So the lecturers need to innovate learning so that theory and practice run proportionally and in balance (Ruslan & Huda, 2019). Thus, students have the knowledge, attitudes, and skills to implement physical education learning, especially volleyball.

This analysis has practically been supported by several other studies related to the analysis that physical education is closely related to strengthening the tolerance character because sports are taught sportsmanship and

respect for all athletes (President et al., 2021; Purwadi, 2022; Sofyan et al., 2021). In contrast, cooperation is also closely related to the pattern formed from physical education (Maulana et al., 2021; Rahman, 2021; Hidayat & Iskandar, 2019). Tolerance and cooperation are needed in physical education, learning alone, and all life aspects that require tolerance and cooperative character. Even now, these two characters have started to fade, especially among teenagers. Cultivating character through physical education is the time to be strengthened by improving educators' quality and learning processes. The young generation who are active in being volleyball athletes needs to understand and have behaviours that reflect tolerance and cooperation. The era of the industrial revolution 4.0 requires these characters in order to be able to live in competition and side by side with nations from all over the world. The Indonesian

people have had a long experience since thousands of years ago to create a tolerant and cooperative society, working together to realize mutual prosperity. Welfare is focused on the external aspect and the human mind.

Discussion

The data analysis results of this research practically have been supported by a few types of research related to the analysis that physical education is highly related to tolerance character strengthening since physical education is taught about positivity and honour towards all athletes (President et al., 2021; amadan et al., 2021; Purwadi, 2022; Sofyan et al., 2021). While on the cooperative character is also related to physical education forms (Maulana et al., 2021; Rahman, 2021). Tolerance and cooperation are necessary for physical education and the whole aspect of life, which needs tolerance and cooperative character. Moreover, these characters have faded, especially in teenage life. Character preservation through physical education is needed to be strengthened by improving the quality of education and the teaching process.

The research results of strengthening tolerance show a strong relationship with volleyball teaching. This is based on the improvement of the pre-cycle, cycle 1, and cycle 2. Tolerance can be formed through a game with a group or team interactions (Hasanah, 2021; Ikhsan & Astuti, 2018; Sholihah, 2018). Volleyball game needs team cooperation, even though personal ability is also needed. The tolerance needed is tolerance towards the team members, competitors, and

audiences, which often get involved in unhealthy competition. Through volleyball games, tolerance will be strengthened since the athletes are used to facing differences. While on the cooperative aspect also shows significant improvement from cycles one and 2. A volleyball game needs individual ability and cooperation to be a strong team. Few research results show that volleyball games can strengthen cooperative character (Adyana & Pramono, 2012; Ali, 2017). This also supports the volleyball game as an essential instrument in strengthening cooperation

The young generations who become volleyball athletes need to understand and have an attitude which reflects tolerance and cooperation. The 4.0 industry revolution era needs a character to keep competing with other countries. Indonesian society had experience years ago how to form a tolerant and cooperative society, working together to create a prosperous life. Prosperity focuses on not only the physical aspect but also the mental aspect.

CONCLUSION

From the results of data analysis, it is discovered that there is a strengthening of tolerance and cooperative character in learning physical education. This increase is the impact of the treatment and intervention carried out by educators on students. Starting character upgrade from pre-cycle, cycle 1, and cycle two shows that the role of educators is vital in cultivating tolerance and cooperative character. Physical education or volleyball games are related to physical activity and train the

attitudes and behaviours of respect and concern for others, especially in the volleyball team. Physical education, especially in volleyball learning, should more substantially emphasize the students' character, especially tolerance and cooperation.

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