

# Playing Method Application in Improving Students' Competence of Volleyball Under-Passing Technique

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## ABSTRACT

The issue in this study is the low student learning outcomes, particularly in the method of underpassing volleyball. According to the findings of the researchers' observations, the poor motivation of students when participating in learning has an effect on their below-average KKM completeness score. This study used classroom action research, which consists of two cycles with four stages of action: planning, implementing, observing, and reflecting. 32 students from only one class participated in this study. This study's data collection instrument consisted of teacher and student observation sheets as well as a grid-based assessment instrument for the movement process containing beginning attitude stages, implementation attitudes, and final attitudes. Using the playing approach, students' volleyball under-passing skills improve, with pre-cycle mastery only reaching 25%, cycle I increasing to 63%, and cycle 2 increasing to 78%. Thus, it can be stated that a Ketapang senior high school's volleyball under-passing talents can be enhanced by employing the playing approach.

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## 1. INTRODUCTION

Education is the activity that enables learning and growth (Mustafa, 2017). The growth and development of pupils is dependent on two interdependent factors, namely their innate skills and the environment that impacts them till that talent matures and develops (Iyakrus, 2019). The citizens of Indonesia have the right to receive support and protection proportional to their abilities (Nugraha, 2015). As a manifestation of achieving these objectives, learning is an active process that requires encouragement and direction to achieve the intended objectives. To meet the objectives of national education, the learning process in schools must be of high quality (Paramitha & Anggara, 2018). Education is a personal contact between students and between students and teachers. Educational activity is a social process that requires interpersonal connection to occur (Kurniawan, 2012). Learning is a personal activity, but it is also a social one that occurs when each person acquires mutual understanding and knowledge via interactions with others. Physical education, sports, and health (Penjasorkes) is an academic subject or aspect of the educational process that is concerned with the

development and ability of voluntary and useful individual movement, and is directly related to mental and social responses, physical and emotional quality of individuals.

Understanding the concept of physical activity and sports in a clean environment is important for achieving perfect physical growth and a healthy lifestyle through a variety of physical activities and selected sports, increasing physical growth and better psychological development, improving basic movement abilities and skills, and cultivating sportsmanship, honesty, discipline, responsibility, cooperation, self-confidence, and democracy (Depdiknas, 2006, p. 163-164). Physical education, or PE, is an essential component of the educational process because of the many positive outcomes it has on students' mental and physical health, as well as their social and emotional development, and their reasoning and moral behavior (Ainin, 2011). The purpose of physical education is to help students reach their academic potential by means of structured physical activity (Yusuf & Hartati, 2014). The goal of sports education is to promote students' personal and spiritual development through exposure to a range of topics that have real-world applications. Student fitness and fundamental motor skill development are two outcomes of physical education programs in schools (Budi & Listiandi, 2021). As a result, P.E. is the most important subject for boosting academic performance. The situation of the quality of physical education learning in schools is still low, and this is one of the issues in physical education today. This is due to numerous issues, one of which is the lack of resources used to support the physical education learning process and the inability of teachers to create an innovative and effective learning atmosphere that meets the needs of student mobility in the classroom (Rambitan, 2020). One of these is how we teach and learn.

Most educators in the field of physical education don't care about the process of teaching their students, focusing instead solely on the end product (Rubiyatno, 2021). This impacts pupils because of the teacher's lack of understanding, which has a knock-on effect on student performance and ultimately prevents the school from meeting its physical education goals (La'i & Haluti, 2018). Students whose attention wanders as their teacher explains the content will likewise be negatively affected. However, learning is the process of altering one's behavior in terms of one's thoughts, feelings, and actions in order to carry out planned actions in the actual world in a way that maximizes the likelihood of successfully achieving desired outcomes (Subekti et al., 2020).

Physical education classes in schools continue to stress the importance of physical activity through the use of sports equipment, including volleyball. Volleyball is a major sport in this region (Daulay & Daulay, 2018) Volleyball courts are a visible sign of this trend in modern society. Causes include students' inattention poor class, teachers' inability to foster a positive learning environment, and students' lack of volleyball expertise, particularly in the area of under-passing (Faturhmanet al., 2018). Another contributor to the aforementioned issue is teachers' overreliance on the lecture format for conveying content, which can be tedious for their pupils. Students and teachers who have not had success with the playing way of learning can benefit from the usage of a reflection board and other similar tools to create an engaging and enjoyable learning environment (Hidayat et al., 2018). The playing method's potential as a paradigm shift in physical education is still largely untapped by educators. Consequently, students lack initiative when it comes to expressing their own creative teaching methods, despite the fact that the playing method, as a low-cost learning suggestion, greatly aids physical education teachers in conveying material and students are more focused when following the learning process due to their ability to see it unfold in front of their eyes (La'i & Haluti, 2018). During their fieldwork, researchers found a mix of institutions, some of which had volleyball courts and others which did not. A group of researchers visited a high school in Ketapang and found that students there were less invested in their education than they had been in previous years. Many students struggle with theoretical and practical aspects of the topic of passing. With the hope of refining the focus, the content offered will be more manageable for the children, allowing the teacher more time to clarify concepts using the play approach.

According to the preliminary observations of that school's researchers, virtually all of the pupils were able to pass down, but the movement was not yet ideal, since the hand movements were still not

straight, allowing the ball to travel in an undesirable direction. At the time of making observations at the school, the students' ability to do underpassing was still limited. This is due to a number of factors, including students' understanding of the volleyball game, particularly the bottom passing material, students' inability to comprehend fundamental techniques and methods for under passing, and students' dissatisfaction with the monotonous and boring nature of the volleyball game, which impacts class student learning outcomes. According to the data collected by the researchers, there were 32 students in class X who majored in science and had a KKM score of 75. 11 pupils, or 31%, achieved a KKM score of 75, whereas 24 students, or 69%, did not.

As a response to this circumstance, the playing method was selected as an innovation in learning in the hope that students of this school will find it easier to comprehend the teacher's explanation and that students will be more interested in learning volleyball game material, especially under passing, so that what they understand will be retained for a longer period of time. longer, more entertaining (Astuti, 2017). This is a novel study conducted in the area of Ketapang, consequently, this investigation is important to conduct.

## 2. METHODS

This research is classroom action research (CAR), a systematic study of classroom learning practices that aims to improve and enhance the quality of the learning process through the use of playing techniques. This study's data collection instrument is a tool for evaluating the motion process from its inception through implementation, and it has been validated for the sample of 35 students in this study by specialists.

Table 1. Assessment Dimensions Indicator Description

Dimension	Indicator	Description	Evaluation		
			1	2	3
Passing down volleyball	Early Movement	<ol style="list-style-type: none"> <li>1. Students assume the ready position The placement of the feet shoulder-width apart</li> <li>2. The legs are positioned with a slight bend</li> <li>3. The left and right hands are brought together and placed in a fist position.</li> <li>4. Direction of view towards the ball</li> </ol>			
	Execution Time	<ol style="list-style-type: none"> <li>5. The ball is pushed with both hands joined</li> <li>6. The position of the legs is bent following the direction of the ball</li> <li>7. Body balance rests on both feet</li> </ol>			
	Final attitude	<ol style="list-style-type: none"> <li>1. Position the legs back parallel for the next movement</li> <li>2. Hands are pulled back to prepare for further movement</li> <li>3. The view follows the direction of the ball</li> </ol>			

According to the rules of classroom action research, the researcher employs many stages of study when doing classroom action research, including:

1. Planning

Planning is essentially a reflection of prior efforts to improve the situation, taking into account the challenges faced, the learning objectives, and the location. During this stage of planning, the instructor initiates the preparation of lesson plans, game models, and instruments.

2. Implementation

At this step, the instructor implements learning activities in accordance with the specified plan. In carrying out these learning activities, the instructor employs the playing method, which includes game models that lead to the transmission methodology in this study employing four game models.

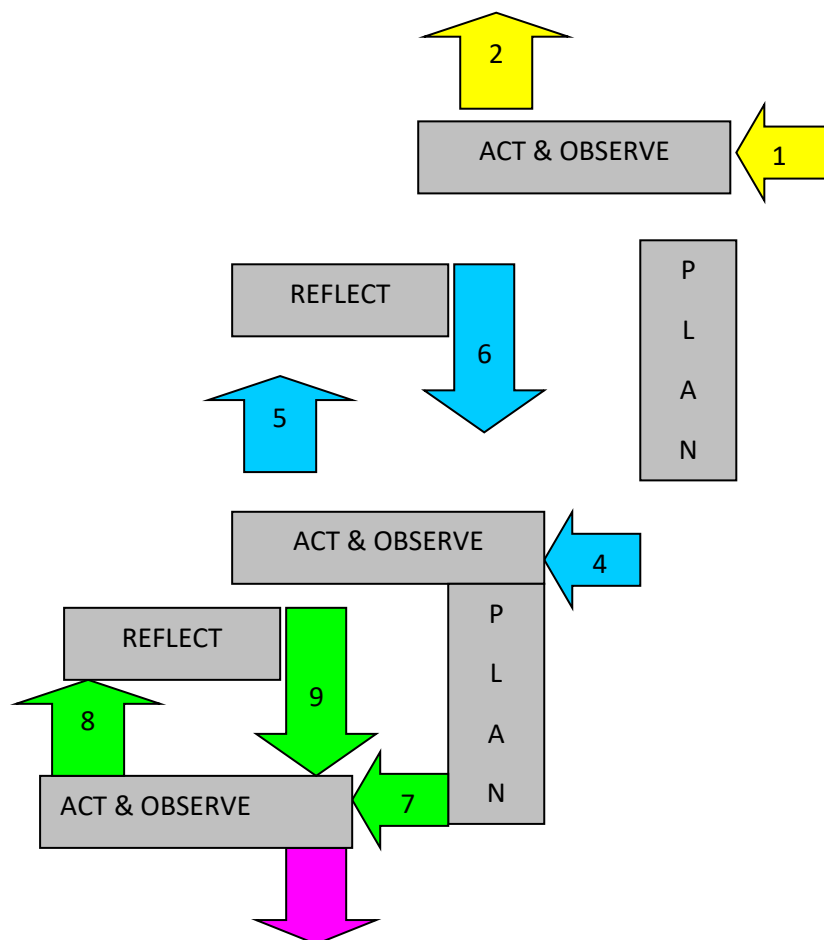
3. Observation

This observation or observation was conducted by the researcher with the assistance of an observer who was a fellow instructor. observers. Teachers who conduct learning activities might collaborate with researchers and observers to discuss the learning process in a study.

4. Reflexion

The outcomes of the observations will be examined to determine the impact or consequence of these acts. Researchers and instructors revised and enhanced the action's initial plan based on the outcomes of their reflection.

For more details, the design of classroom action research can be seen in the following figure: 2



**Pic 1. Action Research Design**

Source: Kristiyanto (2010, 137)

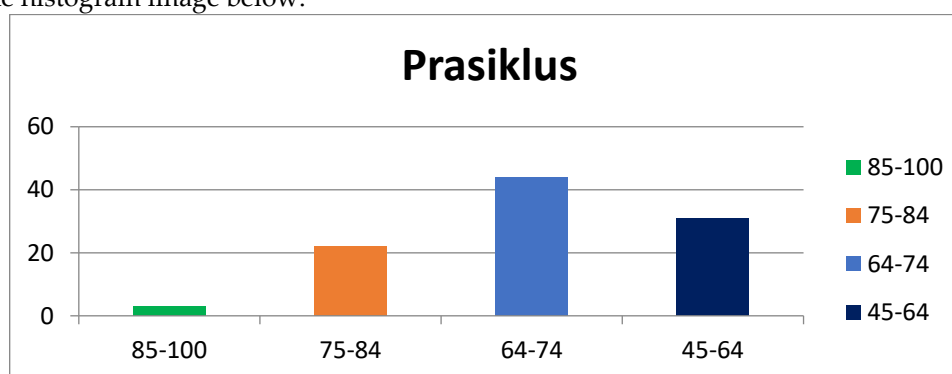
### 3. FINDINGS AND DISCUSSION

According to the research design, before taking action, the researcher must first conduct an initial trial (pre-cycle). The results of this test become basic data (input) for researchers, where researchers can find out the students' ability to learn under passing technique. The data can be seen in Table 2.

Table 2. Pre-cycle data on volleyball bottom passing learning outcomes

Value Range	Information	Criteria	Number of children	Presentation
85 – 100	Very good	Complete	0	0 %
75 – 84	Good	Complete	8	25 %
65 – 74	Sufficiently	Not Complete	14	44 %
45 – 64	not enough	Not Complete	10	31 %
	Amount		32	100 %

Based on the initial data before the action was taken, it can be explained that of all students of class X IPA Madrasah Aliyah Negeri 1 Ketapang, they have not shown good results. Of the 32 students in the class, 8 students or 25% have shown completeness while 24 students or 75% of students have not achieved completeness. Through the description of the initial data that has been obtained, each aspect shows the criteria for learning success which are still lacking. Then an action was arranged to improve the skills of under passing at a high school in Ketapang through the playing method. For more details, see the histogram image below:



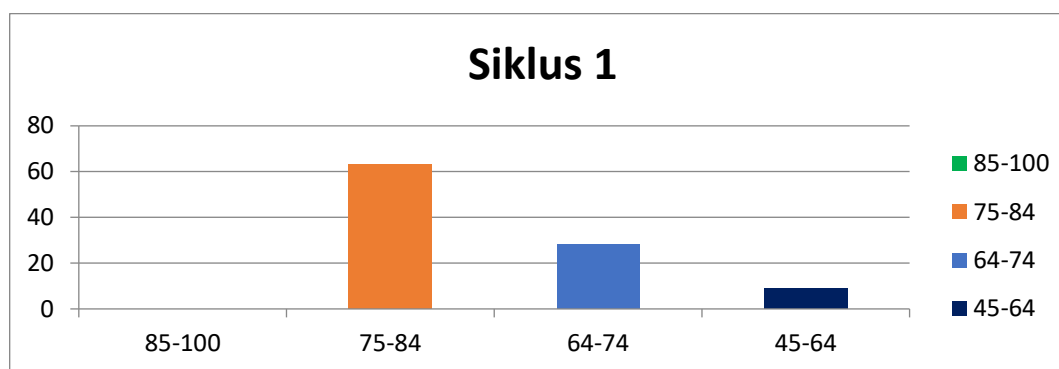
Pre-cycle observations reveal that, contrary to expectations, only a small percentage of students have successfully completed the bottom passing lesson. Only 8 out of 32 pupils have passed the prerequisite lesson using the school's Teaching Completeness Criterion (KKM), and another 24 have not even entered the complete criteria.

Iterative Processes in Action 1. During the action cycle, I, the researcher, began applying the play style of learning that had been agreed upon by the instructor in the subject matter covered by the lesson plan. Researchers evaluated the effectiveness of instruction in volleyball passing motion after the first cycle of action was completed. The following table displays the effects of these measures:

Table 3 Learning Results of Under Passing Volleyball Technique Cycle I

Value Range	Information	Criteria	Number of children	Presentation
85 – 100	Very good	Complete	0	0 %
75 – 84	Good	Complete	20	63 %
65 – 74	Sufficiently	Not Complete	9	28 %
45 – 64	not enough	Not Complete	3	9 %
	Amount		32	100 %

Based on the table above, the results of research on under passing skills in students of class X at the senior high school in Ketapang, after being carried out Cycle 1 with KKM 75, out of 32 students in the class, 20 students or 63% of students entered the complete criteria, while 12 other students or 37% entered the incomplete criteria. For more details, it can be seen in the following histogram image:



Based on the results of the action in cycle 1, it looks not yet Optimal learning outcomes are expected with the average KKM of new students reaching 63% or only 20 students who experience completeness in the learning process. For this reason, the researcher proceeds to the next cycle by improving several components according to the input of the collaborator as an observer in the learning process. The components that must be improved include the instructions given by the teacher, simplified game rules, adjusted tools used and added game variations so that they are not saturated.

Based on the input of experts and collaborators, revisions were made to be carried out at the stage of the second cycle. The implementation of learning activities in cycle II can be seen that there is an increase in the expected learning outcomes, namely based on the results of tests conducted on students, the average score of students shows a sufficient completeness score. significant so that it can be concluded that the application of the playing method can improve the students' bottom passing volleyball learning outcomes. for a description of cycle 2 data can be seen from the table below:

**Table. 4** Learning Outcomes Passing down volleyball Action Cycle II

Value Range	Information	Criteria	Number of children	Presentation
85 – 100	Very good	Complete	0	0 %
75 – 84	Good	Complete	25	78 %
65 – 74	Sufficiently	Not Complete	7	22 %
45 – 64	not enough	Not Complete	0	0%
	Amount		32	100

Based on the learning outcomes of cycle II. In accordance with the Minimum completeness criteria of 75 and the performance indicators set out in the previous chapter. then from the table of reflection results in cycle II it can be concluded that the number of students who scored 75 and above or above the KKM were 25 students and those who scored below the KMM were 7 students, the total number of students was 32 students. Meanwhile, to see the performance indicators or students' classical completeness level, it can be seen below. If students succeed in reaching 75%, the classical mastery level is achieved.

## Discussion

These analyses and reflections were performed based on the findings of cycle II observations: (1) Two sessions with meeting data collecting at the end of cycle II had demonstrated consistent results, as the offered information had slightly strengthened some pupils. while others honed their skills, (2) the

RPP cycle II program was put into effect, and (3) the play style of learning was used. Based on the results of action II, the Class Action Study accomplishes its goals by allowing the teacher to make necessary adjustments to the classroom environment in order to improve learning and content delivery and to facilitate the proper, correct implementation of Cycle II's content strengthening.

There were no hiccups in the first two cycles of sports instructors' and researchers' efforts to apply and study the effects of a new playing strategy designed to improve under passing. Researchers observed classroom interactions between educators and their students as the action was put into practice. Students are more disciplined and engaged in the play-based learning process, which may be observed in their improved behavior. Both the students and the professors have demonstrated a high level of engagement with the material, and both are excellent at guiding the learning process in a methodical and well-organized fashion.

Researchers have found that using games as a teaching tool increases volleyball underpass knowledge and skill because players are more engaged in the learning process and have more fun (Al Irsyadi et al., 2016). Previous research was conducted on 12 male badminton extracurricular students, there was a substantial increase between audio-visual media and under-passing volleyball in badminton (Setiawan & Dermawan, 2014). (Setiawan & Dermawan, 2014).

In this research's preliminary phase, researchers and physical education teachers developed strategies for the first and second cycles (Sugiyono, 2013). Each section of the second cycle of the response plan (RPP) contains subjects that are directly related to the analysis's findings and the cycle's worth of lessons' worth of actions. The second cycle's implementation phase consisted of two sessions, each lasting for 90 minutes over the course of two weeks. Researchers and teachers carried out the learning based on the cycle II lesson plans while monitoring the students' progress. During the observation phase, careful and constant monitoring is performed. One of the teachers there helped the researcher observe classroom activities. Using the accompanying observation sheet, we took notes during cycle II, from the very beginning of the lecture to the very finish. Students' and instructors' activities were observed as they were engaged in the playing method of instruction. Teacher activities in carrying out the learning process were given a score of 16 at both the first and second meetings, and the overall score for teaching activities was 16, so it can be concluded that the students who participated in the playing-based learning activities during the second cycle of the second cycle received very high marks for their efforts. Learning by playing smoothly and feeling an uptick in activity of the volleyball under passing can be concluded as a result of the implementation of cycle II learning activities. Based on the findings of the research conducted in the reflection phase, the Classroom Action Research has accomplished its intended goals. These findings demonstrate the efficacy of the playing approach in boosting student interest in and performance on volleyball under-passing in class X at a senior high school in Ketapang.

#### 4. CONCLUSION

Based on the results of the study can be clearly concluded that learning with the playing method can improve the ability of under passing in volleyball at class X of a senior high school in Ketapang. Learning with the playing method has a positive impact on students, namely students become active in participating in learning because by studying together in groups small, so that it also affects their understanding in learning. There is an increase in volleyball passing skills using the playing method for students in the research field, namely in the pre-cycle mastery students only reach 25%, then an increase in cycle I is 63%, and there is an increase in cycle 2 to 78%. This study has weaknesses in providing the qualitative data to strengthen the students' learning results. Therefore, future studies are suggested to display the students' improvement using qualitative descriptions to measure not only their cognition, but also behavior.

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