Mileniva, F.L.O, Bayu, A.T., Chan, A.A.S.
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DOI 10.37640/ice.03.1018
In *Proceedings of the 3rd International Conference on Education* (ICE 2024), pages 120-125
e-ISSN 2964-7479
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Improving Students' Volleyball Upper Passing Skills Through Wall-Assisted Media

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FAHREL LESTARI OCTA MILENIVA, 20208500046. Efforts to improve passing skills over volleyball through wall assistance media. Thesis: Sports Education Study Program, STKIP Kusuma Negara Jakarta. 2024. Most students in a junior high school in Jakarta do not have mastery of the basic techniques of volleyball upper passing skills. The purpose of this study was to improve students' volleyball upper passing skills through wall-assisted media in a junior high school in Jakarta. This research method uses classroom action research with 2 cycles. This research was conducted at a junior high school in Jakarta involving 35 students. Data collection techniques were carried out through volleyball upper passing skill tests and observations. The data were analyzed quantitatively. The results showed that there was an increase in students' volleyball upper passing skills through wall-assisted media. In cycle 1 the average student score was 67,5. In cycle 2 the average student score was 90. The observation results also showed an increase in the basic techniques of students' volleyball upper passing skills. The results of this study recommend the importance of using wall-assisted learning media to improve volleyball upper passing skills, especially in junior high school students.

Keywords: Upper Passing Skills, Volleyball Game, Wall Assistance Media.

1 INTRODUCTION

Education has an important role in developing and realizing the potential of students. The development of this potential usually begins with fostering students' thinking skills and abilities. These abilities and skills are something that students need to have as a provision in dealing with problems that will be faced, both problems that exist at school and problems that exist in everyday life.

Volleyball is usually played with certain rules, such as the maximum number of touches for each player before the ball is returned to the opposing side, as well as rules regarding the position and rotation of players on the court. Volleyball requires a combination of physical skills, coordination, team tactics and reaction speed.

The sport is popular around the world and is often played both recreationally and competitively at various levels, ranging from casual games on the beach to Olympic-level matches.

In both basic techniques are widely trained and often used in the teaching and learning process at almost all levels of junior high school to high school / vocational level. One example that is being researched by the author of the teaching and learning process at SMPN 2 Jakarta school consists of 3 grade levels, namely class VII students consisting of 8 classes, class VIII students consisting of 8 classes and class IX students consisting of 8 classes. From the results of school learning, it can be categorized that for class VII the learning process, especially volleyball, the upper passing material is still categorized as an introduction, another thing with class VIII is already at the stage of the process of honing and exploring deeper to be categorized as "complete" and for class IX the sports learning

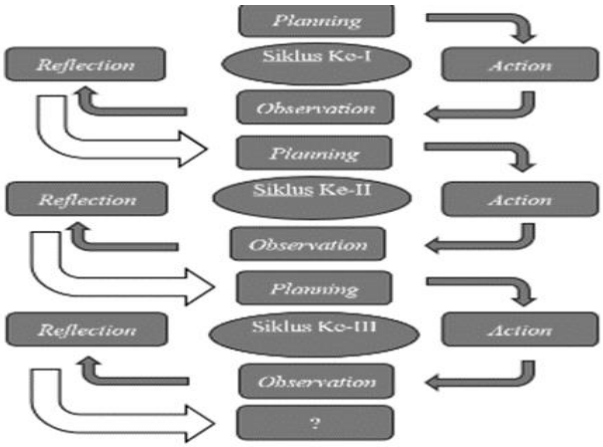
process, especially volleyball material, has been at the stage of repeating material from material that has been taught in the previous class.

From the teaching and learning process in class VIII-F students, there is a value taking of volleyball material, especially upper passing.The results of teaching and learning are often found values that are not in accordance with the expected targets and techniques that are not maximized. A good upper passing technique is that the fingers are wide open and the two hands form a bowl almost facing each other. Often the placement of the position of the ball with the fingers is not appropriate so that the ball screeching or spinning is not symmetrical at the time of the upper pass. Based on the results of previous practice tests, almost 70% of VIII-F students scored below the Minimum Completion Criteria (KKM) set by the school, which is 75. This indicates difficulty in mastering the upper passing technique. Some factors that are thought to be the cause of this low upper passing ability include a lack of understanding of the correct technique, low student motivation, and a lack of variety in the learning methods used. This is very unfortunate because it can make team partners to do smash which is receiving a ball passing that is not optimal, so it is necessary to have several training techniques to trigger upper passing such as with the help of upper passing media through the wall. With the help of the wall in learning volleyball upper passing as an innovative learning model because it has never been used. The availability of wall media for SMPN 2 Central Jakarta students in learning volleyball upper passing becomes easier to implement. These conditions are expected to be able to be a solution so that there is an increase in activity and an impact on the results of learning volleyball upper passing in class VIII-F students at SMPN 2 Central Jakarta.

2 RESEARCH METHODS

This study uses the Classroom Action Research method which was initiated to solve a problem in the teaching and learning process in the classroom directly. In other terms, Classroom Action Research is designed with the aim of improving and helping to improve the quality of the teaching and learning process in the classroom, but if Classroom Action Research in PE is not mandatory in the classroom because PE learning is more often done outside the classroom (field) and helps empower teachers to solve learning problems that exist at school.

The Classroom Action Research cycle consists of four steps, namely:(planning), (action), (Observation) and (Reflection). As for the application of the learning model carried out through training with assistive media to improve volleyball upper passing, the following is the scheme:



Picture: 1.1 Class Action Research Implementation Chart Cycle 1

In this study, the authors collected data by conducting tests to students in learning volleyball upper passing techniques through experiments on wall-assisted media. Through the format of research instruments carried out during the learning of upper passing techniques through experiments on wall-assisted media are as follows

3 RESULT AND DISCUSSION

The learning results show that the condition of class VIII-F on volleyball upper passing material is that students in class VIII-F have not mastered some of the indicators that refer to the volleyball upper passing method. The data shows a number below the KKM which is 75, while the class average shows a value with a scale of 67.5. Which means there is a need for improvement in learning in class VIII-F.

3.1 Cycle 1

Seeing from the initial results in the pre-cycle, action will be taken in order to improve and improve student learning outcomes, especially class VIII-F with the method of learning volleyball upper passing through wall-assisted media which will go through the initial stages of 3 cycles. Further research each of the cycles has 4 stages, namely: (1) Planning (2) Action (3) Observation and (4) Reflection.

Cycle 1 was carried out as many as 2 learning meetings, namely on every Friday during the first hour to the 3rd hour (3 x 45 minutes) of Teaching and Learning Activities on July 19 & 26, 2024. Learning planning activities in cycle I are in collaboration with collaborators (sports teachers). With details of the results that have been calculated from starting training at the first meeting and then getting results at the second meeting in cycle 1 as follows:

Table: 1.1 Cycle 1 Results

Aspects Measured	Criteria	Students	Presentase
Learning Outcome Completeness Students (KKM :75)	Completed	21	60%
	Not Completed	14	40%
Summary		**35**	**100%**

This data collection was carried out with preparations such as field work sheets, documentation and sourced from lesson plans according to student assessment indicators. This research was conducted with a sports teacher or collaborator who taught at that time, namely Mrs. Nunik.

There were 21 students who achieved the criteria for results by learning the correct technique with a value scale reaching (60%) from the previous data, namely the pre-cycle of 13 students with a value scale of only (37%) who managed to be categorized as complete. With the consideration of researchers and teachers, further teaching or understanding is needed in cycle 2 by adding understanding and more varied teaching methods so that students are more enthusiastic and hope to meet the criteria according to the assessment.

3.2 Cycle 2

Action is taken in order to improve and improve the learning outcomes of Jakarta students, especially class VIII-F with the method of learning volleyball upper passing through wall assistance media that has gone through the stages of cycle I, but the results still have not reached the target expected by researchers, so researchers carry out further stages in cycle II, with stages such as: (1) Planning (2) Action (3) Observation and (4) Reflection.

Cycle II was carried out for 2 learning meetings, namely on every Friday from the first hour to the 3rd hour (3 x 45 minutes) of Teaching and Learning Activities on August 02 & 09, 2024. Learning planning activities in cycle II are in collaboration with collaborators (sports teachers). With details of the results that have been calculated from starting training at the first meeting and then getting results at the second meeting in cycle II as follows:

Table: 1.2 Cycle 2 Results

Aspects Measured	Criteria	Students	Presentase
Learning Outcome Completeness	Completed	28	80%
Students (KKM :75)	Not Completed	7	20%
Summary		**35**	**100%**

Seeing the results of the data above, there is an increase as expected by researchers, namely 80%, with a comparison from the beginning of Cycle 1 to the final stage, namely cycle 2 with the following table:

Table 1.3 Cycle 1 and cycle 2 Improvement Results

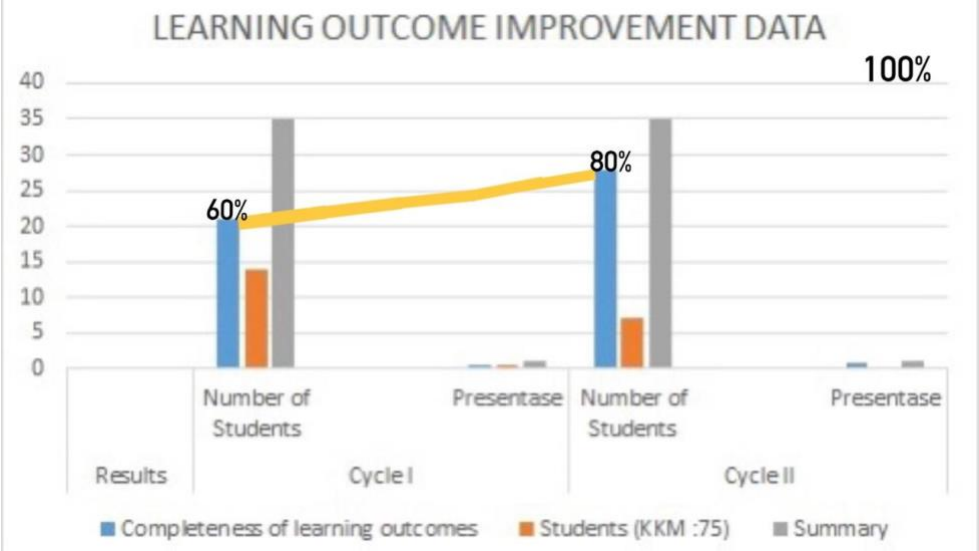
Aspects Measured	Results	Cycle I		Cycle II	
		Number of Students	Presentase	Number of Students	Presentase
Completeness of learning outcomes	Completed	21	60%	28	80%
Students (KKM :75)	Not Completed	14	40%	7	20%
Summary		**35**	**100%**	**35**	**100%**

The data results above refer to the process of improvement from the stages of Cycle I and Cycle II. Can be described as follows: In the data from cycle I results, it shows that the learning completeness was 21 students or equivalent to (60%), while 14 students were still not categorized as complete as 14 students or equivalent to (40%). In the data results in cycle II, the components that were categorized as complete increased by 28 students or equivalent to (80%), while 7 other students were categorized as incomplete or equivalent to (20%).

Referring to the proven results of the increase in the indicator stages of the observation results of the VIII-F class students at the second meeting on August 09, 2024 in cycle II.

The average results show that there is an increase in motion indicators contained in the accumulation of worksheets on observation. The increase from the previous average of 67.5 to 90 is an achievement in the learning outcomes of class VIII-F.

Overall, it shows that this research is in accordance with the target expected by researchers to achieve 80% of learning completeness. While the KKM standard given by the school is 75. This means that there is an increase in student data from the number of students who have not completed to complete with details such as: 22 students who have not completed to 14 students and then changed to 7 students in the last cycle, namely cycle II. With the discussion conducted by the collaborator and the researcher, it was stated that the class action research had met the 80% target and there was no need to conduct further research.



Picture: 1.2 Learning Outcome Improvement Data by Cycle I-II

4 CONCLUSION

There is an increase in the learning process from the Pre-Cycle stage with a scale (37%), Cycle I with a scale (60%) and in the last cycle, namely cycle II, reaching a scale (80%). The target expected by researchers was achieved in cycle II, so there was no need to reach the next cycle.

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