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Improving Underhand Serve Ability In Volleyball Through The Drill Method

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Abstract

The purpose of this research is to determine the level of underhand serve ability in volleyball among fifth-grade students of SD Negeri Pondok Labu 11 Cipayung for the academic year 2024-2025. The research method used in this study is Classroom Action Research (CAR), following the Kemmis & McTaggart model. This study consists of two cycles, each encompassing four stages: planning, acting, observing, and reflecting. The research period spans two months, from July 2024 to August 2024, with a subject pool of 32 students. Data were collected through tests, interviews, and observations. The results showed an improvement in the learning outcomes of the underhand serve in volleyball through the Drill method from cycle 1 to cycle 2 among the fifth-grade students. The findings indicated an increase in the average score, which rose from 53.25 (6.25% improvement) in the pre-cycle to 68.06 (75%) in cycle 1, and further to 74.09 (81.25%) in cycle 2. This research concludes that learning the underhand serve technique in volleyball using the Drill method can enhance student learning outcomes.

Keywords: drill, underhand serve, volleyball

1 INTRODUCTION

Volleyball is a sport that requires good technical skills and coordination, and one of the essential basic skills is the underhand serve technique. This technique serves as a way to start the game, allowing players to send the ball with good control to the opponent's area. At the elementary school level, mastering the underhand serve technique is crucial as a foundational skill for students in developing their volleyball playing abilities. The underhand serve is a relatively simple yet critical technique in the game of volleyball.

A good serve can disrupt the opponent's formation, provide strategic advantages, and create opportunities for the team. Conversely, a poor serve can give the opponent an advantage and harm the team. Therefore, it is important for elementary school students to master the underhand serve technique correctly so they can play effectively and confidently. Students often do not fully understand the basic technique of the underhand serve, including body position, hand movement, and the necessary strength. Without a strong understanding, students may struggle to execute effective serves. In many elementary schools, the time available for sports practice is often limited.

This makes it difficult for teachers to provide adequate and varied training to effectively master the underhand serve technique. Repeated technical practice without variation can lead to boredom and decreased motivation among students. Maintaining student interest in underhand serve practice is a challenge in itself. Each student has different speeds and abilities when learning sports techniques. The same drill method may not be suitable for all students, leading to disparities in underhand serve skill development. The coach mentioned that while there is already a program for the underhand serve, it is only

introduced, and the variation in training is lacking because the coach focuses more on passing techniques. Therefore, the researcher proposes a solution to introduce and teach the underhand serve technique to students using the DRILL method (repetition) so that students do not become bored during volleyball practice.

2 RESEARCH METHODS

Classroom Action Research originates from the English term "classroom action research," which refers to research conducted in a classroom to understand the effects of actions applied to a specific research subject within that class. This type of research was first introduced by American social psychologist Kurt Lewin in 1946 and was further developed by Stephen Kemmis and Robin McTaggart.

In this research, the author uses a research model that refers to the research implementation process proposed by Kemmis and McTaggart (as cited in Trianto). In its planning, Kemmis employs a self-reflective spiral system that begins with. The steps of this research consist of the first stage, which includes (1) planning, (2) acting, (3) observing, and (4) reflecting. The following stage includes (1) revising the plan, (2) acting, (3) observing, and (4) reflecting.

This research took place from July when the study was proposed until June when this thesis was completed. The subjects of this research were 25 fifth-grade students from SDN Pondok Labu 11, Cilandak District, South Jakarta. The steps of this research consist of the first stage, which includes (1) planning, (2) acting, (3) observing, and (4) reflecting. The four steps of the research can be explained as follows:

Cycle Planning

1. Initial Assessment: The researcher and collaborator observed the initial conditions and abilities of the students in learning the underhand serve in volleyball for one minute.
2. Discussion of Initial Skills: The researcher and collaborator discussed the results of the initial underhand serve skills assessment in volleyball.
3. Preparation of Learning Materials: The researcher and collaborator prepared the learning materials for the underhand serve technique to be provided to the students.
4. Learning Scenario Development: The researcher determined the learning scenario in which students would practice the underhand serve using the Drill method, and students would engage in several underhand serve exercises that the researcher would provide.
5. Implementation

The researcher provided an overview of the material to be taught by demonstrating examples performed by the collaborator.

1. Warm-Up Exercises: The researcher instructed students to perform static and dynamic warm-up exercises.
2. Material Overview: The researcher provided directions and an overview of the material to be covered, accompanied by demonstrations of the techniques that would be performed by the researcher.
3. Student Practice: Students were asked to practice what had been demonstrated by the researcher.
4. Ongoing Assessment: The researcher assessed students during the learning process to evaluate their understanding and application of the technique.

Observation

1. Process Observation: The researcher observed the implementation of the learning process for the underhand serve, ensuring that it aligned with the demonstrations provided by the researcher.
2. Skill Assessment: The researcher conducted observations and evaluations of the students' ablities in performing the underhand serve in volleyball.

Reflection

1. Action Evaluation: The researcher evaluated the actions taken, including assessing the quality, quantity, and timing of each activity implemented.
2. Collaborative Review: The researcher discussed the evaluation results with the collaborator to draw conclusions about the outcomes of the actions taken in cycle I.
3. Action Improvement: The researcher made adjustments to the actions based on the evaluation results, preparing for implementation in the next cycle..

3 RESULT AND DISCUSSION

Based on the research findings, it was discovered that there was an improvement in the learning outcomes of the underhand serve in volleyball among the fifth-grade students of SD Negeri Pondok Labu 11, Cilandak District, South Jakarta, for the academic year 2024/2025 from cycle 1 to cycle 2.

This improvement in learning outcomes is indicated by the average scores, which increased from 66.25% in the pre-cycle to 74.06% in cycle I and 81.25% in cycle II. The implementation of cycle II resulted in a better learning outcome for the underhand serve technique in volleyball, creating a more active, effective, and enjoyable learning process that supports high-quality education. Additionally, this can be observed in the discussion of each cycle as follows.

1.Cycle I
From the 32 fifth-grade students at SDN Pondok Labu 11, there were 8 students (25%) who did not meet the Minimum Passing Criteria (KKM) of 75. This indicates that they have not achieved the basic competency in the underhand serve technique in volleyball. Meanwhile, 24 students (75%) reached the passing score from the 32 students in the class. Given these results, it is necessary to improve the learning process of the underhand serve in volleyball for the fifth-grade students of SDN Pondok Labu 11 in the second cycle, with an emphasis on enhancing student learning outcomes to better align with the established success indicators..

2.Cycle II
Overall, the learning activities in cycle 2 were very good. The improvement in student learning outcomes was significant. During this cycle, the researcher and the observer (collaborator) held discussions and found the following results: 1) the teacher's skills throughout the learning process consistently provided guidance and attention to students, both individually and in groups; 2) student activity showed very good improvement, marked by students' enthusiasm in participating in the underhand serve learning in volleyball; 3) student learning outcomes in the underhand serve technique in volleyball met the learning completeness target, achieving an average of 80% with 100% completeness.berinovasi untuk menciptakan proses pembelajaran bagi siswa pada semua materi pelajaran sehingga hasil yang telah dicapai akan optimal. As for the shortcomings in the learning activities in cycle 2, they were not very apparent. All indicators showed that both students and teachers must always innovate to create an effective learning process for students across all subjects, ensuring that the achieved results are optimal.

Table 1. Percentage Results of Pre-Action, Cycle I, and Cycle II

Implementation of Actions	Number of Students	Categories			
		Complete		Not Complete	
		Total	Presentase	Total	Presentase
Pra cycle	32	2	6.25%	30	60.00%
Cycle I	32	22	69.75%	10	36.00%
Cycle II	32	26	81.25%	6	12.00%

The table above demonstrates that there was an improvement in each cycle, although there were still some students who did not achieve completeness. This was due to several factors, including the students' lack of interest in volleyball learning, particularly in the technique of the underhand serve in the game.

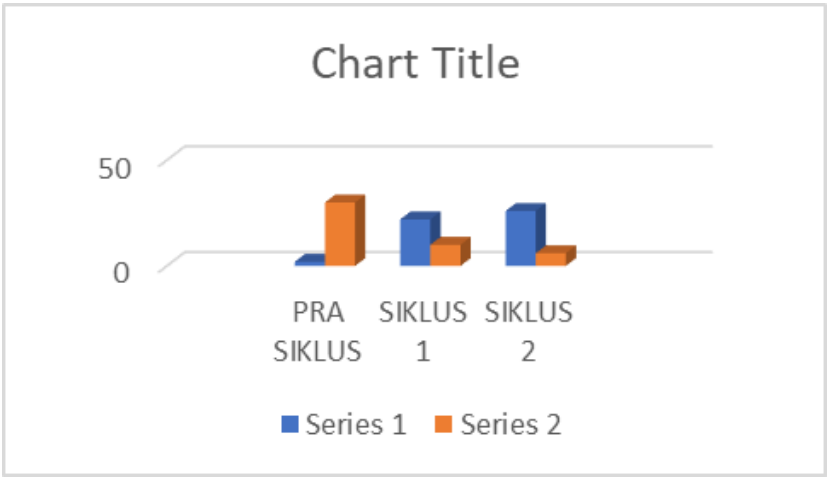

Figure 1: Graph of Research Results for Pre-Action, Cycle I, and Cycle II

There was an improvement, although some students still did not achieve completeness due to factors such as a lack of interest in learning volleyball, particularly the underhand serve technique. Based on these results, it can be concluded that the learning process of the underhand serve through the Drill method in volleyball can serve as a reference for enhancing blocking skills in volleyball at SDN Pondok Labu 11 Pagi, Cilandak, South Jakarta.

Discussion

The improvement in learning outcomes is indicated by the average score, which increased from 66.25% in the pre-cycle to 74.06% in cycle I and 81.25% in cycle II. The implementation of cycle II resulted in better learning outcomes for the underhand serve technique in volleyball, creating a more active, effective, and enjoyable learning process that supports high-quality education. The increase in student learning outcomes from cycle 1 to cycle 2 shows that students were able to develop their motor skills, performing a series of physical movements and coordination, which led to the establishment of movement automatism.

3 CONCLUSION

Based on the explanation outlined above regarding the research discussion, the author will present several conclusions. From the questions posed in the problem formulation, concerning how to improve learning outcomes for the underhand serve technique in volleyball at SD Negeri Pondok Labu 11 Pagi: Based on the training results using the Drill method, there was an increase in the application of the underhand serve technique among fifth-grade students at SDN Pondok Labu 11. The research findings indicate an improvement in the average score, which increased from 66.25 in the pre-cycle to 74 in cycle I, and further to 81.25 in cycle II. Students showed greater enthusiasm for playing volleyball because they learned a new technique that they had never tried before. Students paid more attention and were more motivated during lessons due to their high curiosity about the new technique, which is the underhand serve.
These conclusions affirm that the implementation of the Drill method is effective in enhancing students' skills and motivation when learning the underhand serve technique in volleyball.

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