

# Efforts to Improve the Ability of Basic Passing Techniques in Volleyball Games through the Pair Method

Muh. Adnan Hudain<sup>1</sup>, Yasriuddin<sup>2</sup>, Suwardi<sup>3</sup>, A. Farhum Setiawan<sup>4</sup>

<sup>1,2,3,4</sup> State University of Makassar

Email: [muh.adnan.hudain@unm.ac.id](mailto:muh.adnan.hudain@unm.ac.id)<sup>1</sup>, [yasriuddin@unm.ac.id](mailto:yasriuddin@unm.ac.id)<sup>2</sup>, [suwardi6603@unm.ac.id](mailto:suwardi6603@unm.ac.id)<sup>3</sup>, [andifarhums@gmail.com](mailto:andifarhums@gmail.com)<sup>4</sup>

---

## Journal info

---

### Jurnal Pendidikan Glasser

p-ISSN: 2579-5082

e-ISSN: 2598-2818

DOI : [10.32529/glasser.v7i2.2535](https://doi.org/10.32529/glasser.v7i2.2535)

Volume : 7

Nomor : 2

Month : 2023

**Keywords:** volleyball, pairing method, basic passing technique skills lower

### Abstract.

*This research is a classroom action research that aims to improve the ability of the basic technique of passing down in volleyball games through the pair method in Class X TKJ SMKN 5 Bone. This is due to students learning outcomes on the material passing under volleyball is still low while down passing is a technique the most basic and also the easiest for students to do. So that researchers want that in the implementation of learning there is an intensity of activity because students are able to practice these skills through learning activities with the pair method. The research was carried out in two cycles, each cycle consisting of planning, implementation, action, observation, and reflection. The research subjects were students of class X TKJ 1, totaling 36 students. There are 24 male students and 12 female students. Data collection techniques are by tests, observations, documentation, and field notes. Data analysis used quantitative descriptive statistical analysis techniques. The results showed that through the pair method can improve the ability of the basic technique of passing down in volleyball games in class X TKJ 1 SMKN 5 Bone. The results of the data obtained from the results of the first cycle of students who completed 41.67% with a frequency of 15 students, then increased in cycle II and students who completed 94.44% with a frequency of 34 students. The conclusion of this study is that through the pair method in learning passing down in volleyball games can improve student learning outcomes in class X TKJ SMKN 5 Bone.*



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license

---

## A. INTRODUCTION

Learning physical education, sports and health is a long-term investment in an effort to improve the quality of human resources, it is hoped that this will be achieved in quite a long time. Therefore, physical, sports and health continue to be improved and carried out with patience and high self-confidence. In an effort to improve education, we hope that physical, sports and health education can

develop rapidly, especially in formal education institutions so that they can be used as the basis for national sports development. For this reason, at every level of formal education, attitude formation and motivational generation must begin.

Physical education, sports and health lessons are subjects that concern health and physical education as well as school skills. This lesson aims to build the mental health,

physical and skills of students. Achievement of academic achievement in school without being supported by mental and physical abilities will be impossible to be labeled.

This study aims to improve students learning outcomes, especially in volleyball passing material. One form of educational sports activities at the secondary level is volleyball. Volleyball is a sport played by two teams on a field separated by a net. There are different versions regarding the number of players, type of field size, winning numbers used for certain purposes. However, in essence the game of volleyball aims to spread playing skills to everyone who is interested in it. In volleyball there are several techniques, which are the basics that must be mastered by a volleyball player in order to play volleyball well. The basic techniques of playing volleyball include: 1) Serve, 2) Passing (under or passing above), 3) Block, 4) Smash. Of the five techniques, the focus of attention in this sample is technique passing down.

One of the problems in learning volleyball at SMK Negeri 5 Bone is the lack of seriousness by students in learning volleyball, this causes learning outcomes to be not optimal in absorbing volleyball material, especially in doing passing lower. This problem is getting deeper and has a significant effect on volleyball learning, because the teacher also has not tried to apply learning methods, especially passing in pairs. Using the pair method will attract students to seriously study because it is easier to understand and has its own charm. The

creativity of the teacher and the innovation of the physical education teacher as the implementer, especially in the pair-passing method, greatly influences the level of success of students in carrying out passing under volleyball. Most likely by using an interesting pairing method will increase students' interest in learning. Learning passing under the pair method is a form of training between one individual and another face to face (Riyana & Susilana, 2009).

The pair method training technique is a form of training between one individual and another face to face. For playing practice, this technique is often used by students who want to practice and develop technique passing at a volleyball game. The pair method can be interpreted as a form or way of helping students to learn effectively and efficiently, regarding the expected goals where one student becomes the actor and another student becomes the observer and after that take turns. Through this method each partner can get to know the character and differences in abilities of each partner. The more different activities in each pair, the more students' ability to work together in pairs will be strengthened.

In general, we all know that the pair method is able to train every student skill that the teacher wants to achieve in each lesson, because this method is included in cooperative learning which allows students to work together to find a solution to a problem (Muhajir, 2007). Related to this, (Murniasih, 2010, p. 51) suggest that the learning method is in pairs, namely students in pairs join other

pairs and exchange partners to ask each other questions and confirm each other's answers. This learning method can be used in all subjects and for all age levels of students. Fauzi (Fauzi, 2010, p. 95) actually argues that the pair method is a teaching strategy to maximize the ability to communicate, dialogue and exchange opinions in person.

The essence of volleyball is a sport played by two teams trying to kill the ball in the opponent's field by bouncing it using their hands or limbs across the net. This is the same as understanding the ball according to experts where, Ahmadi (2007, p. 19) states that "the game of volleyball is a complex game and it is not easy for everyone to do because it requires knowledge of basic and advanced techniques to be able to play volleyball effectively." These techniques include servicing, passing, smash and block.

Passing Bottom according to Ahmadi (2007, p. 23) states that "the technique of playing the ball with the inner forearm either by using one or two arms simultaneously." Uses of passing under volleyball, among others, is to receive the service ball, receive the ball smash or attack by an opponent, to retrieve the ball after a block or rebound from the net, to save a ball that has bounced off the field of play and to take a low ball that comes in suddenly.

## **B. RESEARCH METHOD**

This type of research is this research is classroom action research. Classroom action research is research that is participatory and

collaborative, namely a research activity carried out in class or in the field. This research was conducted to improve student learning outcomes in the material passing under the volleyball game by using the pair training method in learning activities. The research design or design uses the classroom action research model by (Arikunto, 2012, p. 95) namely plans, actions, observations and reflections that are carried out the same in both cycle I and cycle II.

Planning starts with observation and interview activities and then identifies the problems found and develops a learning implementation plan using the pair training method. The next stage is an action that starts from the initial activities, core and final activities. After the action is taken, the next reflection is discussing the results of the learning process that has been implemented. So that an overview of the advantages and disadvantages of implementing the learning process with the pair training method will be obtained. The results of these reflections form the basis for compiling improvements to learning activities and developing actions for cycle II. The implementation of cycle II also goes through the same stages as in cycle I which includes planning, action, observation and reflection (Sugiyono, 2017).

The subjects in this study were students of class X TKJ 1 SMKN 5 Bone. With the subject of all students of class X TKJ 1, totaling 36 students. With a total of 22 male students and 14 female students.

Data collection techniques in this

research are in the form of observation and tests. Observation is used to collect data about student activities in learning activities carried out during research. In addition, observation is also a data collection technique for cognitive, affective and psychomotor assessment. Data analysis used by the authors in this study aims to answer the questions listed in the problem identification. Data analysis is one research activities in the form of the process of compiling and managing data in order to interpret the data that has been obtained and refer to the classical completeness criteria.

### **C. RESULTS AND DISCUSSION**

Based on the results of the basic technique passing In the volleyball game for students, before the first cycle, an average percentage of 10 students or 28 percent who completed and 26 students or 72 percent who had not completed with a minimum completeness criterion score of 75 was found in students of SMK Negeri 5 Bone.

Learning outcomes in the realm of cognitive abilities passing In the volleyball game for students at SMKN 5 Bone Regency using the pair method, it was found that 22 students or 61.11% had completed and 14 students or 38.89% had not completed. These results have increased when compared to learning outcomes in the initial data. Learning outcomes in the realm of affective abilities passing In volleyball games for students of SMKN 5 Bone Regency using the pair method obtained from observation sheets of

attitudes during learning activities where the results showed that in the first cycle students who showed an average attitude in the good category were 30 people and 6 people in the very good category. This can be seen from the readiness of students to accept and participate in learning activities and enthusiasm.

Based on the results of the ability test passing In volleyball games through the pair method, students in the first cycle obtained an overall percentage of students around 41.67% who completed with a frequency of 15 and 58.33% did not complete with a frequency of 21.

The results of the study in cycle I showed that students gave a good response with an increase in overall learning outcomes but did not meet the classical completeness criteria, so research needed to be continued in cycle II by improving learning activities with the pair method including paying attention to student participation, motivation and understanding in interpreting the direction of the teacher.

Learning outcomes in the realm of cognitive abilities passing in the volleyball game for students of SMKN 5 Bone Regency using the pair method, it was obtained that 31 students or 86.11% completed students and 5 students or 13.89% who had not completed. These results have increased quite high when compared to learning outcomes in the first cycle which reached 25%.

Learning outcomes in the realm of affective abilities passing in the volleyball game of SMKN 5 Bone Regency students

using the pair method obtained from the attitude observation sheets during the learning activities where the results showed that in the first cycle students who showed an average attitude in the good category were 16 people and very good category 20 people. This can be seen from changes in student behavior in preparing themselves to accept and participate in learning activities and enthusiasm in communicating with their partners. Based on the results of the ability test passing in volleyball games through the pair method. In the second cycle, the percentage of students who completed 94.44% completed with a frequency of 34 and 5.55% did not complete with a frequency of 2. These results indicate that the average score of students has reached the indicator value of research success, which is above the value of 75 according to the completeness standard. And based on the results above, it is stated that there is no need for follow-up to carry out the next cycle.

From cycle I, learning about basic techniques was given passing under like method passing below in pairs as well as with explanations of basic techniques passing down in volleyball. The results of learning the psychomotor domain in cycle I found that, after carrying out the test passing below, there are 15 students who have completed according to the minimum completeness criteria and there are 21 students who have not completed. These results indicate that learning passing The bottom method with the pair method provides an increase in student learning outcomes which can be seen from the

number of students who have completed the increase from the initial data of 10 students to 15 students at the end of the first cycle.

The increase in student learning outcomes by using the pair method can be seen from the cognitive, affective and psychomotor aspects. The results of this cognitive learning can be seen from the value of students when students are given learning activities using the pair method where students are able to communicate by giving each other corrections when movement errors occur passing below that of their partner. Interpret the material provided in learning activities with the pair method where students are able to make movements passing The bottom line is in accordance with the objectives of learning the pair method such as providing mutual correction to partners when making movements that are not in accordance with the theory that has been taught. Although in the first cycle it is still not optimal because there are students who have not been able to interpret the knowledge obtained in these learning activities.

In the affective domain, students show a good attitude by giving a positive response to learning activities. Students pay attention and follow the directions carefully from the teacher in carrying out learning activities. This is based on the results of students' affective observations during learning activities and obtained 30 students in the good category and 6 students in the very good category.

The results of this cognitive learning in the second cycle of research increased where students were able to participate in learning activities by being able to interpret knowledge (theory) in learning activities with the pair method where students were able to communicate by giving each other corrections when movement errors occurred passing under done by partner (Yasriuddin et al., 2017).

Interpretation the material provided in learning activities with the pair method where students are able to make movements passing. The bottom line is in accordance with the objectives of learning the pair method such as providing mutual correction to partners when making movements that are not in accordance with the theory that has been taught. In accordance with the advantages of the paired method in learning, students help each other, motivate each other, correct each other, act as peer tutors and serve as examples for their partners (Zain, 2010).

As stated by (Viera & Ferguson, 1989), passing in pairs in volleyball makes it easier to train these basic skills. The same thing was also stated by (Roestiyah, 2012) that learning activities carried out in pairs or groups with as few members as possible will make it easier to communicate and motivate each other when learning activities take place. This will give students the opportunity to improve their learning abilities more optimally.

Implementation passing in volleyball, students tend to ignore body position and foot position when waiting for or picking up the

ball. The initial position that is not quite right will have a big effect on the results passing which is conducted. So that in this second cycle, the position of the body and the position of the students' feet for a moment to pick up or welcome the ball is of great concern. The position of the body is bent because the knees are slightly bent and the feet are shoulder-width apart in a slightly oblique position in addition to maintaining balance, this position gives the arms room to swing more freely to greet the ball. So that the power obtained from the arm swing is greater. This is to provide opportunities for students who lack arm muscle strength to still be able to make movements passing down to the max.

Learning activities in pairs are also learning media that effectively improve learning outcomes as stated by (Wiaro, 2016) that physical education learning media is a means or tool for conveying material to students so that they can actively learn more optimally.

The position of the two arms must also be tightly parallel and intertwined when there is a contact between the arm and the ball. Position to ensure that the ball received can be easier to control and also easier to bounce in a more directed manner. Arm swing is also a serious concern because an arm that is swung from below when contact is about to occur between the arm and the ball when compared to an arm that is not swung will have a different impact on the ball.

From the explanation of the activities of each cycle, namely cycles I and II, it shows

that students' abilities in learning volleyball games, especially abilities passing there is always a good improvement, as well as giving motivation from the teacher in the learning process makes students become motivated to be able to improve their abilities passing lower. So by applying the pair learning method can improve ability passing down in volleyball.

As stated by (Fauzi, 2010) that the implementation of the exercise passing Under volleyball with the pair method allows students to correct each other's movements, making it easier to understand the full movement. This method as described above can provide significant results in the form of an increase and achievement of students' classical learning completeness, namely the number of students who complete the material passing under volleyball reached 34 students or 94.44 percent.

#### **D. CONCLUSION**

Based on the results of the research and discussion that have been described previously, the results of our research can conclude that there is an increase in ability passing under the volleyball game through the pair method on students of SMK Negeri 5 Bone Regency.

#### **E. REFERENCES**

Ahmadi, N. (2007). *Panduan Olahraga Bola Voli. Solo: Era Pustaka Utama.*

Arikunto, S. (2012). *Dasar-Dasar Evaluasi Pendidikan.* Bumi Aksara.

Fauzi, M. H. (2010). *Sejuta Jurus Mengejar Mengasyikkan.* Jawa Tengah: PT Sindur Press.

Muhajir, M. (2007). *Pendidikan Jasmani Olahraga dan Kesehatan.* Erlangga.

Murniasih, E. (2010). *Dkk., 101 Tips Belajar Efektif dan Menyenangkan.* Semarang: PT SindurPress.

Riyana, C., & Susilana, R. (2009). *Media pembelajaran: Hakikat, pengembangan, pemanfaatan dan penilaian.* Bandung: CV Wacana Prima.

Roestiyah, N. (2012). *Strategi Belajar Mengajar (VIII).* Rineka Cipta.

Sugiyono, P. (2017). *Metode penelitian bisnis: Pendekatan kuantitatif, kualitatif, kombinasi, dan R&D.* Penerbit CV. Alfabeta: Bandung, 225.

Viera, B. L., & Ferguson, B. J. (1989). *Volleyball: Steps to success.* Leisure Press.

Wiarso, G. (2016). *Media pembelajaran dalam pendidikan jasmani.* Yogyakarta: Laksitas.

Yasriuddin, M. P., Hudain, M. A., Husain, H., & others. (2017). *Kontribusi Kekuatan Otot Lengan, Kelincahan dan Koordinasi Mata Tangan terhadap Keterampilan Passing Bawah dalam Permainan Bolavoli Siswa SMP Negeri 1 Makassar.* *Jurnal Penelitian PNBPF IK UNM.*

Zain, A. (2010). *Strategi Belajar Mengajar* Jakarta: Rineka Cipta. *Kemampuan Spasial.*