



Improving the Learning Outcomes of Volleyball Passing Through the Wall-Bounced

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Abstract

Objectives. The purpose of this research was to find out the improvement in learning to pass under volleyball through reflections on the wall in SMA Arinda Palembang students.

Materials and methods. This research method uses class action research methods. The sample used in this study amounted to 35 people. The research instrument is 1) passing skills test, 2) knowledge test, and 3) observation of learning activities.

Results. From the results and analysis of research data, it can be concluded that the learning outcomes of class XI students of SMA Arinda Palembang always increase in each cycle. The results of this study show that learning bottom pass-through reflections on the wall in volleyball games can improve the learning outcomes of bottom pass volleyball in class XI SMA Arinda Palembang.

Conclusions. The implication of this research is that passing exercises through reflections on the wall can be used as learning to improve learning to pass in volleyball games.

Keywords: volleyball, wall-bounced, learning outcome, physical education.

Introduction

Education is an effort to organise educational activities and develop the potential of students to acquire skills, both for themselves and for society. It includes education through physical activities given to students with the aim of improving cognitive, affective and psychomotor skills (Bayu & Andrianto, 2014). Physical education is a type of education that can help every student to grow and develop their talents. Every school offers physical education as one of the subjects to be taught to students (Bayu et al., 2013). Learning is one of the academic processes that takes place in the classroom or outside the classroom where there is a teacher and students (Pratama & Mulyati, 2020), and to understand and apply the principles and theories of learning that are key determinants of success in education and training (Firmansyah, 2016) through the process of design, implementation and evaluation, interpreted as the interaction of students with educators and learning resources in a learning environment (Suardi, 2022).

Physical education is a general subject. It emphasises the value of physical activity for pupils' physical, mental and social development (Iyakrus, 2019). The purpose of physical education is (1) to provide learners with educational movement experiences that harmonise their movement abilities with the process of growth and development and (2) to provide a platform for learners to achieve their full potential by the overall educational objectives, including their cognitive and affective aspects (Afrizal, 2020). In addition to learning the rules and regulations of sports training, physical education can help build the learner's mentality. Rather than seeing children as individuals with different physical and mental attributes, physical education looks at children as a whole and holistic person (Basuki et al., 2021). The teaching strategies used significantly impact how well students learn in the classroom. Educators need to identify teaching strategies that can assist in acquiring and mastering basic sports skills (Bhakti & Maryani, 2017). Learners will achieve good results if the right learning strategies are used. The problem is how to teach the subject simply and clearly to learners. As learners must understand the information being taught, teachers must be experienced in choosing approaches. Teaching strategies greatly influence the success of learning objectives.

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To achieve the desired learning objectives, PE teachers in schools need to be able to select relevant and appropriate teaching strategies (Fitria et al., 2019).

Volleyball is a team sport played by six people per team. The game works well if each player knows at least the basic volleyball techniques (Destriani et al., 2019). One of Indonesia's most popular team games is volleyball, played with six players and involves passing the ball into the opponent's territory (Dupri & Kamarudin, 2021). Volleyball is a team sport, so the players must work together and be compact (Destriani et al., 2022). To hit the ball into the opponent's court area, score points and win a volleyball game, the players have to pass the ball over the net during the match (Sonjaya, 2020). The object of volleyball is to hit the ball over the net so that it falls to the floor of the opponent's court and to prevent the opponent from doing the same (Destriana et al., 2021). One of the basic techniques that need to be emphasised by volleyball coaches is the basic technique of the low pass. The low pass is made with both arms parallel and linked, with the arm swing and the ball's contact under the arm (Widiyatmoko & Anggoro, 2019).

Materials and Methods

Study Participants

The subjects of this study were students of class XI IPA SMA Arinda Palembang, with a total of 35 students consisting of 17 males and 18 females.

Organization of the Study

This type of research is classroom action research (CAR). Research that observes a learning activity that begins with the provision of action with the aim of solving problems or improving the quality of learning. Classroom Action Research is an initiative to improve the quality of learning. This research procedure consists of several cycles, where each cycle consists of the stages of planning, implementation, observation and reflection. The data collection techniques in this study are skills assessment, knowledge assessment, and assessment of students' learning activities.

Statistical Analysis

The data analysis technique in this study is to analyse the data obtained for each activity in the cycle using percentage techniques.

Results

Table 1. Frequency of Passing Skills of Pre-Cycle Learners

Interval	Frequency	Percentage	Category
85-100%	0	0	Very High
65-84%	1	2.8	High
45-64%	17	48.6	Moderate
20-44%	17	48.6	Low
≤20-	0	0	Very Low
Total	35	100	

Based on the results of the students' lower level skills test in the pre-cycle, it can be seen that the results of the students' lower level skills test in class XI of IPA SMA Arinda Palembang obtained the highest score of 65 and the lowest score of 25. The average score is 43.85%. 1 person got a high category with a percentage of 2.8%, 17 people got a middle category with a percentage of 48.6% and 17 people got a low category with a percentage of 48.6%. The results of the aptitude test in this pre-cycle are still relatively low, as they have not reached the predetermined indicator of 80%. Therefore, it is necessary to carry out action research in cycle I in order to reach the 80% indicator of the evaluation criteria.

Table 2. Frequency of Knowledge Score Results of Students at Pre-Cycle

Interval	Frequency	Percentage	Description
≥ 65-100	7	20	Completed
< 65	28	80	Not Completed
Total	35	100	

Based on the learning outcomes of students in the pre-cycle, it can be seen that the learning outcomes of students in class XI IPA SMA Arinda Palembang in the pre-cycle who obtained the highest score of 100 and the lowest score was 37.5. The average score is 56.78. There were seven students who were complete with a percentage of completeness of 20% and 28 students who were not complete with a percentage of incompleteness of 80%. The learning outcomes in this pre-cycle cannot be said to be complete because they have not reached the specified indicators, therefore it is necessary to carry out action research in cycle I in order to achieve a successful level of learning in the students.

Table 3. Distribution of student activity scores in the precycle

Interval	Frequency	Percentage	Category
81-100%	0	0	Very Active
61-80%	5	14.3	Active
41-60%	28	80	Fairly Active
21-40%	2	5.7	Poor Active
≤20%	0	0	Not Active
Total	35	100	

From the table above it can be seen that out of 35 students there were five participants who obtained the active category, 28 participants obtained the fairly active category and two participants obtained the less active category, with a percentage of 49.82%. So the activity level before the cycle is still quite active. Therefore, action research must be carried out in Cycle I in order to achieve success indicators ≥ 80%.

Table 4. Frequency of students' lower level skills in Cycle I

Interval	Frequency	Percentage	Category
85-100%	2	5.7	Very High
65-84%	10	28.6	High
45-64%	11	31.4	Moderate
20-44%	12	34.4	Low
≤20%	0	0	Very Low
Total	35	100	

Based on the results of the lower level skills test of students in cycle I, it can be seen that the results of the lower level skills test of students in class XI IPA SMA Arinda Palembang obtained the highest score of 85 and the lowest score of 25. The average score is 53.85%. Two people got a very high category with a percentage of 5.7%, 10 people got a high category with a percentage of 28.6%, 11 people got a medium category with a percentage of 31.4% and 12 people got a low score with a percentage of 34.3%. The results of passing the competency test in cycle I cannot yet be considered successful, as it has not yet reached the predetermined indicator of 80%. Therefore, it is necessary to improve the action in cycle II in order to reach the indicator of the evaluation criteria of 80%.

Table 5. Frequency of results of students' knowledge assessment in cycle I

Interval	Frequency	Percentage	Description
≥ 65-100	21	60	Completed
< 65	14	40	Not Completed
Total	35	100	

Based on the learning outcomes of students in Cycle I, it can be seen that the learning outcomes of students in Class XI IPA SMA Arinda Palembang in Cycle I who obtained the highest score was 100 and the lowest score was 25. The average score was 72.85%. There were 21 students who were complete with a percentage of 60% completeness and 14 students who were incomplete with a percentage of 40% incompleteness. The learning outcomes in Cycle I cannot be considered as successful because the indicators have not yet been achieved, therefore it is necessary to carry out actions to improve in Cycle II in order to achieve a successful level of learning among the students.

Table 6. Distribution of student activity scores in Cycle I

Interval	Frequency	Percentage	Category
81-100%	2	5.7	Very Active
61-80%	13	37.15	Active
41-60%	20	57.15	Fairly Active
21-40%	0	0	Poor Active
≤20%	0	0	Not Active
Total	35	100	

Based on the table above, it can be seen that out of 35 students there were two participants who obtained a very active category, 13 participants obtained an active category and six participants obtained a fairly active category and with a percentage of 58.57%. Thus the level of activity in cycle I is still quite active. So, cycle II action research must be carried out to achieve the success indicator ≥80%.

Table 7. Frequency of Results of Passing Skills of Cycle II Learners

Interval	Frequency	Percentage	Category
85-100%	15	42.85	Very High
65-84%	20	57.15	High
45-64%	0	0	Moderate
20-44%	0	0	Low
≤20%	0	0	Very Low
Total	35	100	

Based on the results of the lower pass skills test of students in cycle II, it can be seen that the results of the lower pass skills test of students in class XI IPA SMA Arinda Palembang obtained the highest score of 100 and the lowest score of 60. 15 people got a very high category with a percentage of 42.85%, and 20 people got a high category with a percentage of 57.15%.... The results of the passing skills test in cycle II can be said to be successful because it has met the value of the research success indicator which is ≥ 80%.

Table 8. Frequency of Students' Knowledge Score Results in Cycle II

Interval	Frequency	Percentage	Category
≥ 65-100	29	82.85	Completed
< 65	6	17.15	Not Completed
Total	35	100	

Based on the learning outcomes of students in cycle II, it can be seen that the learning outcomes of students in class XI IPA SMA Arinda Palembang in cycle II obtained the highest score of 100 and the lowest score of 50, with an average of 82.5. There were 29 students who were complete and six students who were not complete. The percentage of completeness of student learning outcomes has reached 82.85% with the category of complete success rate.

Table 9. Distribution of Learner Activity Values in Cycle II

Interval	Frequency	Percentage	Category
81-100	25	71.4	Very Active
61-80	10	28.3	Active
41-60	0	8.6	Fairly Active
21-40	0	0	Poor Active
≤ 20	0	0	Not Active
Total	35	100	

Based on the distribution table above, it can be seen that there are 25 students who get a very active category, and 10 students get an active category. Thus the level of learner activity in cycle II is already very active and has exceeded the research success indicator, namely from active to very active and has reached the assessment criteria indicator of ≥80%.

Discussion

The results of the study when combined with previous research or literature review have similarities regarding the training methods given in each cycle have increased the results of upper passing in volleyball games. Research result, (Rubiyanatno et al., 2021) said that if the upper pass through the training method using the wall with the provisions given was able to improve the playing ability of the students. Hasibuan and Imran Akhmad (2022) showed that the training method of bouncing the volleyball against the wall was able to improve the results of the top serve, this was due to the fact that training with bouncing against the wall increased the athlete's ability because the training method was not boring and monotonous. Training with the method of jumping against the wall is able to increase the development of speed, coordination of movements, accuracy. Consolidation and improvement of transfers from the top with two hands (Kurbanov et al., 2023).

Wall training can improve students' accuracy and control of upper and lower passes in volleyball (Saputra et al., 2022). Rahmat et al., (2023) Explains whether the exercise of bouncing the ball against the wall has an effect on the accuracy of the top pass in a volleyball game, because students need to be able to measure the volleyball perkanaan so that the bounce is given according to the desired range or desired direction. Wall volleyball is one of the exercises to improve the accuracy of the top pass in volleyball games. He continued, training by bouncing wall volleyball students are required to be able to control the movement of the fall of the ball and the contact of the ball when bouncing against the wall so that the results are good when done in the real game.

Kazem and Mazloom (2023) The number of times the ball touches the wall for the 30 seconds required for the test is counted, and any efforts that violate the above conditions are not counted, so in the demonstration the student must be able to train the imposition of the ball on the wall so that the bounce given when the ball returns to him is much better and affects later learning outcomes. Training with wall media is considered to be the easiest and can be done anywhere and will give maximum results in improving passing and smashing in volleyball games (Khalil, 2023). Malinda et al. (2024) teaching methods of upper passing with mixed procedures of passing on the wall and in pairs can improve the learning outcomes of upper passing in students carrying out the lower method of upper passing of volleyball games.

Misrodin and Dwicahya (2023) through the wall bounce training method is able to improve accuracy and impact in volleyball games, so that in real games volleyball players are able to control the direction of the initial attack when passing the game. Nishanbaevich (2024) tools, and theoretical knowledge of their contents for technical, physical, and psychological training for volleyball players end for use in the training of 15-17-year-old volleyball players for competitions intended. It can be used by masters of secondary schools, coaches of primary training groups of volleyball players of children's and youth schools, and fans of this sport. Keyword. Physical culture, physical quality, professional physical quality, volleyball. INTRODUCTION Modern volleyball places high demands on the motor skills and functional capabilities of an athlete. This requires the comprehensive development of physical qualities. The process of physical training of volleyball players is divided into general and special parts. The tasks of general physical training are: health promotion, general development of the player's body, formation of the correct figure. The development and improvement of basic motor skills and skills necessary for a volleyball player. Strengthening the body system of the volleyball player, which accounts for the main load during the game. The means of general physical training are general developmental exercises, exercises aimed at developing all qualities in the process of walking, running, jumping, throwing, as well as practicing various projectiles, exercises on simulators, and other sports [1-5]. The objectives of special physical training are: the development of physical qualities necessary for the game. The development of physical qualities and abilities necessary for mastering the techniques and tactics of the game. Remedy: preparatory exercises aimed at developing the speed and strength of muscle contraction. These muscles are involved in the performance of techniques, speed, dexterity, special dexterity, endurance (speed, jump,

strength, play Training methods in volleyball games that are felt to be able to improve the accuracy, precision and ability to control the ball can be done through the bounce training method to the wall. Through the bounce training method, it is able to improve eye coordination with the media in the opposite direction of the wall with the aim of being able to improve the results of the volleyball game (Satardi et al., 2023).

Conclusion

Based on the results obtained, it can be concluded that there is an increase in each cycle in the implementation of volleyball top passing using the bounce method of passing training. The results of the study are expected to be able to provide a reference for further research through the bounce passing training method in improving the learning outcomes of top passing in order to improve student learning outcomes. The results are also expected to be able to make a reference for further research on the upper passing training method, but can be created by adding other training methods so that it will be more optimal in application and learning outcomes obtained. The limitation of the research is that through the CAR method it focuses on only one school or sample cluster, so it is less diverse, so it is also hoped that the sample of further research from the research reference results will be more diverse.

Conflicts of interest

The authors declare no conflicts of interest.

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Удосконалення результатів навчання волейбольного пасу з використанням відскоку м'яча від стіни

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Реферат. Стаття: 6 с., 9 табл., 27 джерел.

Метою даного дослідження було з'ясувати ефективність навчання волейбольних передач з використанням відскоку м'яча від стіни у студентів СМА Арінди Палембанг.

Матеріали і методи. У цьому методі дослідження використовуються методи дослідження групових дій. Вибірка, використана в цьому дослідженні, складала 35 осіб. Інструментом дослідження є 1) проходження перевірки навичок, 2) перевірка знань і 3) спостереження за навчальною діяльністю.

Результати. З результатів та аналізу даних дослідження можна зробити висновок, що результати навчання учнів XI класу SMA Arinda Palembang завжди зростають у кожному циклі. Результати цього дослідження показують, що навчання пасу з низу з відскоку від стіни під час волейбольних ігор може покращити результати навчання волейболу у XI класі SMA Arinda Palembang.

Висновки. Висновок цього дослідження полягає в тому, що навчання вправ через відскок від стіни може бути використано для покращення навчання пасу у волейбольних іграх.

Ключові слова: волейбол, відскок від стіни, результат навчання, фізичне виховання.

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