

LEARNING MODEL UNDER PASSING VOLLEYBALL FOR STUDENTS JUNIOR HIGH SCHOOL

Agus Riyandi¹, Samsudin², Iman Sulaiman³

Universitas Negeri Jakarta^{1,2,3}

agusriyandi1991@gmail.com

Abstract

The problem of this research is that volleyball learning is less effective and less fun and even makes students find it difficult to carry out low-level learning, it is caused by the lack of teacher creativity in teaching that is attractive to students but still effective in achieving the goals designed in each lesson. The purpose of this study was to produce a product of the Volleyball Bottom Passing Learning Model in Junior High Schools. The learning model is later expected to be able to help teachers during the physical education learning process, especially in volleyball material. This study uses the ADDIE method. The results of the study resulted in a product in the form of a Volleyball Bottom Passing Learning Model in Junior High School which had been validated and revised by 18 models. Data were collected through documentation, interviews, and observations. The analysis was done descriptively. The results of the study were in the form of a book on the Learning Model of Lower Passing Volleyball in Junior High Schools. The results of this study are the bottom passing volleyball in the control group of 49.60 while the average result of the volleyball under passing in the experimental group is 56.73. It can be concluded that the results of the experimental group's volleyball bottom passing were better than the control group with a difference of 7.17. From the table above, it is obtained that the t count is $8.098 > t$ table is 2.001 with a significance level of 5% and P-Value $0.000 < 0.05$. It can be concluded that there is a significant and effective influence on junior high school students.

Keywords: Learning Model; Under Passing; Volleyball


Submitted : 19th of January 2023

Accepted : 30th of January 2023

Published : 31th of January 2023

Correspondence Author: Agus Riyandi, Universitas Negeri Jakarta, Indonesia.

E-Mail: agusriyandi1991@gmail.com

DOI <http://dx.doi.org/10.31851/hon.v6i1.10900> 



Jurnal Laman Olahraga Nusantara licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)

INTRODUCTION

Physical education programs have an important role that is relatively the same as other educational programs in the realm of learning, namely developing three main domains, affective, cognitive, and psychomotor. The physical education learning process involves physical, mental, intellectual, emotional, and social elements. Physical education is more oriented to the needs of students, as a subject of learning, and not as an object of learning (Agus Mahendra, 2002).

The main problem in physical education in Indonesia to date is the ineffectiveness of teaching and learning activities for physical education in schools. This condition is caused by several factors, including the limited ability of physical education teachers and the limited resources used to support the physical education learning process, so that they have not succeeded in developing the abilities and skills of children as a whole, both physically and intellectually. Not only the limited ability of teachers is a factor, but the lack of reference books for teaching materials that can support the learning process of physical education at all levels of education. Physical education learning requires several competency standards that must be mastered by students. Volleyball material is one of the competency standards that have been set in physical education taught in schools junior high school level. Volleyball is also a sport that is popular with the community, both at the Elementary School, Junior High School, High/Vocational High School, and College levels. The game of volleyball is very interesting and fun if one can master the basic techniques of the game.

From various lessons in junior high school, researchers found problems in teaching and learning activities for physical education, there were several obstacles found in teaching and learning activities for physical education on volleyball material, the problem was the lack of basic techniques in volleyball games, especially under passing because passing is the most basic technique in volleyball games, thus students will be given variations of down passing learning that are useful for themselves so that learning of volleyball game material is more optimal.

The success of the teaching and learning process can be measured from the level of understanding, mastery of the material and learning outcomes. In learning physical education on the bottom passing material of the volleyball game, the teacher must master the material to be used and it is also necessary to assist the learning model to improve the bottom row learning outcomes in the volleyball game. For this reason, the use of learning models in a teaching and learning process is very necessary because the learning model has advantages, technical

abilities that are able to help a good teaching and learning process and are also able to improve student skills. One form of activity in learning physical education, sports and health is volleyball (Hambali, 2016).

Within the scope of the big ball game, there is a volleyball game with various basic techniques as stated (Fauzan Robby Revandhani, 2018) namely service, passing, blocking, smash. Passing down is done in various ways according to the ability of students, therefore students are given variations of learning that are useful for themselves, because passing down is one of the most basic techniques in volleyball games, so students can take part in learning activities with ease good.

Volleyball learning can be less effective and less fun and even make students find it difficult to carry out learning at the bottom, it is caused by the lack of teacher creativity in teaching that is attractive to students but still effective in achieving the goals designed in each lesson. In volleyball learning, if a teacher is lacking in developing creativity, students have less interest in participating in learning. For this reason, a teacher must be able to carry out tasks and adopt learning models that can help students' problems, as well as achieve educational goals, especially in learning at the bottom of the volleyball game.

Many factors affect the ability of basic volleyball techniques, including the ability to play volleyball basic techniques that are not good, physical abilities that are not supportive, or learning methods that are less effective and so on (Aida Fitriani, 2021), such conditions, a teacher Physical education must be able to evaluate all factors, both from the teacher itself and from the students.

Research development or research and development is currently one type of research that is being developed. Development research is a type of research that can connect or break the gap between basic research and applied research. Development research is often interpreted as a process or steps to develop a new product or improve an existing product (Zainal Arifin, 2012).

Research and development according to (Sugiyono, 2011) is: "Development research is research that is used to produce certain products, and

to perfect a product that is in accordance with the references and criteria of the product made so as to produce a new product through various stages and validation or testing." Development research is not to detail and define investments but rather to improve and adapt the full range of needs and aspirations and for needs to be developed.

Volleyball game is one of the physical activities in the game and sports activity group (Yudiana, 2015). The purpose of the game is for each team to pass the ball regularly/well over the net until the ball hits the net (dead) in the opponent's area, and prevents the ball that is passed from touching the floor of the field itself (Setiawan, 2018). The position of the ball at the start of play is on the right back line player. He serves the ball over the net into the opponent's field. Each team has the right to play the ball three times a bounce or touch (except for the time holding back to return it to the opponent's area). To be skilled at playing volleyball, players or athletes must demonstrate techniques or tactics to play the ball on the field to win in every match. The basic techniques of playing volleyball that must be improved include service, passing, block and smash. One of the goals of playing volleyball besides increasing physical activity and technique is to score points and win matches.

According to (Ricky, 2018) "The ball game technique is a basic technique that must be mastered to display the best game". While the basic techniques of volleyball According to (Alimin, 2019) in the sport of ball there are several basic techniques including serving, passing, smash, and blocking. The techniques in volleyball are serving, bottom passing, top passing, smash, block, and so on (Ricky, 2018). These four techniques must be combined in doing exercises so that a soccer player can play well.

Passing

Passing is playing the ball to a teammate with a certain technique, as the first step to make an attack on the opposing team (Showab & Djawa, 2019). In volleyball games, passing can be done by passing down and passing up (Alif Edo Yuniawan, Heny Setyawati, 2012). Passing well is very important to earn points

because ineffective passing will result in defeat for a volleyball team (Saputra & Gusniar, 2019).

Service

The first serve was served from behind the end line of the field of play over the net into the opponent's area. Serving strokes are made at the start and every time a fault occurs. Because serve plays a big role in getting points, then service must be convincing, targeted, hard, and against the opponent. "Serving is a technical skill with which a set of volleyball games begins and can be performed from the bottom, from above and to the jump" (D'Isanto et al., 2017). Service is the first attack whose hope is to immediately provide pain (ace) (Wicaksono, 2013).

Blocking

Blocks are the main fortress to ward off attacks opponent (Yusmar, 2017). A defensive block made by a forward position player that aims to fend off the opponent's blow/smash. Blocking is done with active hand movements (left and right when the hand blocks) or passive hands, meaning that the player just sticks his hand up without being moved. "The key points for block effectiveness are anticipation, decision making, movement speed and jumping ability" (Roberto Lobietti, 2013).

Smash

Smash is a hard-hitting attack when the ball is above the net, to be inserted into the opponent's area (Rejeki, 2020). Meanwhile, according to (Yuyun Yudiana, 2010) Smash is one of the most effective attack techniques during volleyball games. The ball is hit above the net which causes the ball to fall sharply into the opponent's field. Smash skills are a means or tool to attack the opponent's area in an effort to get points/points (Susilawati, 2017).

METHOD

The approach that the author proposes is research that uses a mixed method research approach, which combines qualitative and quantitative methods. The purpose of choosing this approach is to be able to reach or process all data or information so that a comprehensive explanation will be obtained. Meanwhile, the

research method used in this research is the research and development method. Research and model development in this study uses the ADDIE method which consists of five steps. The following describes the 5 research steps used by researchers or can be described in a staging scheme as shown in the image below:

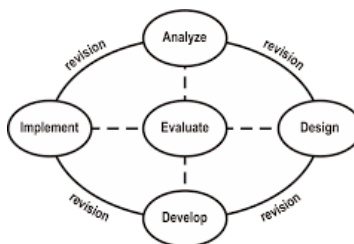


Figure 1. Model ADDIE(Cahyadi, 2019)

RESULT AND DISCUSSION

The results of the development of the volleyball underpass learning model in junior high school in the form of a script that presents various volleyball bottom passing learning models for junior high school students in the form of a learning model that adapts to student needs. The volleyball underpass learning model applied to junior high school students aims to facilitate students in mastering volleyball under passing.

Analysis Stage

Overall, there are two general objectives to be expressed in the preliminary study, namely:

1. The volleyball underpass learning model for students is developed in learning and enriches volleyball under passing skills.
2. The importance of learning volleyball underpass with an effective and efficient learning model.

The general purpose above is then the researcher conducts a preliminary study to examine the field situation with in-depth interviews with teachers and conducts a survey because the main purpose of this research is to prepare by reviewing it beforehand. characteristics of research subjects to be carried out in research.

Learning Model Design Stage

The next step is to make an initial product in the form of a series of

learning model development which will be used as a guide or guide to improve quality and skills. The initial product is outlined in the learning model.

Development Phase (Development)

After carrying out the data collection stage and drafting a volleyball bottom passing learning model, the next step is to conduct an expert test with the aim of obtaining the feasibility or validation of the model made with direct assessment from experts. Researchers present 2 experts in assessing the feasibility of the learning model made. 1 expert works as a volleyball lecturer, 1 volleyball coach, 1 expert lecturer in sports tests and measurements.

Implementation Stage

The next stage of ADDIE development is the implementation stage. After being declared feasible by experts the learning model was applied to a limited group consisting of 10 students.

Evaluation Stage

In general, students gave a positive response to the volleyball bottom passing learning model that had been developed. Various inputs and suggestions were obtained from both teachers and students. The input is intended for the improvement or perfection of the model that has been developed. In general, students gave a positive impression of the volleyball bottom passing learning model that they had done during the trial. It is different with the teacher providing technical comments on the volleyball bottom passing learning model. Furthermore, the data obtained is used as a benchmark for revising the first stage, namely the second stage of the test.

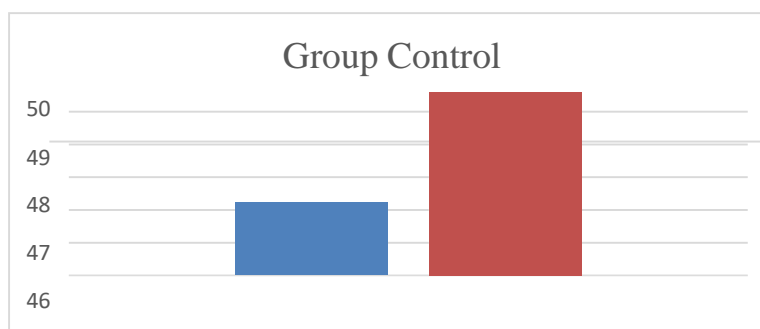


Figure 2. Histogram Result Pretest and Posttest Grup Control

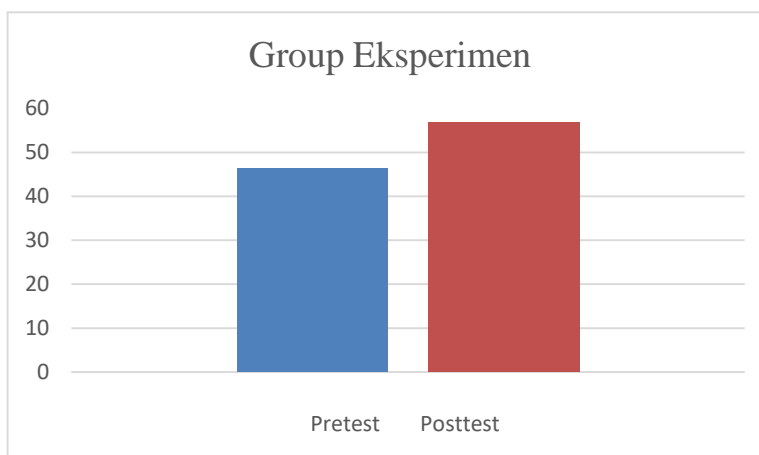


Figure 3. Histogram Result Pretest and Posttest Grup eksperiment

CONCLUSION

Based on the data that researchers obtained from the results of field tests and discussion of research results, it can be concluded that:

1. This research produces a product in the form of a high school volleyball bottom passing learning model.
2. Development of a volleyball passing learning model adapted to the characteristics of junior high school students with applied learning.
3. The volleyball bottom passing learning model is declared feasible to be used and can be applied to volleyball bottom passing learning activities and is ready to be disseminated.

The implication in this study is that the volleyball underpass learning model can make a positive contribution in supporting learning achievement because it can improve technique and attract students' interest and motivation in volleyball under passing techniques, a learning model that is adapted to students' characteristics. Thus, it is possible that this learning model can also be applied by teachers to improve the technique of passing down volleyball. There are several suggestions that will be put forward by researchers in relation to the product being developed. Suggestions include suggestions for using dimensions and suggestions for further development:

Utilization Suggestion

The product is a learning model for passing down volleyball for junior high school students which is used as a reference or reference for teachers, and

students in using the learning model for passing down volleyball take into account the situation, conditions that occur and the infrastructure they have.

Dimension Suggestion

Dissemination of this product and wider target for that researchers will provide suggestions, among others:

- 1) Before distributing the product, the volleyball bottom passing learning model should be redesigned to be better and more interesting, including starting from the learning model that has been created by researchers.
- 2) More books should be produced and printed so that they can be widely distributed to teachers so that they can apply learning models effectively and efficiently.

Suggestions for Further Development

In developing this research further, the researcher has several suggestions as follows:

- 1) Research subjects should be carried out in a wider area, both in universities and learning places that are used as test groups.
- 2) The results of making a volleyball bottom passing learning model for junior high school students can be disseminated throughout junior high schools throughout Indonesia.

REFERENCES

- Agus Mahendra. (2002). *Falsafah Pendidikan Jasmani*. Dikdasmen.
- Aida Fitriani. (2021). *Model Pembelajaran Pasing Bola Voli Bagi Siswa Usia 11-12 Tahun*. Universitas Negeri Jakarta.
- Alif Edo Yuniawan, Heny Setyawati, C. Y. (2012). Modifikasi Model Pembelajaran Bola Voli Melalui Permainan Bola Voli Mini Berlapis. *ACTIVE: Journal of Physical Education, Sport, Health and Recreation*, 1(4). <https://doi.org/10.15294/active.v1i4.517>
- Alimin. (2019). *Pengaruh Power Lengan, Panjang Lengan Dan Koordinasi Mata Tangan Terhadap Keterampilan Passing Bawah Dalam Permainan Bola Voli Pada Siswa Smk Negeri 10 Makassar*. 10(02), 79–88.
- Cahyadi, R. A. H. (2019). Pengembangan Bahan Ajar Berbasis Addie Model. *Halaqa: Islamic Education Journal*, 3(1), 35. <https://doi.org/10.21070/halaqa.v3i1.2124>
- D'Isanto, T., Altavilla, G., & Raiola, G. (2017). Teaching method in volleyball service: Intensive and extensive tools in cognitive and ecological approach. *Journal of Physical Education and Sport*, 17(5), 2222–2227. <https://doi.org/10.7752/jpes.2017.s5233>
- Fauzan Robby Revandhani. (2018). *Pengembangan model pembelajaran passing*

- bawah bola voli di smp n 2 nanggulan kulon progo Menggunakan permainan.* Universitas Negeri Yogyakarta.
- Hambali, S. (2016). Pembelajaran Passing Bawah Menggunakan Metode Bermain Pada Permainan Bola Voli. *Jurnal Pendidikan Olahraga*, 5(1), 58–70.
- Rejeki, E. S. (2020). Hasil belajar smash bola voli dengan media pembelajaran pada siswa kelas ix smp negeri 13 kota Bekasi. *Http://Journal.Unj.Ac.Id/Unj/Index.Php/Gjik Gladi : Jurnal Ilmu Keolahragaan 11 (02) 2020, 204-217 Permalink/DOI: Https://Doi.Org/10.21009/GJIK.112.11, 11(02), 204–217.*
- Ricky, Z. (2018). *Pengembangan Model Pembelajaran Teknik Dasar Bola Voli Melalui Pendekatan Bermain Untuk Pendidikan Jasmani Di Sltip.* 2(10), 1102–1111.
- Roberto Lobiatti. (2013). A Review Of Blocking In Volleyball: From The Notational Analysis To Biomechanics. *Journal of Human Sport and Exercise*, 8(2), 486–487. <https://doi.org/10.4100/jhse>
- Saputra, D. I. M., & Gusniar, G. (2019). Meningkatkan Hasil Belajar Passing Bawah Bola Voli melalui Bermain Melempar Bola. *Gelombang Olahraga: Jurnal Pendidikan Jasmani Dan Olahraga (JPJO)*, 3(1), 64–73. <https://doi.org/10.31539/jpjo.v3i1.862>
- Setiawan, D. (2018). Pengaruh latihan spike menggunakan bola modifikasi terhadap keterampilan spike dalam permainan Bola voli Deni Setiawan Universitas Siliwangi Email: denisetiawan@unsil.ac.id. *Journal Of S.P.O.R.T.*, 2(1), 21–25.
- Showab, A., & Djawa, B. (2019). Pengaruh Modifikasi Permainan Bola Voli Terhadap Kegembiraan Belajar Siswa. *Jurnal Pendidikan Olahraga Dan Kesehatan*, 07(03), 307–312.
- Sugiyono. (2011). *Metode Penelitian Kualitatif, Kuantitatif dan R & D.* Alfabeta.
- Susilawati, D. (2017). *Pengaruh Explosive Power dan Kebugaran Jasmani terhadap Keterampilan Bola Voli.* 08(01), 68–75.
- Wicaksono, D. (2013). Menerima servis (Receive Serve) dalam Permainan Bolavoli. *Journal of Chemical Information and Modeling*, 53(9), 1689–1699.
- Yudiana, Y. (2015). Implementasi Model Pendekatan Taktik dan Teknik dalam Pembelajaran Permainan Bola Voli pada Pendidikan Jasmani Siswa Sekolah Menengah Pertama. *Kajian Pendidikan*, 5(1), 95–114.
- Yusmar, A. (2017). Upaya Peningkatan Teknik Permainan Bola Voli Melalui Modifikasi Permainan Siswa Kelas X Sma Negeri 2 Kampar. *JURNAL PAJAR (Pendidikan Dan Pengajaran)*, 1(1), 143. <https://doi.org/10.33578/pjr.v1i1.4381>

Yuyun Yudianta, T. S. (2010). *Permainan Bola Voli*. redpoint.

Zainal Arifin. (2012). *Model Penelitian dan Pengembangan*. PT. Remaja Rosdakarya.