

THE IMPLEMENTATION OF BOUNCE BALL GAMES TO IMPROVE STUDENTS' SET PASS ABILITY

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Abstract

This study aims to improve the volleyball set pass skills of students at Junior High School 19 Pontianak. It can be seen from the results of observations made by researchers and interviews with physical education teachers at the school. It can be seen that there are still many students who do not understand the basic techniques of set passing so that it affects the minimum completeness criteria value which is still below the average. The research method used is the classroom action research method which is carried out in two cycles consisting of the stages of planning, implementing, observing and reflecting. The results were an increase in volleyball passing skills using the method of playing bouncing ball in class VIII junior high school students 19 Pontianak, namely in the pre-cycle student completeness only reached 25%, then there was an increase in cycle I of 63% and there was an increase in cycle 2 to 78%. It can be concluded that applying the game of bouncing ball can improve the skills of set pass volleyball in 19 public junior high school students in Pontianak.

Key Words: Bounce Ball, Set Pass; Volleyball .

Accepted: 10th of July 2021

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DOI: <http://dx.doi.org/10.31851/hon.v4i2.5430> 



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INTRODUCTION

The aim of national education is to make efforts to optimally expand and equalize opportunities to obtain high quality education for all Indonesian people, accompanied by the right to support and protection according to their potential. As a manifestation of the achievement of these goals, learning is an active process that requires encouragement and guidance towards achieving the desired goals. In order for the goals of national education to be achieved, it must be supported by the quality of the quality learning process carried out in schools (UU RI, 2005).

Physical education, sports and health (*Penjasorkes*) are academic subjects or aspects of the educational process that are concerned with the development and mobility of individuals who are voluntary and useful, and are directly related to mental and social responses. In essence, physical education is an educational process that utilizes physical activity to produce holistic changes in the quality of an individual both physically, mentally and emotionally (Okilanda, 2017). Physical Education, Sports and Health then called by *PJOK* in schools is not only educating through physical activities, but the learning process of physical education which is

used as a medium for solving movement problems. The main objective of *PJOK* in schools, as stated by the Ministry of National Education, is to help students improve their movement skills while they are happy and willing to participate in various activities (Okilanda et al., 2021). Through this goal, it is hoped that students can have a foundation for developing movement skills, cognitive understanding, positive traits towards physical activities that will later become humans who are physically and mentally healthy and have a good personality. *PJOK* is included in the subjects taught at the level of elementary / equivalent, junior high school / equivalent, and high school / vocational high school / equivalent. (Zainuri, 2020).

The objectives of the Physical Education Health Center include: (a) developing self-management skills in the development and maintenance of physical fitness and a healthy lifestyle through various selected physical activities and sports, (b) increasing physical growth and better psychological development, (c) increasing ability and basic movement skills and (d) develop sportsmanship, honesty, discipline, responsibility, cooperation, confidence and democracy and understand the concept of physical activity and sports in a clean environment as information to achieve perfect physical growth, healthy lifestyle and fitness , skilled and have a positive attitude (Arsil, 2010).

The existence of physical education, sports and health in schools is not only to improve health and physical fitness for all students, but to provide experiences in the cognitive, affective and psychomotor fields for these students. Here the teacher is required to determine the appropriate learning model for students (Guntara, 2021). This is because the teacher must face students who have different characteristics. For this reason, teachers must have a lot of creativity in packaging learning material so that students like and participate actively in every lesson (Yusuf & Hartati, 2014) Physical education is an integral part of education in total that contributes to individual development through natural media of physical activity. human motion. Physical education is a carefully planned sequence of learning experiences designed to meet each student's development and growth, and behavioral needs. The goals to be achieved are comprehensive and require long-term time, so they can be formulated into several short-term goals, without forgetting the essential goals to be achieved. (Bangun, 2016).

According that sports education is a series of subject matter that makes a real contribution to everyday life in an effort to increase the spiritual growth and development of students. the purpose of physical education in schools is to improve physical fitness for students and increase the basic mobility skills possessed by students (Taufik et al., 2021). Therefore physical education is the main education to support student achievement. One of the problems in physical education today is that physical education teaching is not yet effective In schools, the quality of physical

education learning in schools is still low. This is due to several factors, one of which is the limited resources used to support the physical education learning process (Arisman & Noviarini, 2021).

Lack of teacher creativity in creating an innovative and effective learning atmosphere in accordance with the needs of student movement in learning. One of them is in the learning method. Most physical education teachers only emphasize or see the end result without paying attention to the learning process. This has an impact on students because of the lack of knowledge provided by the teacher so that indirectly it will also affect the teacher's performance and not achieve the goals of physical education. This will also have an impact on the learning process of students who pay less attention to the teacher explaining the material during learning. Therefore, learning is a process of behavior change both in cognitive, affective and psychomotor aspects that are implemented in plans that have been compiled in real activities so that the goals that have been prepared are achieved optimally.

The physical education learning process in schools still emphasizes the process of physical activity with sports materials, one of which is volleyball. Volleyball is a sport that is popular with the community. This is evidenced by the existence of a volleyball field in almost every community. The factors that cause this problem are, students do not listen to the teacher's explanation which does not create a pleasant learning atmosphere and low skills in volleyball, especially under passing material.

Based on the results of observations by researchers at 19 Public Junior High Schools in Pontianak City, the average skill of students in doing under-passing is still not optimal. This is due to several factors, including students' understanding of volleyball, especially in under-passing material, students are less able to understand the basic techniques and methods of under-passing, students do not like the monotonous and boring volleyball game that affects the learning outcomes of class VIII Junior High School 19 Pontianak City. Based on the data that the researchers obtained, all students in grade VIII of 19 Public Junior High Schools in Pontianak City were 35 students with a KKM score of 75. Students who got a KKM 75 score were 11 students or 31%, while those who got a score below the KKM 75 score were 24 students or 69. %. Looking at this data, of course, it is necessary to make improvements in terms of learning, especially innovation in a more interesting teaching and learning process.

The learning model is a plan that is used for teaching. The content contained in the learning model is in the form of teaching strategies used to achieve instructional goals. Examples of teaching strategies that teachers usually apply during the teaching and learning process are classroom management, grouping students, and using tools.

Play is the right of every child. Playing is a land for children to express all forms of behavior that are fun and without coercion. At first, playing was considered an activity that one eye was uneasy about. Initially play activities have not received special attention from psychiatrists, given the lack of knowledge about the psychology of child development and the lack of attention to children's development in the past. However, with technological advances and the support of the latest research results, playing activities rank first in activities for children. -child. (Rohmah, 2016).

The game is a characteristic and integral part of the needs of human life, because in the game there are elements of motion that play a big role in improving the basic skills of students, so that if the games played by students are directed and carried out by following the principles of practice, it is expected to give positive changes to the development of students' basic motor skills. One of the characteristics of the game that is enjoyed by students at the junior high school age is the diverse team games. From the number of team games, one of the most popular types of junior high school students is big ball games, namely volleyball, soccer games, basketball games (Munajat, 2019).

Appropriate learning methods are needed to improve volleyball learning in children. One of the learning methods that can be applied is playing. Play is a fun, serious and voluntary activity, where the child is in a world that is not real or real. Meanwhile, according to Mahendra, play is the world of children, while playing they learn, in learning, children are the experts. By playing learning, it is hoped that it will be fun, children will not be bored and children will not experience boredom because they only learn basic techniques (Mubaligin et al., 2018).

In this classroom action research, the researcher tried to apply the method of playing the bouncing ball because this game was deemed effective enough to provide variations in the volleyball underpass training. The basic technique of under-passing is packed in fun playing activities, and the rules and equipment are modified according to the characteristics of junior high school students who are still in the beginner category (Arisman et al., 2021). This is considered quite effective, especially in improving students' under-passing skills.

METHOD

The research method used is classroom action research, which is a research activity that is carried out systematically, rationally and in a planned manner in the field of education on various actions taken by teachers that aim to improve the teaching process which is their responsibility at school (Riduwan, 2004).

This classroom action research is planned in several cycles and meetings to see an increase in volleyball underhand passing learning by using the playing method



using a reflective board. Each research cycle consists of main activities, namely, planning the implementation action, observation and reflection. The subjects of this classroom action research were students of class VIII Junior High School 19 Pontianak City. The data collection techniques in this study are: 1) direct observation techniques, 2) measurement techniques.

RESULTS AND DISCUSSIONS

Volleyball pre-cycle passing data results before being given the application of the playing method. The following shows the conditions of learning outcomes and initial grades of Class VIII SMP 19 Pontianak before being given the approach to implementing the playing method as follows:

Table 1. Volleyball set pass pre-cycle test results

Class Interval	Absolute Frequency	Frequency Relative	Frequency Comulative
45 – 50	6	18.75	18.75
51 – 56	3	9.375	28.125
57 – 62	6	18.75	46.875
63 – 68	4	12.5	59.375
69 – 74	1	3.125	62.5
75 – 80	12	37.5	100
	32	100	

Based on the results of the description of the initial data recapitulation before being given the action, it can be explained that there are 6 students with an interval value of 45-50, 10 students 51-56, 6 students 57-62 and a score interval with a score of 63-68 as many as 4 students. 69-74 as many as 1 student and 75-80 as many as 12 students.

After the action was given in cycle 1, there was a change in the distribution of existing values. The data distribution can be seen from the following frequency distribution table.

Table 2. Volleyball passing under cycle test results

Class Interval	Absolute Frequency	Frequency Relative	Frequency Comulative
52 – 56	6	18.75	18.75
57 – 61	3	9.375	28.125
62 – 66	6	18.75	46.875
67 – 71	4	12.5	59.375
72 – 76	1	3.125	62.5
77 – 81	12	37.5	100
	32	100	

Based on the results of the description of the frequency distribution of student scores, there is cycle 1, it can be seen that the distribution of student scores, among others, with intervals of 52-56 as many as 6 students 57-61 as many as 3 students, 62-



66 as many as 6 students 67-71 as many as 4 students, 72-76 as many as 1 student , 77-81 as many as 12 students wide.

After taking the action in cycle 1, it can be seen that the results have not been satisfactory, so it is necessary to make improvements in the second cycle with the hope that the expected value can be more maximal than the previous cycle. The data distribution cycle 2 can be seen in the following frequency distribution table.

Table 3. Volleyball Passing Under Cycle 2 Test Results

Class Interval	Absolute Frequency	Frequency Relative	Frequency Comulative
59-63	2	6.25	6.25
64-68	2	6.25	12.5
69-73	3	9.375	21.875
74-78	14	43.75	65.625
79-83	10	31.25	96.875
84-89	1	3.125	100
	32	100	

Planning and implementation carried out by sports teachers and researchers to increase under-passing with the method of playing tabak throwing runs as planned from the beginning, from cycle 1 and cycle 2. Observation activities carried out by researchers on teachers and students on the learning process that occurs in the implementation of the action goes well. This can be seen in the actions of students who are increasingly orderly and enthusiastic in participating in the under-passing learning process using the playing method. Students have shown their activeness in learning and the teacher is skilled in leading the learning process in a systematic and planned manner.

The results Comparison of Completeness (KKM) of lower Passing Skills before and after being given Learning Action Method of playing in Cycle I and Cycle II:

Table 4. The value comparison of the results for each cycle

Information	Percentage		
	Initial	Cycle 1	Cycle 2
Completed	8	20	25
Percentage of Completeness	25 %	63%	78 %
Incomplete	24	12	7
Percentage of Incomplete	85 %	37 %	22 %

In the initial conditions, the results of learning completeness were lacking, namely only 8 students reached the complete criteria or 38.9% while there were 24 students or 85% of students who had not completed. In cycle 1, there was an increase

in the number of students who reached the complete criteria, namely 20 people or 63%, while there were 12 students or 37% students who had not reached the complete criteria. And at the end of the action cycle 2, there were 25 students or 78% of the students who reached the complete criteria, while 7 students or 22% had not reached the complete criteria. Through the playing method in class VIII State Junior High School 19, Pontianak City, it is able to improve learning outcomes for under-passing skills. Because in this lesson, the teacher focuses on the learning process that is fun and interesting for students but serious. The teacher presents the material through various learning models in under-passing learning, then students make movements according to what the teacher has instructed or exemplified.

CONCLUSION

Methods in learning are very important to be mastered by an educator because the different characteristics of each student's learning method require teachers to innovate in learning. Various learning methods can be used as an approach in the teaching and learning process. One of them is the play method which offers a learning process by emphasizing the joy aspect of learning situations to make students happier and of course learning to be more interesting. Volleyball is a sport that is taught in the junior high school curriculum, it is not uncommon in this game that many students like it, but there are also many students who do not understand the basic techniques of volleyball, especially under passing, so many students experience obstacles in this basic technique. In this research, the researcher tried to apply the playing approach method, namely playing bouncing ball to introduce students to the basic techniques of passing under volleyball. Based on the results of the study, there was an increase in volleyball passing skills with the playing method in class VIII students of State Junior High School 19 Pontianak City, namely in the pre-cycle student completeness only reached 25%, then an increase in cycle I was 63%, and an increase in cycle 2 to 78%.

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