



Analysis of the Suitability of Teachers' Way of Teaching Passing Techniques in Volleyball

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ABSTRACT

Volleyball is a complex game that is not easy for everyone to play. The techniques in volleyball games taught by teachers in several schools are still lacking in conformity with the proper underhand passing technique rules. The purpose of this research is to analyse the suitability of physical education teachers for teaching the bottom passing technique. It aims to improve the ability of underhand passing in volleyball games for students. The method used in this research is qualitative. Qualitative research is a method that contains descriptive data and tends to use analysis. The data obtained from this study were SDN Ciborelang II (50%), SDN Ciborelang III (85%), and SDN Leweung Gede IV (60%). The suitability of the teacher's way of teaching the bottom passing technique at three public elementary schools in Jatiwangi District, Majalengka Regency, is 85%–100%, which is in accordance with the existing indicators.

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INTRODUCTION

Volleyball is a net sport played by two teams on a 4-square field with a field 9 meters wide and 18 meters long. The ball is played by volleying the ball in the air and passing the ball over the net with the intention of dropping the ball in the square. opponent to win (Yustal, 2017). Volleyball is recreational to fill free time and then develops towards other goals, such as achievement (Supriatna et al., 2022). Volleyball is one of the games that is taught and is the sport of choice at all school levels (Kasmirman, 2018).

Volleyball is a complex game that is not easy for everyone to play (Kresnapati, 2020). Because, in the game of volleyball, movement coordination is needed, which can really be relied upon to carry out all the movements (Fauzie, 2020). Therefore, good knowledge of



basic and advanced techniques is needed to be able to play volleyball effectively (Alwijaya, 2018).

Technique is the process of giving birth to physical activity and proving a practise as well as possible to complete certain tasks in the game of volleyball. This technique is very closely related to movement, physical condition, tactics, and mentality (Fitriani et al., 2021). The basic techniques of volleyball must be mastered first in order to develop the quality of volleyball performance. In volleyball games, there are basic volleyball game techniques, including serving, passing, smashing, and blocking (Teguh Santoso, 2021).

Passing is passing the ball to a friend in a team with a certain technique as a first step to developing an attack pattern on the opposing team. (Muhammad Azhar, Hendrik S. Mandagi, 2021). The passing technique is divided into two parts, namely the upper passing technique and the lower passing technique. Passing down is a technique in volleyball that has many functions and uses (Kresnapati, 2020). Passing down is a basic technique in volleyball. This technique can be used to start attacks, anticipate unexpected incoming balls, and save efforts outside the volleyball court. Playing the ball with the forearm is a fairly important playing technique (Yustal, 2017).

The techniques in volleyball games taught by teachers in several schools are still lacking in conformity with the proper underhand passing technique rules. Therefore, the authors are encouraged to conduct research on physical education teachers use of underhand passing techniques. It aims to improve the ability of underhand passing in volleyball games for students.

The ability to pass in volleyball is a basic skill that volleyball players must have (Artha et al., 2020). The passing technique that is the focus of this research is the bottom passing technique. That's because technique is an important basic asset for someone to have in playing volleyball, including a physical education teacher, so that the student's volleyball game is successful (Freitas da Silva et al., 2020). Thus, it is the aim of the authors in this study to analyse the suitability of the way the teacher teaches the underhand passing technique in volleyball games.

MATERIALS AND METHODS

The method used in this research is the qualitative method (Murphy, 2011). Qualitative research is a method that contains descriptive data and tends to use analysis. The population of this research is public elementary schools in the Jatiwangi sub-district, Majalengka district, totaling 43 schools (Dirjen PAUD, Basic and Secondary Education, 2022). The number of physical education teachers in each school is one. In this study, researchers used a purposive sampling technique to find samples taken from 3 schools out of 43 schools in the Jatiwangi sub-district, Majalengka district, including SDN Ciborelang II, SDN Ciborelang III, and SDN Leweung Gede IV. The data collection technique in this study is observation. The research instrument used in this study was an observation sheet.

RESULTS AND DISCUSSION

Result

From the objectives in the field to the problem of the suitability of programme activities in learning that occur for physical education at public elementary schools in Jatiwangi District, Majalengka Regency The data and values in this study are from observation sheets related to physical education programme problems. Then the results obtained are as follows:

Table 1. Appropriateness of the way the teacher teaches Passing Down

School	Conformity Percentage
SDN Ciborelang II	50%
SDN Ciborelang III	85%
SDN Leweung Gede IV	60%
Mean	65%

DISCUSSION

This research was conducted in Jatiwangi District, Majalengka Regency. The subjects of this study were health, sports, and physical education teachers at 3 Public Elementary schools in Jatiwangi District, Majalengka Regency, totaling 3 sports teachers. Teachers at SDN Ciborelang II named Aan Suswandi, S.Pd., SDN Ciborelang III named Arip Nugraha, S.Pd., and SDN Leweung Gede IV named Dedi Suwandi, S.Pd.

Based on the results of the research above, it is known that teachers who use appropriate techniques in volleyball games are as follows: for SDN Ciborelang II, a physical education teacher named Mr. Aan Suswandi, S.Pd., the results of the suitability of teaching the bottom passing technique are 10, which are appropriate out of 20 indicators, so to get a standard score, the total score obtained is divided by the total score, and the maximum result is 0.5. Then the results obtained were multiplied by 100, so the score obtained was 50. From the two final results, the appropriate score for teaching lower passing techniques from Mr. Aan Suswandi, S.Pd., at SDN Ciborelang II is 50%.

SDN Ciborelang III, a physical education teacher named Mr. Arip Nugraha, S.Pd., found that the results of the suitability of teaching the bottom passing technique are 17 out of 20 indicators, so to get a standard score, the total score obtained is divided by the total score, and the maximum result is 0.85. Then the results obtained were multiplied by 100, so the score obtained was 85. From the two final results, the appropriate score for teaching the lower passing technique from Mr. Arip Nugraha, S.Pd., at SDN Ciborelang II is 85%.

SDN Leweung Gede IV, a physical education teacher whose name is Mr. Dedi Suwandi, S.Pd., found that the results of the suitability of teaching the bottom passing technique are 12 out of 20 indicators, so to get a standard score, the total score obtained is divided by the maximum total score, and the result is 0.6. Then the results obtained were multiplied by 100, so the score obtained was 60. From the two final results, the appropriate score for teaching the lower passing technique from Mr. Dedi Suwandi, S.Pd., at SDN Ciborelang II is 60%.

A teacher's profession is one that we often encounter in various places, especially in schools. The teacher is someone we have known since we received our education. Its main task is to develop character, talents, and interests and teach a science that is useful for the future of its students. Each teacher certainly has a way of teaching and a choice of different learning methods (Artha et al., 2020).

The success of a teacher can be judged by the acquisition of good grades or the development of student scores (Singh et al., 2020). The way you teach is one of the keys to creating success for a teacher in educating his students. Here are some teaching strategies so that learning can take place effectively: Making students interested in lessons and material, always reviewing lessons. Inserting jokes during learning, Giving students learning objectives, Providing motivation, Explaining the material briefly, Paying attention to student performance, Providing assessments that are fair and accurate (Carbonell-Carrera et al., 2017)

Basic teaching skills are an important aspect that must be possessed by teachers so that they can carry out their role in managing the learning process (Tena et al., 2021). A

teacher must master skills in various teaching styles and be able to carry out various roles, meaning that a teacher must master various teaching skills to create effective and innovative learning (Wang & Liu, 2018). In Law No. 14 of 2005 concerning teachers and lecturers, it is stated that the main task of a teacher is to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education through formal education, basic education, and secondary education.

From the three explanations of the main tasks of teachers and lecturers at the beginning (educating, teaching, and guiding), a lot occurs in the teaching and learning processes. A teacher must be able to arouse student participation in learning so that the process of learning activities can take place optimally. Teacher competence is a set of knowledge, skills, and behaviours that must be owned, internalised, and mastered by teachers in carrying out their professional duties (Feng et al., 2021). Teacher competence as a learning agent at the level of primary and secondary education as well as early childhood education includes pedagogical, personality, professional, and social competence.

CONCLUSION

Based on the results of research conducted with physical education teachers in each school, namely: SDN Ciborelang II (50%), SDN Ciborelang III (85%), and SDN Leweung Gede 4 (60%), From the results of these studies, an average of 65% was obtained. So it can be concluded that the suitability of the teacher's way of teaching the bottom passing technique in three public elementary schools in Jatiwangi District, Majalengka Regency, is 85%–100%, which is in accordance with the existing indicators. From these three things, it is very clear that the learning of the bottom passing technique in volleyball by teachers in schools in the Jatiwangi sub-district of Majalengka Regency uses self-directed learning.

CONFLICT OF INTEREST

There are no conflicts of interest in this article.

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