



# Hanging Ball Game: An Effort to Improve Lower Passing Ability in Volleyball Games

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## ABSTRACT

This study aims to improve the ability of lower passing in volleyball games through a hanging ball game approach in class IV students of SD Negeri Sukamulya III. This research uses PTK. The subjects of this research are physical education teachers and research partners in this case act as observers or observers during the learning process, while the researchers themselves carry out the learning or as teachers. The object of this research is learning lower passing using the hanging ball game approach. Data collection techniques using observation and tests. The results showed that the lower passing learning activity of class IV students of SD Negeri Sukamulya III. It is evident from 36 students whose activities are not good in pre-cycle activities with an average score of 2.15 in cycle I increased to 2.47 and at the end of cycle II to 3.50 or good qualifications. Learning achievement of lower passing of class IV students of SD Negeri Sukamulya III. There was an increase in the percentage of student learning completeness from 33.33% in pre-cycle activities to 44.44% in cycle I and increased to 80.56% at the end of cycle II. The conclusion of this study shows that through the hanging ball game approach can improve the ability of lower passing in volleyball games in class IV students of SD Negeri Sukamulya III.

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## INTRODUCTION

The game of volleyball is no longer just a recreational sport, but has developed into part of educational sports and achievement sports or competition sports (Hidayat & Juniar, 2017). The game of volleyball is no longer just a recreational sport, but has developed into part of educational sports and achievement sports or competition sports (Friskawati & Stephani, 2021), Although volleyball is playing the ball by volleying or a ball that is hit back and forth in the air over the net. The game of volleyball is one of the subject matter of games and sports activities contained in the physical education curriculum. An important aspect and dominance in learning volleyball games is mastery of motion. The learning



process of volleyball games in schools generally introduces various basic volleyball techniques so that students can understand and master the basic techniques of volleyball games. There are several basic techniques in volleyball that players need to have including passing, smash, block and serve (Karthikeyan et al., 2022).

Volleyball game is one of the teaching materials in Physical Education, Sports and Health (PJOK) lessons. Volleyball material is part of a big ball game. Big ball games begin to be taught in elementary schools in grade IV. This is stated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 37 of 2018 concerning changes to the Regulation of the Minister of Education and Culture No. 24 of 2016 concerning Core Competencies and Basic Competencies for Lessons in the 2013 Curriculum in Primary Education and Secondary Education (Mustafa & Dwiyo, 2020). The Ministerial Regulation requires students to be able to analyze the motion skills of one of the big ball games to produce good motion coordination. In addition, students must be able to practice the results of analyzing the motion skills of one of the big ball games, namely volleyball, especially to produce good motion coordination (Singh et al., 2020). Therefore, to be able to play volleyball well must have skills in playing. Skill is the ability to bring some end results with maximum energy expenditure and minimal energy expenditure. Skills are qualities that must be achieved, while methods are procedures or techniques used to develop skills (Rukmana et al., 2021).

Through the planned learning process, teachers are expected to be able to become facilitators in students' efforts to achieve core competencies and basic competencies (Indrayogi, 2020). Learning experienced by students sometimes experiences a difficulty in mastering the material in learning activities. This can be caused by student unpreparedness in receiving material, student disinterest in material or infrastructure that reduces student motivation in the learning process. The physical education learning process at school has constraints that reduce the level of physical activity. Physical activity is part of physical education learning, because physical activity requires a person to move, and physical education is one of the subjects that uses more movement activities in the learning process (Ginanjar et al., 2020).

Nowadays, education is very important in everyday life as a process of learning knowledge, skills, and habits as well as a medium to humanize people in their social life (Setiawan et al., 2020). The improvement of human beings into human beings is the goal of education. Education is a process that contains activities for social life and helps preserve culture and social organization from one generation to the next. Based on the above definition, it can be concluded that education is a planned effort to humanize people in their social life (Tena et al., 2021).

In learning physical education (PE) a teacher must have a strategy in learning so that the learning given to students can be understood (Kirk & Macdonald, 1998). The main problem of students is the process of changing the behavior of students through various learning experiences they get. Various problems in the physical education learning process often occur. Students often feel bored with the same learning. Students are more interested in participating in physical education learning in the form of games or games (Agustan et al., 2020). Just like learning, teaching is essentially a process, namely the process of arranging, organizing the environment around students so that it can foster and encourage students to carry out the learning process. Then, we often see a student who is able to do the assigned movement but he is afraid or not serious about doing the movement because he lacks self-confidence. Most sadly, it is almost common for PE teachers to face students who lack discipline (Forest et al., 2018).

Learning is a process of activities that occur continuously that are arranged by the teacher to facilitate individuals to master competencies and values that have an impact on changes in one's behavior (Parry, 2023). Learning can be designed in the form of games which aim to fulfill students' desire for movement in which there is an element of learning, especially in participating in learning activities many things are felt by students ranging from changes in environmental situations, new friends, social atmosphere in the context of fun play, to situations of discipline and responsibility which are sometimes felt so binding or in other words playing while learning (Nurlaili et al., 2020).

Furthermore, UNESCO provides an understanding of sports defense is a process of human education as an individual or member of society carried out consciously and systematically through various physical activities to obtain increased physical abilities and skills, growth, intelligence and character development (Mustafa & Dwiyoogo, 2020). According to this explanation, volleyball is one of the games or sports that can help children to develop their potential (Rohendi, 2020), For this reason, volleyball needs to be developed in learning, especially in elementary schools. Volleyball is a competitive game played by two teams facing each other with a total of 6 players in which there are elements of technique, physicality, strategy and tactics (Rohendi, 2020), It is also required to master the basic techniques of service, passing, smash, blocking and teamwork effectively in accordance with the applicable game rules (Karim & Ikadarny, 2020).

Passing in a volleyball game can be divided into two, namely lower passing and upper passing. Lower passing is a way of playing a ball that comes lower than the shoulder using both wrists that are pressed together (Ridwan et al., 2023). The lower pass is used to receive serves, hard-directed spikes. The most basic elements in the execution of a good down pass are: (a) the movement of taking the ball; (b) setting the position; (c) hitting the ball; and (d) directing the ball towards the target. With the description above, volleyball learning needs a play approach (Fitriani et al., 2021).

The play approach to physical education can reduce or increase the level of complexity and difficulty of the teaching task by modifying what is used to perform the skill, for example: weight-lightness, size, height-lowness, length-shortness of the play approach and the equipment used (Stephani et al., 2019). The play approach, as opposed to the traditional approach, emphasizes learning about what needs to be done first, then how to do it. Meanwhile, to achieve learning objectives, the right method is needed and is considered suitable for the basic techniques of passing under volleyball, one of which is using play model learning to be able to help encourage changes in student skills, especially passing under volleyball in creating an effective learning atmosphere (Suhestiawan et al., 2021). Based on the description above, the authors are interested in conducting a study related to the effect of the playing approach on the ability to pass down volleyball games.

## **MATERIALS AND METHODS**

The research approach used is classroom action research. With this classroom action research, the researcher gives action to the subject under study, namely class IV students and the teacher acts as an observer. The classroom action research procedure consists of four stages, namely: Planning, Action, Observation, and reflection (Sugiyono, 2011). The implementation of this research was planned for 2 cycles. The research subjects were fourth grade students totaling 38 students and teachers who taught physical education subjects. Physical education teachers and research partners in this case act as observers or observers during the learning process, while the researchers themselves carry out learning or as teachers. The data collection techniques used in this study were observation method and

test method. The measuring instrument used in this study is an observation sheet to determine children's learning activities in learning volleyball.

## RESULTS

### Results

#### Initial Condition of Lower Passing Learning Outcome

Based on the results of observations carried out by the teacher before the action was taken, it shows that student activity in learning is not optimal. Teacher activity still dominates. The impact is that the average lower passing score in volleyball games obtained by students is included in low qualifications. The learning completeness achieved in pre-class activities is presented in table 1 below:

**Table 1** Data on the Value and Achievement of Students' Lower Passing at Pre-Classification

No.	Value	Total number of students	Percentage
1.	$\geq 75$	12	33,33
2.	$< 75$	24	66,67
	Total	36	100

Based on the table above, it can be seen that out of 36 students 12 students or 33.33% have completed and 24 students or 66.67% have not completed. Student activity in learning activities is very poor. As an indicator is that every teacher conveys material not all students are able to absorb it well. The impact is that the lower pass is not as expected.

### Cycle I

Based on the results of observations at the beginning of learning activities student activity is not good. As an indicator is the lack of skill in passing with a hanging ball, so that the lower pass is not good as a result the ability to pass down in volleyball games is also not good. Most students are still confused and ask for repeated explanations from the teacher or ask for help with their own friends. The results obtained at the end of the activity were not optimal, the lower pass could not be done correctly. The average score obtained by students at the end of cycle I is presented in table 2 below:

**Table 2.** Data on Lower Passing Values of Students in Cycle I Activities

No.	Observation Aspect	Value
1.	Starting Stance	2,58
2.	Hand Swing	2,44
3.	Ball Placement	2,53
4.	Target Accuracy	2,31
	Total	9,86
	Average	2,47
	Category	Not Good

Based on the table above, it can be seen that the value of passing down student volleyball games in cycle I for the initial attitude obtained a score of 2.58, hand swing obtained a score of 2.44, ball placement obtained a score of 2.53 and accuracy of the target

obtained a score of 2.31. The total score of student activities obtained was 9.86 with an average score of 2.47 which was included in the poor category.

The learning achievement obtained by students who took the test showed that 20 students scored less than 75. The learning completeness achieved by students is presented in table 3 below.

**Table 3.** Data on the Value and Achievement of Students' Lower Passing in Cycle I Activities

No.	Value	Number of Student	Percentage
1.	≥ 75	16	44,44
2.	< 75	20	55,56
<b>Total</b>		<b>36</b>	<b>100</b>

Based on the table above, it can be seen that student learning achievement in cycle I has increased, out of 36 students 16 students or 44.44% have completed and 20 students or 55.56% have not completed. After the implementation of observation actions and basic competency mastery tests in cycle I, the researcher reflects. Based on the results of observations and administration of the lower passing test in cycle I, the following reflections can be conveyed: Students still have difficulty understanding the steps in learning; Students are still lacking in warm-up; Attention to learning materials is not good. Understanding of lower passing is not optimal; There are still many students who are not serious about playing the hanging ball game.

Based on the problems that occur, it is necessary to make revisions for action in the second cycle, namely: Learning information is delivered before practice, so that students can prepare completely. Teachers provide guidance evenly and maximally so that there are no students who play around or are less serious. The maximum target must be conveyed before the activity begins so that students will try to meet the target. Practice reflections are immediately informed to all students so that they can increase the enthusiasm for practice.

## Cycle II

The results of observations of students during two meetings in cycle II are as follows: The warm-up technique is quite good, so that starting the initial activity students are able to pass, as well as creating conducive training conditions. Attention in cycle II was structured, making it easier for guidance and monitoring from the teacher. Students' understanding of the hanging ball game from 13 students is in the perfect category. While others cannot be resolved due to lack of time. Student practice is quite good even though it still needs to be stimulated by the teacher. In detail the student activity scores in cycle II are presented in table 4 below:

**Table 4.** Data on Lower Passing Values of Students in Cycle II Activities

No	Observation Aspect	Value
1	Starting Stance	3,64
2	Hand Swing	3,64
3	Ball Placement	3,44
4	Target Accuracy	3,28
Total		14,00

Average	3,50
Category	B

Based on the table above, it can be seen that the student activity score in cycle II for the initial attitude obtained a score of 3.64, hand swing obtained a score of 3.64, ball placement obtained a score of 3.44 and accuracy of sasaaan obtained a score of 3.28. The total score of student activity was obtained 14.00 with an average score of 3.50 which was in the good category. Sik lus II lower passing test, it can be seen that the students' lower passing ability in this activity shows that 29 students get a score  $\geq 75$ . In detail the students' lower passing is presented in table 5 below:

**Table 5.** Data on the Value and Achievement of Students' Lower Passing in Cycle II Activities

No	Value	Number of Student	Percentage
1	$\geq 75$	29	80,56
2	$< 75$	7	19,44
<b>Total</b>		<b>36</b>	<b>100</b>

Based on the table above, it can be seen that in cycle II the overall learning achievement of students has increased. Of the 36 students, 29 students or 80.56% have completed and only 7 students or 19.44% have not completed.

Learning in cycle II can run well and smoothly. Student activities got better and students' skills in lower passing improved. By practicing structured and continuous guidance can make the learning situation more conducive, interactive and not boring. Every meeting student activity is getting better, students look happy and want to try to work independently, with the hope that the task is completed optimally. Competition occurred between students in a positive way. After the test, there was an increase in the average score and percentage of completeness. Student activity is better, skill mastery is easier, and lower passing is better. In detail, the increase in student activity scores is presented in Table 6.

**Table 6.** Data Score of Lower Passing Value in Pre-Cycle, Cycle I and Cycle II Activities

No	Observation Aspect	Pre-cycle	Cycle I	Cycle II
1	Starting Stance	2,50	2,58	3,64
2	Hand Swing	2,00	2,44	3,64
3	Ball Placement	2,25	2,53	3,44
4	Target Accuracy	2,00	2,31	3,28
Total		8,75	9,86	14,00
Average		2,19	2,47	3,50
Category		NG	NG	G

Based on the table above, it can be seen that the score of student activity in the pre-cycle, cycle I cycle II has increased for the initial attitude in the pre-cycle obtained a score of 2.50 in cycle I increased to 2.58 and in cycle II increased to 3.64. The hand swing in the pre-cycle obtained a score of 2.00 in cycle I increased to 2.44 and in cycle II increased to 3.64. The placement of the ball in the pre-cycle obtained a score of 2.55 in cycle I increased to 2.53 and in cycle II increased to 3.44. The accuracy of the target in the pre-cycle obtained a score of 2.00 in cycle I increased to 2.31 and in cycle II increased to 3.28. The total score of student activity in the pre-cycle was obtained 8.75, in cycle I it increased to 9.86 and in

cycle II it increased to 14.00. The average score at pre-cycle was obtained 2.19 which was included in the poor category, in cycle I it increased to 2.47 which was included in the poor category and in cycle II it increased to 3.50 which was included in the good category.

To determine the improvement of lower passing, a lower passing test was conducted at the end of the cycle. The test given at the end of cycle I was in the form of lower passing skills, the results showed that student learning completeness was 80%. In detail the improvement of lower passing during the two cycles is presented in table 7 below:

**Table 7.** Data on the Improvement of Students' Lower Passing Learning Achievement in Pre-Cycle, Cycle I and Cycle II Activities

No.	Value	Completeness			Percentage		
		Pre-cycle	Cycle I	Cycle II	Pre-cycle	Cycle I	Cycle II
1	$\geq 75$	12	16	29	33,33	44,44	80,56
2	$< 75$	24	20	7	66,67	55,56	19,44

Based on the table above, it can be seen that the learning achievement of students who have not completed the pre-cycle is 24 students or 66.67%, in cycle I it has decreased to 20 students or 55.56% and in cycle II it has decreased to 7 students or 19.44. The learning achievement of students who have completed the pre-cycle is 12 students or 33.33% in cycle I has increased to 16 students or 44.44% and in cycle II to 29 students or 80.56%.

Based on the results of class action research, the use of hanging balls can improve the lower passing of student volleyball games. Thus the research hypothesis which states that the use of hanging balls can improve the lower passing of volleyball games can be proven. In addition, the use of hanging balls can also increase student activity.

## DISCUSSION

In the previous chapter, it has been described that the problem in this study is the low lower passing of students. Therefore, it is necessary to choose the right learning strategy to solve this problem. The strategy in question is hanging ball jumping training.

Based on the observation results, it shows that learning in cycle II has an impact on student activity for the better. Although the overall action has not been good, after cycle II the training material provided from the teacher can be understood quickly. Done perfectly, better activity and improved lower passing. This change occurred at the third meeting of cycle I. Students began to show an improvement in warm-up techniques, better student attention. This fact is supported by better understanding and practice in under passing.

In cycle II, readiness in learning activities increased, 13 students were able to do lower passes well, but there were still some students who were not able to do lower passes perfectly, which had an impact on the lack of time efficiency. In the second meeting of cycle II, each student did the hanging ball jumping exercise individually. This effort turned out to be better so that learning activities became very smooth. The warm-up that students do is more perfect. At the last meeting of cycle II, the understanding of lower passing was good. Students are able to play a hanging style volleyball game well.

Based on the results of observations, it turns out that the hanging ball game approach is effective for improving the ability of lower passing in Class IV SD Negeri SD Negeri III

Sukamulya students. This is because in the hanging ball game approach a student can practice serving with a hanging ball so that the placement of the ball can be directed at the right target.

When viewed from the principles of learning motion, so that the objectives of learning motion can be achieved properly, among others, must pay attention to the arrangement of the sequence of learning materials (Stephani et al., 2019). Likewise, the hanging ball game approach also requires a varied sequence of learning materials. With a good sequence of motion learning material, it will make it easier and faster for students to master the movements being studied. In arranging the sequence of motion learning material so that it can be said to be good, it must consider the following things (Friskawati & Stephani, 2021):

1. Learning Difficulty Level. Based on the level of difficulty of the material, learning motion starts from easy to difficult.
2. Level of Movement Complexity. Simple movements require simple movement coordination. Complex movements require complex movements. In the learning process, learning coordination will improve to be better, so that students are increasingly ready to learn increasingly difficult movements in further material.
3. Intensity of Physical Power Use. There are skill movements that require little or large physical power. Physical power develops along with the process of learning movement skills. If at the beginning of the exercise physical power does not require the use of large physical power and should be taught at an advanced stage. And according to the author's understanding, these things have been carefully planned, but may not be implemented optimally.
4. Possibility of Positive Transfer. The occurrence of positive transfer in learning motion is the utilization of motion learning results in the past that facilitate efforts to master the material being studied. The implementation of learning to serve down is strongly supported by the theoretical basis mentioned above. Learning starts from easy to difficult material, from simple movements increasing increasingly complex. In the use of physical power intensity in learning to serve up starting from movements that require small physical power to increase larger ones. The positive transfer arising from learning the top serve is quite good where the utilization of the results of learning motion in the past facilitates the mastery of the service being learned.

## **CONCLUSION**

Based on the results of the analysis and discussion, it can be concluded that through the hanging ball game approach can improve the ability of lower passing in volleyball games for class IV students of SD Negeri Sukamulya III.

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## **CONFLICT OF INTEREST**

There are no conflicts of interest in this article.



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