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## Efforts To Improve Learning Outcomes Of Basic Volleyball Underhand Passing Techniques Through Play Method In Class VII.6 Students At SMP Negeri 3 Palembang

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**Abstract.** This study aims to improve the learning outcomes of the basic underhand passing technique in volleyball through the play method for students of class VII.6 at SMP Negeri 3 Palembang. The method used is Classroom Action Research (CAR), conducted in two learning cycles that include planning, action implementation, observation, and reflection to evaluate and improve the learning process. The research subjects were all 30 students of class VII.6 with a Minimum Completeness Criterion (KKM) of 75. The results showed a significant improvement, with students achieving the KKM score increasing from 12 students (40%) in the pre-cycle, to 19 students (63.3%) in the first cycle, and 26 students (86.7%) in the second cycle. These findings prove that the play method effectively enhances the underhand passing technique while motivating students to learn more actively and enjoyably. Therefore, the play method is recommended as a learning strategy to improve the learning outcomes of the basic underhand passing technique in volleyball at school.

**Keywords:** underhand passing, volleyball, play method, classroom action research.

### 1 Introduction

Education is a structured process that involves the transfer of knowledge, skills, values, and life perspectives from one generation to the next through interactions between educators and learners, with the aim of achieving predetermined learning targets. According to Adesemowo (2022), education is an integral process in human development that is not limited to formal institutions such as schools, but encompasses the entire lifelong learning process. Education is not only about the transfer of knowledge, but also about skills training and character development. Education is a dynamic instrument of change that aims to influence social behavior and shape individual character. Abd Rahman, B. P et al. (2022) also explain that education is the conscious guidance by educators towards the physical and spiritual development of learners, leading to the formation of an ideal personality.

In the context of Physical Education, Sports, and Health (PJOK), Hartati, Silvi, and Pajar (2017) state that physical education serves as a bridge to educate children, and experts agree that physical education is a tool for nurturing young people so that they can make the best decisions about the physical activities they undertake and live a healthy lifestyle throughout their lives. Syarifudin Mulyana (2025) explains that Physical Education, Sports, and Health (PJOK) is an integral part of the overall

education system, aiming to develop physical fitness, movement skills, critical thinking abilities, social skills, emotional stability, moral actions, healthy lifestyle patterns, and awareness of a clean environment. Meanwhile, Mudzakir, Dicky Oktora (2020) states that Physical Education, Sports, and Health (PJOK) in schools emphasizes the holistic development of individuals, which includes physical, mental, intellectual, and social growth. Physical Education, Sports, and Health (PJOK) aims to develop individuals comprehensively (physically, mentally, emotionally, and socially) to achieve optimal physical fitness. Agustin et al. (2021) explain that if students have good physical fitness, they will be able to carry out daily activities without experiencing significant fatigue and will achieve better learning outcomes.

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In physical education, sports, and health learning, students are expected to master various basic movement skills, one of which is the skill in volleyball, particularly the basic underhand passing technique. Mulyadi & Pratiwi (2020) define underhand passing as a movement of passing the ball using a specific technique to a teammate as an initial step in organizing an attack pattern. Mastery of this technique is a fundamental aspect in volleyball because it functions to receive and control the ball from both opponents and teammates. According to Yusmar (2017), the underhand passing technique is a basic skill used to receive service balls from opponents and to block attacks coming from the opposing team.

Previous studies have found that many students still experience difficulties in effectively mastering the underhand passing technique, which impacts their learning outcomes and motivation in volleyball lessons (Fitriani et al., 2022). Low learning motivation is one of the main factors affecting students' learning outcomes. According to Hamzah B. Uno (2020), learning motivation is the internal and external drive in students who are learning to make behavioral changes, generally with several supporting indicators or elements. This lack of motivation causes students to be less enthusiastic, passive, and not show a desire to improve their movement skills during lessons.

In addition, low learning outcomes are also influenced by learning approaches that are less engaging and not suited to the characteristics of the students. As educators, innovation in the learning process can be carried out using interactive media to achieve learning objectives. Such development aims to improve learning outcomes (Syafaruddin, Hartati, Destriana, & Aryanti, 2018).

Therefore, innovative and enjoyable learning methods are needed, one of which is the play method. This method can create a more interactive learning atmosphere, encourage active student participation, and enhance understanding of the skills being taught. According to Suryosubroto (2021), the play method is a learning approach that involves students' physical and mental activities in the form of games aimed at achieving specific learning objectives in a fun way. Sindi et al. (2023) state that the play method in PJOK is a learning strategy that integrates elements of play into the physical learning process to create a pleasant learning environment and increase active student participation. The goal is not only to develop physical fitness and gross motor skills but also social aspects such as cooperation, communication, and sportsmanship. Game-based learning is also an innovative approach suitable for every PJOK session, as it can be adapted to various types of physical activities (Panjaitan & Fardana, 2023). Through this method, students not only learn theoretically but also experience it directly through active movement in a non-stressful atmosphere.

However, based on observations made by the researcher during the Field Experience Practice (PPL) I at SMP Negeri 3 Palembang, it was found in cycle 0/pre-cycle that most students in class VII.6 experienced difficulties in mastering the basic underhand passing technique. This was evident from the low learning motivation of students in participating in physical education, sports, and health lessons, as well as the numerous errors in performing the movements, such as unbalanced foot positions, improper hand positions, rigid body posture, and incorrect follow-through movements. As a result, most students have not been able to achieve the Minimum Mastery Criteria (KKM) set at 75.

Given the importance of improving learning outcomes in the basic underhand passing technique in volleyball and the need for appropriate learning strategies, the researcher is interested in conducting classroom action research entitled "Efforts to Improve Learning Outcomes of Basic Underhand Passing Techniques in Volleyball through the Play Method for Class VII.6 Students at SMP Negeri 3 Palembang." It is hoped that through this method, students can learn more enthusiastically, become more motivated, and be able to correct their movement techniques to achieve optimal learning outcomes.

## 2 Method

In this study, the type of research used is Classroom Action Research (CAR). This method was chosen because it provides an alternative for teachers to address various problems that arise during the learning process, both inside and outside the classroom. According to Susilowati (2018), CAR is research that is directly applied in teaching practice so that the results can be immediately experienced by both teachers and students. This approach emphasizes the active involvement of teachers as both researchers and practitioners, aiming to improve the effectiveness of learning. Ni'mah (2017) adds that CAR is a reflective process carried out collaboratively to improve learning conditions and continuously enhance student learning outcomes. Classroom Action Research (CAR), as a research approach involving cycles of instructional improvement, has been widely used to test the effectiveness of innovative teaching methods in the context of physical education (Arifin & Wulandari, 2020). CAR is highly appropriate when the research focus is the implementation of Cooperative Learning Methods to improve learning outcomes in underhand passing techniques. CAR is conducted systematically and reflectively, involving a series of stages starting from planning, implementation of action, observation, and reflection on the actions taken. The main objective of this research is to improve classroom learning outcomes with the full involvement of teachers in each stage of the research, enabling teachers to make various efforts to solve learning problems and achieve optimal results.

The subjects of the research were all students of class VII.6, totaling 30 students, consisting of 16 boys and 14 girls. Data were collected using instruments that measured three aspects: cognitive, affective, and psychomotor. The data collection techniques used were tests and observation.

## 3 Result

Before conducting the classroom action research, the researcher first carried out an observation to identify the conditions occurring in the class. The initial data obtained are as follows:

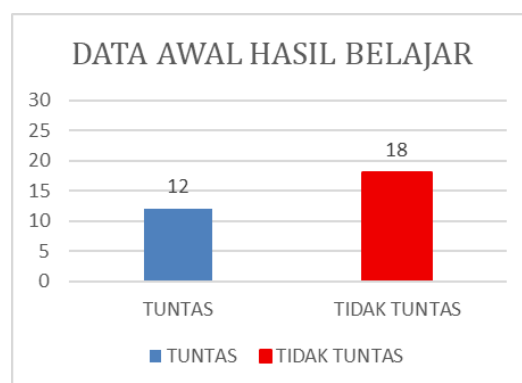
**Table 1.** Description of Initial Student Learning Outcomes in Class VII.6 at SMP Negeri 3 Palembang

|      |               |    |      |
|------|---------------|----|------|
| > 75 | Completed     | 12 | 40%  |
| < 75 | Not Completed | 18 | 60%  |
|      |               | 30 | 100% |

The table above shows the percentage of mastery in learning the underhand passing

technique in volleyball before using the play method. Students who achieved mastery were 40% with a frequency of 12 students, while those who did not master the skill were 60% with a frequency of 18 students.

The following bar chart illustrates the initial learning outcomes of underhand passing for students in class VII.6 at SMP Negeri 3 Palembang before the implementation of the play method:



**Figure 1.** Bar Chart of Initial Percentage Data on Underhand Passing Learning Outcomes

Based on the percentage data shown in the figure, it can be concluded that the learning outcomes for underhand passing have not met the minimum mastery criteria (KKM) set. Therefore, action is needed in the form of implementing the play method to improve student learning outcomes.

This classroom action research is planned to be conducted in two cycles. If in the first cycle many students still do not reach mastery (scores below the KKM of 75), the research will continue to the second cycle. Each cycle consists of the stages of planning, implementation, action, observation, and reflection.

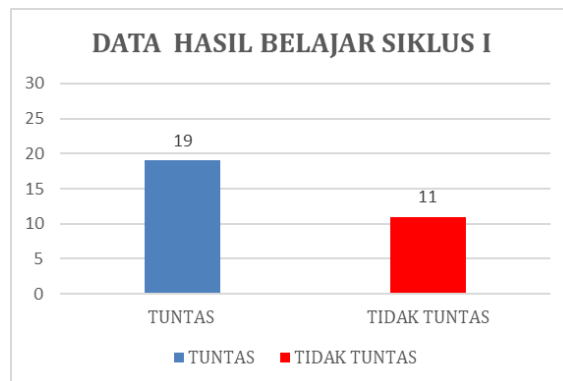
### Cycle I

**Table 2.** Mastery of Underhand Passing by Students of Class VII.6 at SMP Negeri 3 Palembang in Cycle I

| KKM    | Category      | Frequency | Percentage | Category      |
|--------|---------------|-----------|------------|---------------|
| >75    | Completed     | 19        | 63,3%      | Completed     |
| <75    | Not Completed | 11        | 36,7%      | Not Completed |
| Amount |               | 30        | 100%       |               |

From the table above, it can be seen that after the implementation of the play method in Cycle I, the number of students who mastered the skill increased to 19 students (63.3%), while those who had not yet mastered it were 11 students (36.7%).

The following bar chart illustrates the percentage of mastery in underhand passing in Cycle I:



**Figure 2.** Bar Chart of Underhand Passing Learning Outcomes Percentage in Cycle I

Based on the percentage data in the figure, it can be concluded that the implementation of the play method resulted in an improvement in underhand passing learning outcomes for students in class VII.6 at SMP Negeri 3 Palembang, although some students had not yet achieved mastery. The number of students who mastered the skill increased to 19 (63.3%), while 11 students (36.7%) had not yet mastered it.

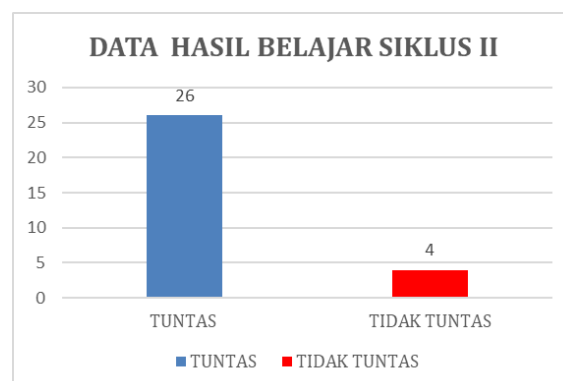
## Cycle II

**Table 3.** Mastery of Underhand Passing by Students of Class VII.6 at SMP Negeri 3 Palembang in Cycle II

| KKM    | Category      | Frequency | Percentage | Category      |
|--------|---------------|-----------|------------|---------------|
| >75    | Completed     | 26        | 86,7%      | Completed     |
| <75    | Not Completed | 4         | 13,3%      | Not Completed |
| Amount |               | 30        | 100%       |               |

From the table above, it can be seen that after the implementation of the play method in Cycle II, the number of students who mastered the skill increased to 26 students (86.7%), while those who had not yet mastered it were 4 students (13.3%).

The following bar chart illustrates the percentage of mastery in underhand passing in Cycle II:



**Figure 3.** Bar Chart of Underhand Passing Learning Outcomes Percentage in Cycle II

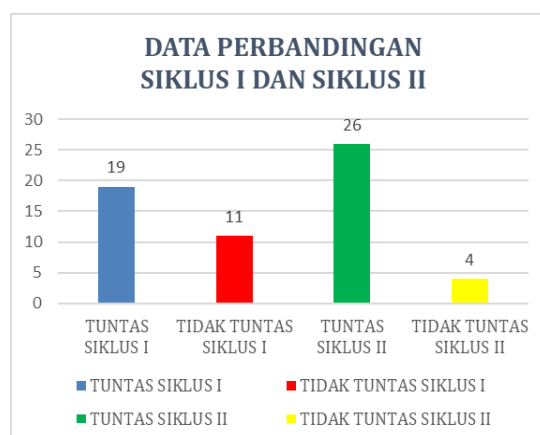
Based on the percentage data in the figure, it can be concluded that the implementation

of the play method further improved the underhand passing learning outcomes for students in class VII.6 at SMP Negeri 3 Palembang. The number of students who mastered the skill increased to 26 (86.7%), while only 4 students (13.3%) had not yet mastered it.

**Table 4.** Comparison of Cycle I and Cycle II

| Cycle I |               |           | Cycle II   |               |
|---------|---------------|-----------|------------|---------------|
| KKM     | Category      | Frequency | Percentage | Category      |
| >75     | Completed     | 26        | 86,7%      | Completed     |
| <75     | Not Completed | 4         | 13,3%      | Not Completed |
| Amount  |               | 30        | 100%       |               |

Based on the table, in Cycle I, 19 students achieved mastery with a percentage of 63.3%, while 11 students had not yet mastered the skill, accounting for 36.7%. In Cycle II, there was an increase, with the number of students who mastered the skill rising to 26 students (86.7%), and those who had not mastered it decreasing to 4 students (13.3%). This progress is illustrated in the following bar chart:



**Figure 4.** Bar Chart Comparing Cycle I and Cycle II

Based on the bar chart comparison of Cycle I and Cycle II, in Cycle I, 19 students achieved mastery with a percentage of 63.3%, while 11 students (36.7%) had not yet mastered the skill. In Cycle II, there was an improvement, with the number of students mastering the skill increasing to 26 (86.7%), and those not mastering it decreasing to 4 (13.3%).

## 4 Discussion

In the learning process aimed at improving underhand passing skills in volleyball through the play method, the reflection on the analysis of the collected data shows a significant improvement by the end of the classroom action research cycles. This is evident from the assessment results of the students' learning process.

### Cycle I

In Cycle I, the results can be seen from the overall achievement of the success indicators, where 19 students (63.3%) managed to reach the Minimum Mastery Criteria (KKM), while 11 students (36.7%) had not yet achieved this score. Out of a total of 30 students in class VII.6 (100%), there were still some students who did not meet the mastery standard. This was caused by a lack of focus and seriousness from the students when performing the underhand

pass, resulting in incorrect foot, hand, body positions, and follow-through movements, which led to suboptimal passing results. Therefore, the research continued to Cycle II to address these shortcomings.

## Cycle II

Cycle II is a continuation of Cycle I with several improvements based on previous reflections. Students who had not yet mastered the skill in Cycle I were given further opportunities to learn until they were able to perform the underhand pass properly through the play method. In this cycle, there was an improvement, as evidenced by 26 students achieving scores above 75.

From the description of activities in both cycles, it is clear that observations of students' underhand passing skills showed consistent improvement. Moreover, the motivation provided by the teacher during the learning process encouraged students to be more enthusiastic and capable of performing the underhand pass correctly. Thus, the researcher concludes that the learning process of underhand passing in volleyball using the play method can be considered an effective teaching strategy for students of class VII.6 at SMP Negeri 3 Palembang. This is marked by the increasing number of students reaching scores in accordance with the established KKM of 75. In Cycle II, student activity in learning increased to 86.7%.

## 5 Conclusion

Based on the results of the classroom action research conducted on students of class VII.6 at SMP Negeri 3 Palembang, it can be concluded that the implementation of the play method through two learning cycles had a significant positive effect on improving the learning outcomes of the basic underhand passing technique in volleyball. The research results showed an increase in the percentage of students achieving the Minimum Mastery Criteria (KKM) of 75, from 40% (12 students) in the pre-cycle, to 63.3% (19 students) in the first cycle, and reaching 86.7% (26 students) in the second cycle. In addition to improving the basic underhand passing skills, the play method also played a role in enhancing students' motivation and interest in learning, making the learning process more enjoyable and interactive. Therefore, the play method not only helps students master the basic underhand passing technique in volleyball more optimally but also creates a conducive learning atmosphere that supports successful learning outcomes. For these reasons, the play method is highly recommended as a teaching strategy in instructing the basic underhand passing technique in volleyball.

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