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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.** The purpose of this study is to enhance the learning outcomes of the fundamental underhand volleyball passing technique for class VII.6 students at SMP Negeri 3 Palembang by using the play method. In order to assess and enhance the learning process, Classroom Action Research (CAR) is the approach employed. It is carried out in two learning cycles, which comprise planning, action implementation, observation, and reflection. Thirty students in class VII.6 with a Minimum Completeness Criterion (KKM) of 75 served as the research subjects. With pupils attaining the KKM score rising from 12 (40%) in the pre-cycle to 19 (63.3%) in the first cycle and 26 (86.7%) in the second, the findings demonstrated a notable increase. These results demonstrate how the play method encourages students to learn more actively and joyfully while also improving the underhand passing technique. In order to enhance the learning results of the fundamental underhand passing technique in volleyball at school, the play method is advised as a teaching strategy.

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

## 1 Introduction

In order to accomplish preset learning objectives, education is a systematic process that entails the transmission of values, life views, information, and skills from one generation to the next through interactions between teachers and students. Education is a vital process in human development that extends beyond formal institutions like schools and includes all stages of lifelong learning, claims Adesemowo (2022). In addition to imparting knowledge, education also involves developing one's abilities and character. With the goal of influencing societal behavior and molding personal character, education is a dynamic tool for change. Education, according to Abd Rahman, B. P. et al. (2022), is the deliberate direction given by teachers to students' physical and spiritual growth, which results in the creation of an ideal personality.

According to Hartati, Silvi, and Pajar (2017), in the framework of Physical Education, Sports, and Health (PJOK), physical education acts as a bridge to educate children. Experts concur that physical education is a tool for fostering young people so they can make the best choices regarding their physical activity and lead healthy lives for the rest of their lives. According to Syarifudin Mulyana (2025), Physical Education, Sports, and Health (PJOK) is a crucial component of the educational system as a whole. Its goals include fostering moral behavior, healthy lifestyle patterns, awareness of a clean environment, social skills, critical thinking, physical fitness, movement abilities, and emotional stability. In the interim ", According to Mudzakir, Dicky Oktora (2020), physical education, sports, and health (PJOK) in schools places a strong emphasis on people's whole development, which encompasses their social, mental, physical, and intellectual maturation. The goal of Physical Education, Sports, and Health (PJOK) is to help people reach their maximum level of physical fitness by fostering



their whole development—physical, mental, emotional, and social. Students that are physically healthy will be able to perform everyday tasks without feeling overly exhausted and will attain superior learning results, according to Agustin et al. (2021).

Physical education is a bridge for educating children, according to Hartati, Silvi, and Pajar (2017) in the context of Physical Education, Sports, and Health (PJOK). Experts concur that physical education is a tool for fostering young people so they can make the best choices regarding the physical activities they participate in and lead healthy lifestyles for the rest of their lives. According to Syarifudin Mulyana (2025), Physical Education, Sports, and Health (PJOK) is a crucial component of the educational system as a whole. Its goals include fostering moral behavior, healthy lifestyle choices, movement skills, critical thinking, social skills, emotional stability, physical fitness, and an awareness of a clean environment. In the interim, According to Mudzakir, Dicky Oktora (2020), school-based Physical Education, Sports, and Health (PJOK) programs prioritize comprehensive personal development, including social, mental, intellectual, and physical development. The goal of Physical Education, Sports, and Health (PJOK) is to help people reach their maximum level of physical fitness by fostering their whole development—physical, mental, emotional, and social. Students that are physically healthy will be able to do everyday tasks without experiencing severe exhaustion and will get superior learning results, according to Agustin et al. (2021).

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 technique. 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:

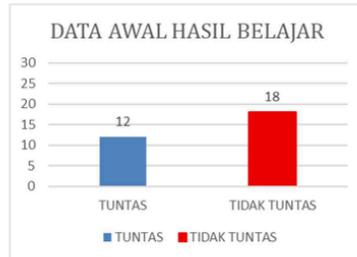


Figure 1. Bar Chart of Initial Percentage Data on Underhand Passing Learning Outcomes

The figure's percentage data indicates that the learning objectives for underhand passing have not been reached in terms of the minimal mastery criterion (KKM). Therefore, in order to increase student learning outcomes, action must be taken in the form of using the play approach.

Two cycles are planned for this classroom action research project. The study will move on to the second cycle if a large number of students in the first cycle still perform below the KKM of 75, indicating mastery. Planning, execution, action, observation, and reflection are the phases that make up each cycle.

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:

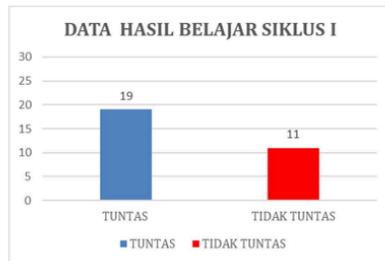


Figure 2. Bar Chart of Underhand Passing Learning Outcomes Percentage in Cycle I

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:

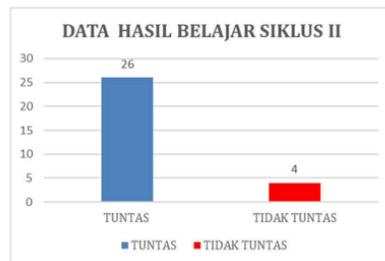




Figure 3. Bar Chart of Underhand Passing Learning Outcomes Percentage in Cycle II

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

KKM	Cycle I		Cycle II	
	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:

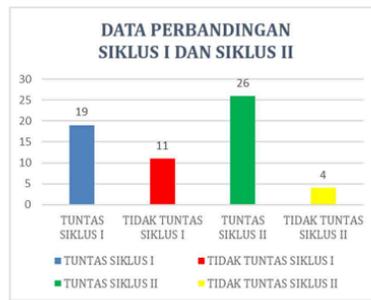


Figure 4. Bar Chart Comparing Cycle I and Cycle II

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



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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.

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#### 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

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The learning outcomes of the fundamental underhand passing technique in volleyball were significantly improved by the use of the play method through two learning cycles, according to the findings of a classroom action research study done on students in class VII.6 at SMP Negeri 3 Palembang. According to the research findings, the proportion of students who met the Minimum Mastery Criteria (KKM) of 75 increased from 40% (12 students) in the pre-cycle to 63.3% (19 students) in the first cycle and 86.7% (26 students) in the second. 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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