



The Effect Of Smash Drill Training Behind The Offensive Line One The Success Of Volleyball Smash Back Attack In SMAN 1 Ciwaru

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Abstract

Citra Dwi Tahara (NIM: 212223100), The effect of drill smash drill training behind the attack line on the success of volleyball smash back attack in extracurricular students of SMAN 1 Ciwaru. Health and Recreation Physical Education Study Program. Drill smash drill practice behind the attack line against the success of smash back attack through the goal jumping method, performing vertical jump movements continuously in 16 meetings, which aims to improve smash back attack in volleyball game, smash Included in the basic technique of volleyball games that aim to attack or otherwise win points with great opportunities, the series of smash movements are: Start, Reject, Attack, Landing and the series must be done properly and correctly. This research is an experimental research. The population in this study is 25 people and the sample in this study is 15 people. The sampling technique used is purposive sampling where the author determines the sample in a smash position in a volleyball game. The data collection technique is with pretest and posttest where the sample must smash for 8 times, and the target of the ball falling on the field that has been given a number is calculated. Based on statistical calculations, obtained from the results of the t-test of 0.000 or it can be interpreted that there is an influence in the drill smash drill exercise behind the attack line on the success of smash back attack in extracurricular students of SMAN 1 Ciwaru.

Keywords: *back smash accuracy , movement coordination*

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INTRODUCTION

Exercise is a physical activity that provides great benefits to physical fitness and the development of body muscle strength. In daily life, sports are not only used as recreational activities, but also as a means of character building, developing self-potential, and an event to achieve achievements. One of the sports that is popular with people of all ages is volleyball. Volleyball is classified as a team game sport that can be played with simple equipment and relatively affordable costs, but provides great benefits both in terms of health, social, and achievement (Aknasari et al., 2021)

The game of volleyball has become an important part of sports activities in various educational institutions, from elementary schools to colleges, through extracurricular activities. Through this activity, students are not only trained in their physical abilities, but also values such as teamwork, discipline, and sportsmanship. The high popularity of volleyball in the

community is also reflected in the number of championships held at the local, national, and international levels, which encourages the process of coaching athletes in a more structured manner (Wahyu Cirana et al., 2023).

Extracurricular is a forum for developing student character in order to increase potential, interests, talents, abilities and personality, cooperation and independence of students optimally to support achievement goals. Volleyball is an extracurricular activity that is often held in educational institutions such as elementary, middle, high schools to universities (Intan Oktaviani Agustina et al., 2023).

According to Nasuka (Alfian, 2020). The basic techniques of playing volleyball are actually not difficult movements and can be played by almost everyone. This technique is easy to learn and practice without having to meet complicated requirements, but to achieve a high level of technical skills requires talent and hard practice. Volleyball has several basic techniques, namely service, underhand passing, overhand passing, smash and block. One technique that is the easiest way to win points is a smash.

In volleyball, basic technical skills are an important factor that determines the success of a team. Basic techniques such as serving, passing, smash, and blocking need to be mastered optimally by each player. One of the techniques that has a central role in trying to win points is smash. Smash is the main attack that is carried out with hard and directed punches into the opponent's area. Among the different types of smash, smash back attacks or smashes from behind the line of attack have a strategic role in tricking opponents and creating attack variations that are difficult to anticipate (Pratiwi et al., 2024)

However, based on initial observations at SMAN 1 Ciwaru, it was found that students had difficulties in mastering the smash back attack technique. Errors in jump coordination, punch accuracy, as well as weaknesses in arm strength and explosive power when jumping are major obstacles. This has an impact on the low success of scoring points through the back attack. Therefore, effective and systematic training methods are needed to address the problem.

METHOD

The method used in this study is an experimental research method. As for the experiment used in this study, it is "*one group pretest and posttest design*" this design has a *pretest*, before being treated. The type of design used is *one group pretest and posttest design*

The population in this study is all volleyball extracurricular students at SMAN 1 Ciwaru which totals 25 students consisting of 15 male students and 10 female students. In this study, the researcher used *the Purposive Sampling technique*. so the sample is 15 extracurricular volleyball students of SMAN 1 Ciwaru.

The instrument used in data collection in this study is to use *a smash test* behind the attack line using tools: a) Volleyball. b) Volleyball court. c) Whistle. d) Stationery. e) Net. f) Poles. The implementation techniques in conducting this research are as follows: a. Pretest, b. Treatment, c. Posttest. To analyze the data in this study, namely by using the SPSS application. The stages in analyzing the data are as follows: 1. Normality Test, 2. Homogeneity Test, 3. Paired test samples. The results of this analysis are expected to provide an accurate comparison of the effect of treatment on increasing smash back attacks in volleyball.

Instrument validity is a systematic process to ensure that the developed instrument actually measures the intended construct or variable accurately and precisely. 1. Determination of construct, 2. Preparation of indicators, 3. Trial, 4. Statistical validity test, 5. Evaluation. Instrument reliability is a measure that shows the level of consistency and stability of an instrument when used under similar conditions. 1. Data collection, 2. Calculation of reliability, 3. Evaluation of coefficients.

RESULTS AND DISCUSSION

Result

The results of this study are intended to determine the significant difference in the improvement of *smash back attack* ability in extracurricular students who undergo the effect of *smash* drill training behind the attack line on the success of *volleyball smash back attack* at SMA Negeri 1 Ciwaru. The treatment in this study was carried out 16 meetings, plus 2 meetings for *pretest* and *posttest* with a frequency of 3 times a week.

Table 1. Pretest and Posttest Result Data

Value	Pretest	Posttest
Sum	72	119
Average	4,800	7,933
Std. Deviation	1,26491	1,27988
Median	5,0000	8,0000
Minimum Grade	3,00	6,00
Maximum Value	7,00	10,00

From the results of the initial test (*pretest*) participants obtained an average score of 72 and in the final test (*posttest*) an average score of 119, while the average score of the initial test (*pretest*) was 4,800 and the final test (*posttest*) averaged 7,933. Based on the results of the analysis of the static description of the *pretest* and *posttest data on volleyball smash back attack ability* in men's volleyball extracurricular participants at SMAN 1 Ciwaru at the *pretest stage*, the average score achieved by the participants was 4.800, with a median score of 5.0000 and a standard deviation of 1.26491.

The lowest score obtained by participants in the *pretest* was 3, while the highest score reached 7. After being treated in the form of a *back attack smash technique* exercise using the *drill smash* method, there was an increase in *posttest* results. The average *posttest* score increased to 7.933, with a median of 8.0000 and a standard deviation of 1.27988. The *posttest score range* also shows improvement, with the minimum value rising to 6.00 and the maximum value to 10.00. The increase in average score with a difference of 3.1 points between *pretest* and *posttest* indicates the development of *smash back attack* skills that are more on target. This indicates that the application of *drill smash* training has a positive impact on improving the overall *ability of smash back attack* techniques in the men's volleyball extracurricular participants of SMAN 1 Ciwaru.

Discussion

The actual normality test is to find out whether the distribution of data to be analyzed is normal or not. Normality testing using *the Saphiro-Wilk method* was carried out with the help of IBM's SPSS Version 26 program. The rule used to find out whether a distribution is normal or not is that if $p > 0.05$ then it is normal, on the other hand, if $p < 0.05$ the distribution is said to be abnormal.

Table 2. Normality Test

	Tests of Normality					
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Pretest	,163	15	,200*	,918	15	,179
Posttest	,167	15	,200*	,929	15	,266

Using the SPSS 26 program, the *Saphiro Wilk test* is significant based on the results of the normality test by focusing on the conditions of submission mentioned above. That both the data from the final test results and the data from the first test results (*pretest*) have a significance value greater than 0.05, which is 0.266 out of 0.179, respectively. Thus, it can be concluded that the data is normally distributed. Using the basic method for *Shapiro-Wilk* scoring, it is possible to determine that a meaning is rejected if the p-value (sig) is less than 0.05 and accepted if the p-value (sig) is greater than 0.05.

Table 3. Homogeneity Test

		Test of Homogeneity of Variance			
		Living Statistic	df1	df2	Sig.
Data	Based on Mean	,011	1	28	,918
	Based on Median	,000	1	28	1,000
	Based on Median and with adjusted df	,000	1	28,000	1,000
	Based on trimmed mean	,014	1	28	,908

Referring to the results of the homogeneity test, the value of sig. As much as 0.908 is greater than 0.05, in the table above it can be concluded that the variants of the two groups (*pretest* and *posttest*) are homogeneous or the same. Because all data are homogeneous, this research can be continued.

Table 4. Paired Sample Test

		Paired Samples Test							
		Paired Differences			95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Pretest – Posttest	3,13333	,74322	,19190	3,54492	-2,72175	16,328	14	,000

It can be seen that based on the data in table 4.4, the value of Sig. (2-tailed) was obtained, which was $0.000 < 0.05$. in accordance with the basis of decision-making in *the paired sample t-test*, H_a and H_o were rejected, which means that there was a significant increase and was also effective in improving the ability *to smash back attack* in SMAN 1 Ciwaru extracurricular participants using the drill *smash* training method behind the attack line.

CONCLUSION

Based on the data obtained which is then processed and analyzed from the research that has been carried out, from the results of the research carried out, it can be concluded that there are changes and improvements in the results *of smash back attacks*, especially in placing to an empty opponent's area with the *smash back attack drill* practice method can be developed and applied in the training process. Thus, that applying *smash back attack drill* exercises has an influence and increase on *smash back attacks* in volleyball games in the participants of the Men's Volleyball Extracurricular of SMAN 1 Ciwaru.

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