



Improving Passing Skills In Volleyball Games For Students Of It Bina Insan Batang Middle School Quiz

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Abstract

Based on the results of observations at SMP IT Bina Insan Batang Kuis, researchers still found several students who did not understand the skills of several passing techniques in volleyball so that the game seemed haphazard. This was possibly caused by the students' inability to master passing. This study used the classroom action research (CAR) method. Generally speaking, in classroom action research, there are four stages that are commonly passed, namely, (1) planning, (2) action, (3) observation, (4) reflection. From the results of the study, it can be concluded that there was an increase in passing skills in students at SMP IT Bina Insan Batang Kuis.

Keywords: Passing Skill, Volleyball

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INTRODUCTION

In today's sophisticated and modern era, humans must adapt to all technologies, which influence their ways of thinking and activities, which in turn influence their lifestyles. This has an impact on a person's life, including a lack of physical activity, a lack of awareness of maintaining health, and a decline in one's exercise activity due to a reduced lifestyle, or what is commonly called a decline in exercise activity due to advances in science and technology. Essentially, not everyone experiences a decline in exercise activity, but most people nowadays, because everything is easy, cause someone to be lazy to move. Because basically, people who have good exercise activity can do activities for longer compared to those who have less exercise activity.

Sports are a means that encourage the development of motor skills, physical skills, knowledge and thought processes, appreciation of values (spiritual-emotional-spiritual-social attitudes) and the habituation of healthy lifestyles that lead to balanced growth and development. In physical education, students receive various expressions that are closely related to pleasant personal impressions, as well as various expressions that are creative,

innovative, skilled, physical and healthy lifestyles, and recognize and understand human movements (Rusli et al., 2014).

Physical education plays a crucial role in education and plays a strategic role in the overall development of students, not only physically but also mentally and socially. This means that if taken seriously, this subject not only benefits a healthy and strong body but can also be used as a tool to demonstrate achievement and develop students' skills.

Volleyball is a team sport and is taught at all levels of school, including elementary school (SD), junior high school (SMP), and senior high school (SMA). In elementary school, volleyball is called volleyball and is played as part of co-curricular and extracurricular activities. Suherman (2016:9) states that "volleyball is one of the basic games and sports activities in the physical education curriculum".

Passing is a fundamental volleyball technique that every player must master. An underhand pass is performed with both hands to pass the ball, whether on one's own court or directly on the opponent's court. The underhand pass movement involves several body parts, including foot position, body position, and both arms (Wakijo, 2015). However, in practice, students often encounter problems when executing underhand passes in volleyball.

Underhand passing skills in volleyball are crucial to the game, as precise underhand passes can provide accurate passes and facilitate further rallies. Students' skills in executing basic volleyball techniques still do not meet the criteria for proper technique. Students still lack the ability to understand basic volleyball techniques, particularly underhand passing. Physical education is taught or provided only once a week in some educational institutions. Lack of time for physical education classes leads to students' lack of understanding of the material and techniques taught in physical education classes, particularly in passing techniques in volleyball. However, in the eighth grade at SMP IT Bina Insan Batang Kuis, problems arose when executing underhand passes. Some students have difficulty in doing the correct underhand pass, characterized by incorrect contact with the ball and the ball bouncing off the mark.

Several factors that can contribute to these problems include students' concerns about hand pain during underhand passes, lack of coordination between hand swing and ball contact, and students' inability to maintain a proper stance. Furthermore, obstacles in playing volleyball are not only students' lack of understanding, but also the impact of facilities and infrastructure. There are still shortcomings in volleyball learning, starting from inadequate courts and inadequate equipment. In this case, it is important to analyze the level of

underhand passing skills in volleyball learning for students at SMP IT Bina Insan Batang Kuis.

METHOD

This research uses the classroom action research (CAR) method. Broadly speaking, there are four stages that are commonly followed in classroom action research, namely: (1) planning, (2) action, (3) observation, (4) reflection.

RESULTS AND DISCUSSION

Result

The results of this study are field observations regarding student learning outcomes in volleyball learning, especially in passing techniques, at SMP IT Bina Insan Batang Kuis. The results of this study include test and non-test results during the study. The test results are in the form of knowledge tests on volleyball game materials and performance tests on the skill aspect, while the non-test results are obtained from observations of attitudes on the affective aspect. Physical education learning in volleyball games is through field practice which is carried out twice a week, namely cycle I and cycle II.

Pre-cycle

The initial conditions of the study were measured from field observations and data from physical education teachers. In the pre-cycle, the condition of students at SMP IT Bina Insan Batang Kuis in volleyball learning, especially basic passing techniques, was still low. The results of the observation showed that out of 23 students, only 3 students had achieved the KKM score. It is known that the physical education learning process that took place at SMP IT Bina Insan Batang Kuis was not optimal, students had not been taught how to properly use basic passing techniques, in addition to the available media being inadequate to support learning. Student participation in participating in physical education learning was still low, seen from the low learning outcomes. Students were not interested in learning that still seemed monotonous, namely students were only given a ball and immediately played volleyball without being taught basic volleyball techniques. As a result, volleyball skills, especially passing, among students at SMP IT Bina Insan Batang Kuis were still low, students were only careless in doing passes.

Observations during the research process indicate that students' initial abilities require effective guidance to achieve the desired learning outcomes, demonstrating improved skills in volleyball using passing techniques. Therefore, the researchers felt the need for improved learning, presented systematically in cycles. This hands-on learning was designed to increase students' enthusiasm and motivation to participate. Before playing volleyball, students were

first taught passing techniques. Passing techniques were taught using a variety of training models to increase students' enthusiasm and motivation to participate, ultimately improving student learning outcomes.

Table 1. The following is a summary of the pre-cycle passing observation data

Criteria	Total	Student Value	Presentage (%)
Excellent	80-100	1	4.30%
Good	70-79	2	8,70%
Fair	60-69	8	35,00%
Poor	50-59	7	30,00%
Very Poor	0-49	5	22,00%

As can be seen from the pre-cycle results, only 3 students achieved completion. To determine the average grade for students in terms of passing ability, the following calculation can be made:

$$\text{KB} = \frac{\text{Number of Students Completed}}{\text{Total Number of Students}} \times 100\%$$
$$\text{KB} = 3/23 \times 100\%$$
$$\text{KB} = 13\%$$

Thus, in the pre-cycle activities, the average learning completion score for students at SMP IT Bina Insan Batang Kuis was 13%. These results indicate that the average passing score for students has not yet reached the success indicator and standard of 75%. These results also conclude that passing ability is still low. A new strategy or technique in teaching is needed to create a better learning process and improve the quality of passing. Therefore, implementing direct practice in the field can improve students' passing ability.

Cycle I

In Cycle I, researchers and collaborators carried out CAR activities, with the following preparations and steps:

1. Planning

Based on the pre-cycle results above, the researcher and the physical education teacher used these results as a basis or initial data for conducting the research. Prior to conducting the research, the researcher and the physical education teacher identified problems experienced by students during the pre-cycle observations. The researcher then addressed any deficiencies and errors. Then, they formulated a work pattern for student observations.

Cycle I was implemented in one meeting. As a teaching tool or guideline for this research, the researcher prepared a Lesson Implementation Plan (RPP) with volleyball as

the subject and using volleyball as the game.

2. Action

The learning process takes place in one session, lasting 3 x 45 minutes. The steps for implementing the action are as follows:

- a. The teacher/researcher prepares the classroom,
- b. Students line up on the field, pray, take attendance, conduct apperception, and warm up,
- c. The teacher/researcher explains the passing lesson material.
- d. At the end of the lesson, a passing skills test will be conducted using a volleyball game, including a student observation sheet.

3. Observing

In Cycle I, one meeting was held. The learning activity included providing passing technique practice. At the end of the training, a test was administered to determine the students' progress using the training method.

Students were enthusiastic about the training method, and they listened attentively to feedback on errors made. However, some students still struggled with passing technique. Based on observations, field notes, and discussions with the physical education and health teacher, several obstacles were identified in the first cycle. Students tended to pay less attention when passing technique was explained, and they also lacked commitment to passin

4. Reflection

In general, the actions taken in Cycle I were in accordance with the plan, but observations indicated the need to improve student performance to further enhance passing skills. Through reflection and discussion between the researcher and the physical education teacher, each aspect of the assessment will be taught more intensively and effectively in the next cycle. Observations in Cycle I indicated that passing instruction through volleyball was not optimal, necessitating further research in the next cycle to improve the quality of learning and learning outcomes.

Cycle I demonstrated an improvement in passing learning outcomes compared to before the interventions, although the desired targets were not achieved. Therefore, further effective planning and actions are needed in Cycle II.

Cycle II

Cycle II was conducted based on the reflections from the previous cycle. In addition to developing a passing method for volleyball, the researchers also developed a revised plan

based on the reflections from Cycle I to achieve better results. The explanation of Cycle II is as follows:

1. Planning

Based on the results obtained from cycle I, where the results of the passing skills obtained by students have not reached the desired target. Therefore, to overcome this problem, it is necessary to hold this cycle II. Seeing the problems experienced by students in cycle I, the design of the learning plan for cycle II is as follows: the first step, together with the physical education teacher before the action is carried out, includes identifying data on the results of the passing skills of the feet using the inside of the student, formulating the problems faced in learning with the following steps:

- a. Preparing a lesson
- b. Preparing materials and teaching aids
- c. Explaining the main points of the lesson about passing
- d. Explaining the specific learning objectives to be achieved
- e. Instructing students to pass according to the training plan
- f. Observing footwork during passing

2. Action

The researcher applied actions based on the lesson plan (RPP) during the implementation phase. The study was conducted on March 8, 2026, and lasted for three lesson hours. In this meeting, the researcher provided a pre-conception session before beginning the lesson and explained the results and shortcomings of the passing cycle.

Next, the researcher guided the students in prayer, followed by a warm-up on the field. The activities in this meeting tended to improve techniques and movements that were still considered inadequate by practicing passing techniques using media, followed by a discussion of passing material in volleyball.

3. Observing

This observation phase was similar to the previous one, where the researcher was assisted by the physical education teacher during the teaching and learning process. The lesson began with the researcher preparing the teaching tools and materials. The researcher explained that at the end of the lesson, passing technique would be assessed through volleyball. The researcher then appointed a class leader to lead the warm-up and stretching session. A weakness in this study was that some students still arrived late to the lesson.

4. Reflection

The actions in Cycle II positively influenced the passing skill learning process. Providing practice through volleyball with fundamental improvements, tailored to student needs, positively impacted the teaching and learning environment and ultimately improved student learning outcomes in passing technique.

Based on the classroom action research procedure, designed and implemented systematically and planned, this study can collect research data which is important information from the research results. The application of passing technique training through volleyball games has a positive impact on improving students' skills in performing passing techniques. The research data shows that all students in grade VII at SMP IT Bina Insan Batang Kuis experienced an increase in grades and an increase in the percentage of completion, which the researcher presents in the following table:

Table 2. Improvement in Student Passing Results Per Cycle			
No.	Learning Stage	Average	Grade Point Average
1	Pre-Cycle	58	3
2	Cycle I	70	13
3	Cycle II	78	19

At the beginning of the research, it was discovered that students' passing skills were not yet optimal. Observations of passing techniques in the pre-cycle yielded an average score of 58, with 3 students completing the technique and 20 students failing to complete it. This was due to several factors, including the continued use of fingertips for passing, and the use of the supporting foot far from the side of the ball when kicking.

Although not yet showing satisfactory results, there was an improvement in passing technique in Cycle I, with an average score of 70, with 13 students completing the technique and 10 students failing to complete it. Improvements in passing technique in Cycle II showed significant improvement, as evidenced by the average score of 78, with 19 students completing the technique and 4 students failing to complete it. Based on reflections from the analysis of the collected data, the results of the classroom action research indicated that there was an improvement in the quality of passing learning at the end of the cycle.

The research conducted in Cycle I did not yield satisfactory results in improving students' passing skills. Obstacles encountered during the learning process included students' lack of understanding of proper passing techniques and a lack of commitment to the learning process. Although the results were not satisfactory, Cycle I demonstrated improvement compared to the pre-cycle results.

Through discussions with the physical education teacher to address the issues encountered in Cycle I, the learning process in Cycle II focused more on implementing volleyball to improve students' passing skills. Providing more varied motivation and exercises fostered enthusiasm and a more conducive learning environment. Student progress was evidenced by increased enthusiasm for passing movements.

Skill improvement in Cycle II showed significant improvement, with an average score of 78, with 19 students completing the task and 4 students not completing the task. When comparing the improvement in passing skills between boys and girls, it was clear that boys adapted more quickly to the learning process. Supporting factors for movement implementation were the components of courage and self-confidence, and boys played volleyball more frequently. Meanwhile, even though the female students' level of mastery of passing techniques is not yet very good, their sincerity and desire to try are very great and they want to be able to do passing techniques.

Discussion

Pre-Cycle

During this initial activity, the researcher observed the physical education learning process. These observations revealed that the basic volleyball technique skills, particularly passing, in seventh-grade students at SMP IT Bina Insan Batang Kuis, were still low. Students appeared to be unable to execute the passing technique correctly, with most students still performing haphazard passes. Passing skills were still low; for example, many students missed their targets and missed their teammates.

From the above information, it can be concluded that passing skills are still low. Therefore, the researcher sought to improve passing skills in volleyball.

Cycle I

Based on the results of the first cycle, many students were still unable to correctly perform basic passing techniques. Students were still unfamiliar with the game of volleyball. Students often performed haphazard passes.

Learning outcomes were derived from three aspects:

a. Knowledge Aspect

Learning outcomes in the knowledge aspect of physical education learning in volleyball through volleyball can be seen as follows:

Table 3. Learning Outcomes of Knowledge Aspect of Cycle I

Number of Students	MCC	The Highest Score	Lowest Value	Mean	Complete	Incomplete
23	75	100	53	75	15	8

Based on the learning outcomes for the knowledge aspect of physical education learning in volleyball, 15 students (65%) achieved completion, while 8 students (35%) did not.

b. Attitude Aspect

The learning outcomes for the attitude aspect of physical education learning in volleyball can be seen as follows:

Table 4. Learning Outcomes for the Attitude Aspect in Cycle I

Number of Students	MCC	The Highest Score	Lowest Value	Mean	Complete	Incomplete
23	5	100	73	78	17	6

Based on the learning outcomes for the attitude aspect of physical education lessons in volleyball, 17 students (74%) successfully completed the lesson, while 6 students (26%) failed to complete the lesson. The reason for the failure to complete the attitude aspect in Cycle I was due to a lack of discipline during the lesson.

c. Skills Aspect

The learning outcomes for the skills aspect of physical education lessons in volleyball through the triangular goal game are as follows:

Table 5. Learning Outcomes of Skills Aspects Cycle I

Number of Students	MCC	The Highest Score	Lowest Value	Mean	Complete	Incomplete
23	75	83	42	70	13	10

Based on the learning outcomes of the skills aspect of physical education volleyball lessons, 13 students (57%) completed the skills aspect, while 10 students (43%) did not. The students who did not complete the skills aspect in Cycle I were due to some students' careless passing during volleyball. Based on the results of Cycle I, it can be concluded that the level of completion in the skills aspect was still low because it did not meet the minimum learning completion criteria, which is still below 75%.

d. Summary of Learning Outcomes in Cycle I

The results of physical education learning in volleyball for students at SMP IT Bina

Insan Batang Kuis are as follows:

Table 6. Learning Outcomes of Cycle I

Number of Students	MCC	The Highest Score	Lowest Value	Mean	Complete	Incomplete
23	75	82	62	74	15	8

The learning outcomes from Cycle I, as shown in the table, indicate that 15 students (65%) successfully completed the passing technique in volleyball, while 8 students (35%) failed to complete the technique. Students failed to complete the learning in Cycle I because they were still low in each aspect.

Cycle II

Following the learning outcomes in Cycle I, Cycle II focused more on volleyball. The learning outcomes and students' volleyball skills improved. Many students achieved scores above the minimum passing mark.

These learning outcomes are derived from three aspects:

a. Knowledge Aspect

The learning outcomes in the knowledge aspect of physical education learning in volleyball are as follows:

Table 7. Learning Outcomes of Knowledge Aspect of Cycle II

Number of Students	MCC	The Highest Score	Lowest Value	Mean	Complete	Incomplete
23	75	100	73	84	21	4

Based on the learning outcomes for the knowledge aspect of physical education learning in volleyball, 21 students (91%) completed the learning, while 2 students (9%) did not. Based on the results of Cycle II, it can be concluded that the level of completion for the attitude aspect is good, with the number of students completing the learning increased from Cycle I.

b. Attitude Aspect

The learning outcomes for these aspects of physical education learning in volleyball are as follows:

Table 8. Learning Outcomes for the Attitude Aspect in Cycle II

Number of Students	MCC	The Highest Score	Lowest Value	Mean	Complete	Incomplete
23	75	91	64	82	20	3

Based on the learning outcomes for the attitude aspect of physical education lessons in volleyball, 20 students (87%) completed the task, while 3 students (13%) did not. Students who did not complete the attitude aspect in Cycle II were due to a lack of discipline during the lesson. Based on the results of Cycle II, it can be concluded that the level of completion of the attitude aspect was good.

c. Skills Aspect

Learning outcomes for the skills aspect of physical education lessons in volleyball are as follows:

Table 9. Learning Outcomes for Skills Aspect, Cycle II

Number of Students	MCC	The Highest Score	Lowest Value	Mean	Complete	Incomplete
23	75	92	50	78	19	4

Based on the learning outcomes for the skills aspect of physical education volleyball, 19 students (83%) completed the learning, while 4 students (17%) did not. The students who did not complete the skills aspect in Cycle II were due to some students still not maximizing their passing skills during volleyball. Based on the results of Cycle II, it can be concluded that there was an improvement compared to Cycle I. The average score in Cycle II also increased to 78%.

d. Recapitulation of Learning Outcomes for Cycle II

The results of physical education learning in soccer for students at SMP IT Bina Insan Batang Kuis are as follows:

Table 10. Learning Outcomes for Cycle II

Number of Students	MCC	The Highest Score	Lowest Value	Mean	Complete	Incomplete
23	75	91	71	82	22	1

The learning outcomes from Cycle II, as shown in the table, indicate an increase in students' success rate in passing techniques in volleyball. Twenty-two students (96%) completed the task, while one student (4%) failed. The average score for Cycle II also

increased to 82% from 74% in Cycle I.

Learning Completion in Cycle I and Cycle II

The classroom action research conducted in physical education lessons in volleyball improved student learning outcomes and improved student performance throughout the lesson. To determine this improvement, the researchers collaborated with the Physical Education and Health (PJOK) teacher to observe attitudes in written tests and performance tests at the end of the physical education lesson in volleyball.

Table 11. Learning Completion Results for Each Aspect in Cycle I and Cycle II

Information	Cycle I			Cycle II		
	K	A	P	K	A	P
Complete	15	17	13	21	20	19
Presentase	65%	74%	57%	91%	87%	83%

The completion of student learning outcomes in each cycle was averaged across cognitive, affective, and psychomotor aspects. The completion of cognitive learning in cycle I was 65%, and in cycle II it was 91%. The completion of affective learning in cycle I was 74%, and in cycle II it was 87%. The completion of psychomotor learning in cycle I was 57%, and in cycle II it was 83%.

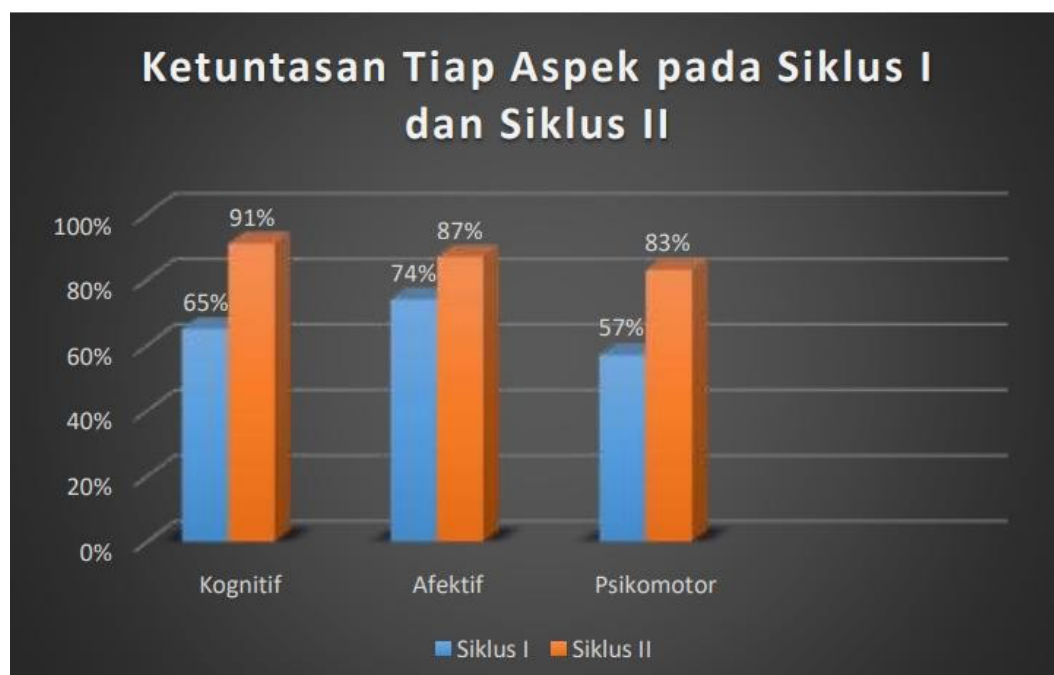


Figure 1. Learning Completion Diagram for Each Aspect in Cycle I and Cycle II

Based on the learning outcome completion diagram, each cycle I and II demonstrates improvement in all aspects. The cognitive learning outcome was 65% in cycle I, and 91% in cycle II. The affective learning outcome was 74% in cycle I, and 87% in cycle II. The psychomotor learning outcome was 57% in cycle I, and 83% in cycle II.

Table 12. Learning Outcomes in Cycle I and Cycle II

Information	Cycle I	Cycle II	Optimization
Complete	15	22	7
Presentage	65%	96%	30%

The results of physical education learning in volleyball in cycle I were 15 students completing the course with a percentage of 65%. In cycle II, 22 students completed the course or 96%. It can be seen that the percentage increase in physical education learning outcomes in volleyball from cycle I to cycle II was 30% or an increase of 7 students.



Figure 2. Diagram of Improvement in Learning Outcomes Completion in Cycle I and Cycle II

The improvement in physical education learning outcomes in volleyball from cycle I to cycle II for students at SMP IT Bina Insan Batang Kuis is due to the efforts of researchers and teachers in creating innovative learning.

CONCLUSION

Based on the research results and discussion described above, it can be concluded that there has been an improvement in passing skills in volleyball among students at SMP IT Bina Insan Batang Kuis. This improvement in passing skills can be seen from the scores from cycle I to cycle II. In cycle I, the completion score was 56.5%, and in cycle II, it increased to 83%. The average passing skill score also increased, from 70 in cycle I to 78 in cycle II. These data indicate an improvement in passing skills from pre-cycle to cycle two. Based on the above results, it can be concluded that the research was successful, meeting the established minimum completion criteria, and meeting the learning objectives of improving students' passing skills at SMP IT Bina Insan Batang Kuis.

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