



The Effectiveness of The Tarl Learning Approach On The Ability To Master Underpassing In Volleyball At Darut Taqwa High School Purwosari, Pasuruan

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Abstract

Volleyball is a complex game, not easy for everyone to do. Knowledge of basic techniques is required, including serving, passing, blocking, and smashing. The use of underhand passing in volleyball is very important because this technique is very dominant in the game. This study aims to determine the effect of the Teaching at the Right Level approach to improve underhand passing skills in grade X students of SMA Darut Taqwa Purwosari Pasuruan. This study was conducted using the Kemmis and Mc Taggart model through the stages of planning, implementation, observation, and reflection. The study was carried out in two cycles, starting with the pre-cycle stage to obtain a direct picture of underhand passing skills in students. The results of the pre-cycle stage were students whose scores were above the KKTP were only 19.44% or as many as 7 students. This value increased in the first cycle stage, namely students who got scores above the standard or KKTP to 16 students or as many as 44.44% of the total students. This result increased in the second cycle stage, namely to 31 students or around 86.11% of the total students. Thus, it can be concluded that the Teaching at the Right Level approach is effective in improving underhand passing skills in class X students of SMA Darut Taqwa Purwosari Pasuruan.

Keywords: *Underhand passing, TaRL, Volleyball*

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INTRODUCTION

Physical Education, Sports, and Health (PJOK) is an integral part of the education system that aims to develop the cognitive, affective, and psychomotor aspects of students. Volleyball is a complex game, not easy for everyone. Knowledge of basic and advanced techniques is required to play volleyball effectively. These techniques include serving, passing, blocking, and smashing. Basic techniques in volleyball are crucial because they serve as the foundation for developing quality in the game. The underhand pass is a team's initial capital in launching an attack after receiving a serve from the opponent. If a team's

underhand passing skills are lacking or poor, it is likely that the team will have difficulty building an attack. In addition, other supporting factors such as tactics, physicality, and mentality also significantly influence this sport.

The underhand pass is crucial in volleyball because it is a dominant technique. The underhand pass can be used to receive an opponent's serve, to receive a smash, to retrieve the ball after a block or a rebound from the net, and to save balls that sometimes bounce far out of bounds.

The underhand pass involves playing the ball with both hands (Fadly and Rifki, 2020). It is a fundamental and crucial technique in volleyball. It serves as the initial step in establishing an attack pattern against the opposing team. The underhand pass is executed by hitting the ball from below, using the arm as the point of contact. To master this technique, it is crucial to understand how to perform the underhand pass correctly (Muslimin Helensi, 2022).

The underhand passing technique serves as a form of defense, especially when receiving a serve that can affect the course of the match, or when facing a smash from the opponent, or when the ball bounces off the net after a block. In volleyball, passing errors often occur due to several factors, such as lack of concentration, nervousness, incorrect hand position, inaccurate hand angle when receiving the ball, and a lack of ability to sense the direction and power of the ball. In addition, returning the ball with an undirected underhand pass and inaccuracy in passing the ball to the set-upper (toser) are also obstacles. Therefore, consistent and serious underhand passing practice is crucial so that the team has a strong foundation in directing the ball precisely to teammates, in order to build an effective initial attack.

In volleyball, passing errors are often made by players due to lack of focus, nervousness, or improper hand position when receiving the ball from the opponent. Inappropriate hand angles can also lead to inaccurate reception. Furthermore, passes to the set-upper (toser) often go undirected, which impacts the smoothness of the game strategy. Therefore, underhand passing practice is crucial for building a strong foundation within the team, enabling players to direct the ball to teammates quickly and accurately, and supporting the formation of effective initial attacks. This practice needs to be done with sincerity and consistency. This is also supported by research conducted by Abadi and Andriawan (2025), which shows that the quantity of practice carried out extra and regularly can improve underhand passing ability and skills in volleyball.

In volleyball learning, mastery of basic techniques such as underhand passing is a

fundamental skill that students must master. However, in practice, students' abilities in mastering underhand passing techniques still vary. This difference in initial abilities often results in less than optimal learning because teachers tend to use the same approach for all students. Therefore, a learning approach that can adapt to the students' ability levels is needed. At SMA Darut Taqwa Purwosari Pasuruan, there are adequate facilities and infrastructure. From the volleyball court, volleyball courts, and also the volleyball net, all are available and standard. However, based on information obtained by researchers from SMA Darut Taqwa Purwosari Pasuruan's PJOK teacher, there has been no research on the level of basic underhand passing skills in volleyball students at SMA Darut Taqwa Purwosari Pasuruan, so the quality of basic underhand passing skills in volleyball students at SMA Darut Taqwa Purwosari Pasuruan is unknown. Based on the problems described above, the researchers consider it important to conduct research on the level of basic underhand passing skills in volleyball students. Therefore, efforts are needed specifically designed to facilitate students in practicing and learning underhand passing techniques correctly. The TaRL approach is considered to be the right approach to improve students' underhand passing skills. Teaching at the Right Level (TaRL) is considered to be closely related to student motivation and learning outcomes (Fatma et al. 2025). Therefore, the benefits of this study can serve as a reference for teachers to use as a benchmark for the quality of students' basic volleyball skills. The level of basic volleyball skills in this study is limited to grade 10 students and the underhand passing technique.

The TaRL approach is a learning strategy that groups students based on ability level, rather than age or grade. This approach ensures more focused learning and tailored to students' needs. Based on this background, this study aims to determine the effectiveness of the TaRL approach on mastering underhand passing in volleyball.

TaRL is a learning approach that focuses on implementing learning according to students' cognitive abilities by forming discussion groups based on low, medium, and high ability levels, rather than based on grade or student level. Based on the above opinions, it can be concluded that the Teaching at the Right Level (TaRL) approach is a learning approach that focuses on the level of learning achievement or ability possessed by students (Maisyaroh Atika and Suci Perwita Sari, 2024:6187).

TaRL is a learning approach that orients or groups students in learning according to their ability levels, which consist of high, medium, and low. By implementing the TaRL approach, teachers must conduct an initial assessment as a diagnostic test for students to determine the characteristics, needs, and potential of students so that teachers can

understand their abilities and initial development. The approach applied according to the level of students will improve learning outcomes. Based on research conducted by (Mukarramah et al., 2024:3857), the TaRL approach has a high level of effectiveness on student learning outcomes, so that using the TaRL approach can improve student learning outcomes (Desi Yuliana et al., 2021:344).

METHOD

This research was conducted at Darut Taqwa High School in Purwosari, Pasuruan, with 36 students in grade 10. This study was a classroom action research (CAR) study, commonly referred to as PTK. Classroom action research (CAR) is research conducted targeting students by implementing efforts to improve classroom situations in the hope of improving the quality of learning. The classroom action research (CAR) model used in this study was the Kemmis and McTaggart model.

The classroom action research (CAR) model developed by Stephen Kemmis and Robin McTaggart is one of the most popular and frequently used models by educators. The main characteristic of this model is its spiral or cyclical form, with each cycle consisting of four main stages.

Stages in the Kemmis & McTaggart Model

This model emphasizes that CAR is a continuous process. After one cycle is completed, the results will form the basis for planning the next cycle.

Planning

Identifying problems occurring in the classroom.

Formulating hypotheses for actions or solutions to address these problems.

Prepare lesson plans, media, and observation instruments.

Acting

Implement the prepared lesson plan in a real classroom situation.

Actions must be flexible and adaptable to the situation on the ground.

Observing

Conducted simultaneously with the action.

Observe the impact of the action, student behavior, and the overall learning process.

Use observation sheets, field notes, or recordings.

Reflecting

Analyze observation and evaluation data.

Evaluate the success or failure of the action.

Determine follow-up: whether the problem has been resolved (stopped) or whether improvements need to be made in the next cycle.

Data analysis was conducted using quantitative descriptive analysis techniques, namely data on student learning outcomes and observations of underhand passing skills in volleyball using the TaRL approach for 10th-grade students at SMA Darut Taqwa

Purwosari Pasuruan. This data was then simplified using sentences to obtain clear and more detailed information. The data will be presented in tables, supported by more detailed explanations using sentences to describe the research findings.

Table 1. Student Grade Categories	
Score	Category
1-74	Not Meet KKTP Requirements
75-100	Meet KKTP Requirements

From the results obtained, calculations were then performed to obtain percentages. To see the improvement in student learning outcomes in each cycle, calculations were performed using the following formula:

$$\text{Percentage of Learning Outcomes} = \frac{\text{Number of students who passed/failed KKTP}}{\text{Number of students}} \times 100\%$$

Description:

Number of students who passed the KKTP = Number of students who scored 75-100

Number of students who failed the KKTP = Number of students who scored 1-74

Number of students = Total number of students in one class.

RESULTS AND DISCUSSION

Result

Classroom Action Research, commonly referred to as PTK, is a method that can be implemented to improve the quality of the learning process between students and teachers in schools. Classroom Action Research (PTK) is a simple alternative yet has a significant impact on the learning process that takes place in the classroom. Classroom Action Research (PTK) can increase student enthusiasm for learning and create a conducive classroom environment, creating a comfortable and supportive learning environment for students.

This Classroom Action Research (PTK) is implemented with clear and structured stages to achieve planned results. To gain a direct understanding of students' underhand passing skills, direct intervention is necessary during the teaching and learning process to obtain accurate data. Therefore, concrete actions are needed to directly assess the students' conditions and situations, particularly regarding underhand passing skills in volleyball. This research began with initial observations, also known as a pre-cycle, to directly observe the underhand passing skills of 10th-grade students at SMA Darut Taqwa Purwosari Pasuruan.

Initial observations revealed that the learning process of underhand passing among tenth-grade students at Darut Taqwa High School, Purwosari, Pasuruan, is still suboptimal.

Many students remain uninterested in pursuing or deepening their learning of underhand passing in volleyball. Furthermore, a lack of motivation is the primary driver of low underhand passing skill scores. This indicates a suboptimal learning motivation among students, necessitating innovations that can stimulate and motivate students to learn and deepen underhand passing techniques in order to improve their underhand passing skills in volleyball. Based on these observations, the researchers are interested in conducting research to improve underhand passing skills in volleyball using the TaRL approach in tenth-grade students at Darut Taqwa High School, Purwosari, Pasuruan.

Table 2. Pre-Cycle Categories

No	Scores	Collaborator		Description Results
		Frequency	Percentage	
1	1-74	29	80,56%	Incomplete
2	75-100	7	19,44%	Complete

Initial observations of students revealed that the learning process of underhand passing among tenth-grade students at Darut Taqwa High School, Purwosari, Pasuruan, was still suboptimal. Of the 36 students, only 7, or 19.44%, obtained scores above the minimum competency criteria (KKTP). Meanwhile, 29 students, or 80.56%, obtained scores below the minimum competency criteria (KKTP). Based on these observations, the researchers conducted a study to improve underhand passing skills in volleyball using the TaRL approach.

The results indicate that underhand passing skills are still lacking among tenth-grade students at Darut Taqwa High School, Purwosari, Pasuruan. Lack of motivation results in suboptimal passing skills. Therefore, concrete efforts are needed to improve underhand passing skills in volleyball using the TaRL approach in tenth-grade students at Darut Taqwa High School, Purwosari, Pasuruan, through the implementation of the stages in cycle I.

Discussion

Preliminary research results indicate a lack of enthusiasm and motivation among students in the underhand passing lessons taught at school. This has resulted in many students achieving scores below the minimum competency (KKTP) or the established standard. This suggests that the primary problem faced by tenth-grade students at Darut Taqwa High School, Purwosari, Pasuruan, is a lack of motivation in the learning process, which has led to a decline in student productivity in volleyball. Based on the results of the teaching and learning process at Darut Taqwa High School, Purwosari, Pasuruan, it was discovered that the low scores in underhand passing lessons at Darut Taqwa High School,

Purwosari, Pasuruan, were due to a lack of interest in the sport. Students were found to be less interested in pursuing volleyball. This led to a lack of engagement in volleyball lessons, particularly in the underhand passing aspect.

Table 3. Results of Cycle I

No	Scores	Collaborator		Description Results
		Frequency	Percentage	
1	1-74	20	55,56%	Incomplete
2	75-100	16	44,44%	Complete

Cycle I was implemented using the TaRL approach, which groups students based on their abilities. Students will carry out the learning process based on their individual abilities. The use of the TaRL approach is expected to improve the results obtained in the initial observation or pre-cycle stage. The results of Cycle I showed that 20 students, or 55.56%, scored below the minimum competency (KKTP) or did not complete the course. Sixteen students, or 44.44%, scored above the KKTP or reached the expected minimum score of 75.

Following the results of Cycle I, which demonstrated an improvement in underhand passing skills in volleyball using the TaRL approach among 10th-grade students at SMA Darut Taqwa Purwosari Pasuruan, the researchers conducted an evaluation and reflection on the results. They felt that student motivation was still lacking, especially among the 20 students who scored below the KKTP in Cycle I. After various considerations and lengthy discussions, the researchers committed to implementing Cycle II to improve the underhand passing learning process for 10th-grade students at SMA Darut Taqwa Purwosari Pasuruan.

Table 4. Results of Cycle II

No	Scores	Collaborator		Description Results
		Frequency	Percentage	
1	1-74	5	13,89%	Incomplete
2	75-100	31	86,11%	Complete

The research in Cycle II found that 5 students, or 13.89%, scored below the minimum passing grade (KKTP) or failed to complete the course. 86.11%, or 31 students, scored above the KKTP, or met the minimum required score of 75. These results indicate that the TaRL approach is an appropriate approach for increasing student motivation to improve underhand passing skills in volleyball.

Based on these results, it can be concluded that students are beginning to master the techniques of underhand passing in volleyball. Students are beginning to understand the correct steps for underhand passing in volleyball. This research has increased student

enthusiasm for the underhand passing learning process, which aims to improve underhand passing skills in grade 10 students at SMA Darut Taqwa Purwosari Pasuruan.

Table 5. Improvement in Psychomotor Aspects Pre-Cycle, Cycle I, and Cycle II

Cycles	n	Complete	Incomplete
Pre Cycle	36	7	29
Cycle I	36	16	20
Cycle II	36	31	5

The table above shows a significant increase in the underhand passing skills of tenth-grade students at Darut Taqwa High School, Purwosari, Pasuruan, as seen from the number of students who passed and did not pass in the pre-cycle, cycles I, and II. In the pre-cycle, seven students achieved a passing score or above the minimum competency criteria (KKTP). In cycle I, 16 students achieved a passing score or above the minimum competency criteria (KKTP), increasing to 31 students in cycle II. Meanwhile, 29 students failed to pass, or scored below the predetermined criteria, in the pre-cycle, and 20 students in cycle I, decreasing to five in cycle II. This demonstrates that the TaRL approach has a positive influence on the motivation and interest of tenth-grade students at Darut Taqwa High School, Purwosari, Pasuruan, in the underhand passing learning process.

This research demonstrates that the TaRL approach is effective in student learning, especially regarding underhand passing skills. This research was designed to group students' abilities according to their actual conditions. This has resulted in positive results, allowing students to learn calmly and comfortably according to their individual abilities. This influenced the results of the underhand passing skill assessment in students, which increased in each cycle. Therefore, the TaRL approach is an appropriate method for enhancing the learning process in an effort to improve the underhand passing skill scores of grade 10 students at SMA Darut Taqwa Purwosari Pasuruan.

CONCLUSION

Based on the results of Classroom Action Research (CAR) conducted at SMA Darut Taqwa Purwosari Pasuruan, it can be concluded that: Effectiveness of TaRL Approach: Implementation of the Teaching at The Right Level (TaRL) approach has proven effective in improving basic volleyball underhand passing skills in class X students. The strategy of grouping students based on ability level (not age/grade) allows learning to be more focused, comfortable, and in accordance with individual student needs. Improvement in Learning Outcomes: There was a significant increase in student learning completeness in each cycle: Pre-Cycle: Only 19.44% (7 students) achieved the completeness criteria (KKTP). Cycle I:

Increased to 44.44% (16 students) after the initial implementation of the TaRL approach. Cycle II: Increased drastically to 86.11% (31 students) who successfully exceeded the standard score of 75. Impact on Motivation: In addition to physical/psychomotor aspects, the TaRL approach succeeded in overcoming non-technical obstacles such as low interest, lack of concentration, and nervousness. By learning at their own ability level, students' motivation and confidence increase, which directly impacts the accuracy of their underhand passing technique. Overall, the TaRL approach is an innovative solution to help physical education teachers improve the quality of students' basic technical skills, despite their diverse starting abilities.

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