

## **The Effectiveness of Learning Basic Passing Techniques Under Volleyball Games for Class VIII Students of SMP Negeri 02 Martapura East OKU District**

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**Abstract:** The purpose of this research is that volleyball is a type of game sport that is favored by the community and has been determined as a sport that is competed in various events at regional, national and international levels. The fact that based on observations shows that the ability to pass down in grade VIII students of SMP Negeri 02 Martapura, East OKU Regency is still very low on average. The purpose of this study was to determine the improvement of the learning ability of lower passing motion in students. The population of this study was all grade VIII students of SMP Negeri 02 Martapura and were taken to be sampled as many as 30 students. The research method used is follow-up assessment research, namely through exercise or treatment, in each action is in every cycle that has been determined. Tests are carried out at the beginning of the study and the end of the study. The data obtained through tests and observations are then analyzed descriptively using percentage techniques. The result is; 1. Initial test result success 0%, 2. First cycle test results success 6.67% (2 people), 3. Cycle II test results success 23.33% (7 people), 4. The results of the third cycle test were 63.33% successful (19 people). Based on the results of the research above, it can be concluded that onion passing learning can improve the ability to pass down in grade VIII students of SMP Negeri 02 Martapura, East OKU Regency.

**Keywords:** Basic Passing Techniques, Student, Volleyball Game

### **A. Introduction**

Education for the life of mankind is an absolute necessity that must be fulfilled throughout life. Without education it is absolutely impossible for a group of people to live in line with appreciation (ideals) to progress, prosper and be happy according to the concept of their view of life. Education as a human effort to grow and develop physical and spiritual potentials in accordance with the values that exist in society and culture. Efforts are made to instill these values and norms and pass them on to the next generation to be developed in life and life that occurs in an educational process.

Education means the effort to promote the growth of ethics (inner strength, character), mind (intellect) and body of children, the garden Students must not be separated into these parts so that we can advance the perfection of life, life and livelihood of the children we educate in harmony with their world (Ki Hadjar Dewantara). Education is essentially a conscious effort to develop personality and abilities inside and outside of school and directly for life. The main goal of education is to achieve the overall development of the individual. Overall individual development means that the individual can develop in his physical, mental, social, emotional and spiritual aspects well. Based on these needs, sports and health physical education is one place that can help individuals to develop as a whole. Physical Education, Sports and Health is not only focused on motor aspects, but also cognitive and effective aspects. So that physical education, sports and health can be developed by existing students. Physical education as an integral part of education will help students undergo optimal growth and development processes both physical, motor, mental and social (Rukmana, 2008). Muzaffar (2015) states that physical education will aid in the achievement of goals such as social development, cooperation, the impression of a pleasant personality, decision making, creativity, motoric skills, physical freshness, and understanding of the leading human movement toward sports achievement. Sujito (2020) stated that Physical education, exercise, and health are mediums to encourage physical growth, psychic development, motor skills, knowledge, and reasoning. Physical education is one of the intentional efforts to create an environment that can affect learners' potential and lead to positive behavior through physical activity (Akhmad & Mesnan, 2019).

Pangkaza and Dauer revealed that physical education is part of a general education program that contributes to the overall growth and development of children. Physical education is defined as education through motion and must be done in ways that are in accordance with the concept (Suherman, 2000). Schools are one of the educational institutions in which there is a task to optimize students' abilities theoretically and practically so that they can survive in the era of globalization by utilizing opportunities and efforts or practical skills that they have as a result of teaching at school.

Therefore, physical education, sports and health are one of the subjects taught in schools from elementary to upper secondary through physical activity. Sports and health physical education is expected to improve psychomotor, cognitive and effective aspects of students. The developed principles of physical education learning must stimulate the creation, development, and improvement of cognitive, emotional, and psychomotor aspects. According to the definition of physical education, which is

“education through physical activity,” mastery of motor skills is one of the most important goals to achieve during the process (Gustian, et al., 2019).

In addition, physical education, sports and health also familiarize students to carry out a healthy lifestyle. The sport that is one of the materials taught in junior high school is volleyball. Volleyball is a sport that is familiar to people in Indonesia, both urban and rural communities because to do this sport does not cost too much, the facilities and infrastructure are easy to obtain. Many people like this sport so many people also want to learn the game of volleyball. School is one of the right places to be able to learn about the game of volleyball with the right techniques.

The school has a mission to educate students so that they can continue their education to a higher level, increase knowledge and mutual relations with the community. In schools, there is a task to optimize students' abilities theoretically and practically so that they can *survive in the era* of globalization by utilizing opportunities and efforts or practical skills they have as a result of learning at school. Therefore, physical education, sports and health are one of the lessons taught in schools from elementary to upper secondary education through physical activity, besides that sports and health physical education can also accustom students to a healthy lifestyle. Sports that are one of the materials taught in junior high school are Volleyball.

Based on the results of observations that have been made at SMP Negeri 02 Martapura by conducting interviews and discussions with several students and also through a survey of the school's infrastructure, information was obtained that in SMP Negeri 02 Martapura, students' interest in attending physical education lessons is still very lacking, students prefer to sit around or take shelter without doing sports activities during Sports and Health Physical Education class hours. Only a few students really follow the teaching lessons well and seriously, especially in the school does not have adequate facilities and infrastructure that can support the implementation of the teaching and learning process properly.

In addition, data was also obtained that volleyball scores, especially lower passing in grade VIII students of SMP Negeri 02 Martapura are still low and there are still many students who have not been able to meet the Minimum Completeness Criteria standards (hereinafter abbreviated as KKM) that have been determined at the school. This raises various questions, whether the school sets the KKM standard too high so that students are difficult to meet the specified criteria or whether the quality of learning, both from teachers and students, is less than optimal so that it affects student learning outcomes. As a teacher of Physical Education, Sports and Health (hereinafter abbreviated as Physical education) to anticipate this, it must be able to make the best possible learning innovations to be able to improve the learning outcomes of students

so that the predetermined KKM can be fulfilled. Therefore, a new method is needed that is expected to improve student learning outcomes in participating in volleyball bottom passing learning.

Many factors cause the lack of interest of students in following the teaching lesson which will ultimately affect the value of the teaching teacher itself, one of which is the internal factor of the student, students feel bored or bored with the material taught by the teacher because it only provides the subject matter without being accompanied by interesting games or learning variations that can increase student interest or motivation in following the teaching lesson.

So, it is necessary to hold varied and interesting learning materials that are in accordance with the age characteristics of junior high school students, especially grade VIII which ranges from 12-14 years, with the characteristics of students of that age tend to still like to play. Student involvement in volleyball learning programs is expected to help optimize development and growth while improving physical fitness (Cahyani & Mustadi, 2021). So, what's wrong if the teacher applies a learning model in the form of games, students will not only play but can while learning. Therefore, there is a need for learning methods that are able to motivate students to move, one of which is the learning method of passing under volleyball with a game approach.

Volleyball is a game that is easy to do, fun and can be done anywhere. Even at school, volleyball games have been given since students were in elementary school. This can be seen from several championships held, including: volleyball championships between elementary schools at the sub-district level, and at the district level, mini volleyball championships between clusters which are continued between sub-districts and so on. And last but not least, this activity is carried out regularly every year. When viewed from the explanation above, it is not an exaggeration that students who are in junior high school should be able to play volleyball well/at least can. But the reality on the field turned out not to be in line with expectations, because the students who were in junior high school turned out to be mostly unable to play volleyball, especially the basic techniques.

This can be seen from the reality on the field that in one class of 30 students who can play volleyball well, especially the basic technique is only 4-5 students (5-12%). Even though in the game of volleyball, the most important thing is that students can master the basic techniques, namely *passing, serving, smash and blocking*. So here passing and serving must really be able to be done and mastered by students so that they can play and volleyball games are more interesting and enjoyable to watch and can develop in

accordance with the expectations of the Indonesian Volleyball Association (PBVSI) that volleyball games can become the number one sport in Indonesia.

Volleyball is a sport that is familiar to the people of Indonesia, both urban and rural communities because to do this sport does not cost too much, the facilities and infrastructure are easy to obtain. Many people like this sport so many people want to learn more about volleyball. School is one of the right places to be able to learn about the game of volleyball with the right techniques.

In learning volleyball, itself there are several basic techniques, namely: 1) *Serve* consists of bottom serve and top serve; 2) Passing consists of upper passing and lower passing; 3) Smash; 4) Block. Of the four basic techniques above, *passing* is one of the important and fundamental techniques in the game of volleyball. For beginners in addition to serve, bottom passing largely determines the course of the game on volleyball, therefore for volleyball learning in school *lower passing* is the most important technique that learners must learn and master well. In the implementation of physical education, sports and health learning in schools cannot be separated from the current curriculum in Indonesia, namely the 2013 curriculum. According to Mulyasa (2013) the curriculum 2013 is an educational unit level curriculum, school/regional potential, student characteristics". This can clearly be used as a basis for developing a learning model/method that is in accordance with the socio-culture of the local community and in accordance with the characteristics of students.

Based on the results of observations that have been made at SMP Negeri 02 Martapura by conducting interviews and discussions with several students as well as through a survey of the facilities and infrastructure owned by the school, information was obtained that in SMP Negeri 02 Martapura students' interest in participating in volleyball lessons is still lacking, especially for girls. This can be seen from students who prefer to sit around or take shelter without doing sports activities during Physical Education, Sports and Health class hours, especially *passing* under volleyball. Only a few students really follow Physical education lessons well and earnestly.

In addition, it was also found that volleyball scores, especially *lower passing* in Class VIII students of SMP Negeri 02 Martapura, were still low and there were still many students who could not meet the KKM standard set by the school, which was 75, where out of 8 children, especially grade VIII, only 22 children met the KKM Standard or 33.33% with an average score of 72. This raises various questions, whether the school sets the KKM standard too high so that students are difficult to meet the specified criteria or whether the quality of learning, both teachers and students are less than optimal so that it affects learning outcomes.

As a Physical education teacher to anticipate this, they must be good at making the best possible learning innovations to be able to improve the learning outcomes of their students so that the predetermined KKM can be fulfilled. Therefore, a new method is needed that is expected to improve student learning outcomes in participating in *volleyball bottom passing* learning. Many factors cause the lack of interest of students in attending the Physical education lesson which will ultimately affect the value of the PE itself. One of them is the internal factor of the student, students feel bored and bored with the material taught by the teacher, because the teacher only provides the subject matter without being accompanied by interesting learning games or variations that can increase student interest or motivation in following the Physical education lesson. A teacher must carry out tasks and adopt learning models to help students solve their problems and achieve educational goals, especially at the bottom and top of the game section (Fitriani, et al., 2021). So, it is necessary to hold varied and interesting learning materials that are in accordance with the age characteristics of junior high school students, especially grade VIII which ranges from 10-12 years, students at that age tend to still like to play. So, what's wrong if the teacher applies a learning model in the form of games, students will not only play but can while learning. The fundamental movement improvement of the experimental group is higher or more effective than that of the control group (Taufik, 2015).

So, if so, it will be found why students in grade VIII SMP Negeri 02 Martapura mostly cannot play volleyball (bottom pass, top pass, and bottom serve). Even though at the time of elementary school has been given by the basic volleyball technique properly and correctly. But why the students stay in mastery and play volleyball is still lacking and can't even be. It turns out that so far, students have only been given how to do the correct passing and serving *but not until it is known that students do it because they are forced and lazy because after or when passing and servicing the hands feel pain and discomfort*, so that if they already know the subject matter later volleyball, they already feel scared first and finally want to go to the field too is already in a state of laziness and a feeling of distress.

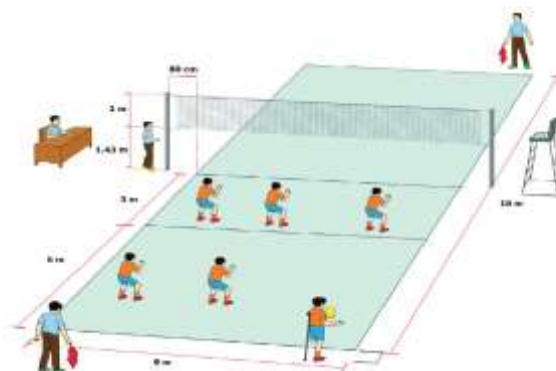
So, the author provides a solution, namely by modifying both the tools and rules for playing volleyball, so that students when receiving volleyball game subject matter do not feel afraid of hand pain and feel happy and happy in doing volleyball games. Physical Education is an educational effort by using large muscle activities to the educational process that takes place, not hampered by health problems and body growth. As an integral part of the overall educational process physical education is a purposeful effort that develops organic, neuromuscular, intellectual and social areas (Ateng, 1992).

The definition of physical education can be distinguished from two points of view, namely the traditional view and the modern view. The traditional view assumes that the human being consists of two main components that can be disaggregated, namely physical and spiritual (dichotomy). This view considers that physical education is merely physical education or as a complement, balancer or harmonizer of human spiritual education. In other words, physical education is only as a complement (Suherman, 2000). Law No. four of 1950 Chapter VI Article 9 as follows, Physical education that leads to harmony between body growth and mental development and is an effort to make the Indonesian nation a healthy, strong nation born inside, given to all schools (Suherman, 2000).

The modern view considers human beings as a whole (holistic). Therefore, physical education is an educational process through physical activity as well as an educational process to improve physical abilities (Suherman, 2000). The purpose of physical learning is in line with the goals of education in general, namely to realize human abilities in 3 aspects, namely cognitive aspects, psychomotor aspects, and effective aspects.

The game of volleyball is a team game, each team is on its own plot of playing field with limited by the net. The ball is played by one or both hands back and forth or back and forth through the top of the net regularly until the ball touches the floor (dead) in the opponent's plot and keeps the ball from dying in its own game. Volleyball is a sports game played by two teams on each court separated by a net. There are different versions to use for specific circumstances and ultimately to disseminate play skills to everyone. The goal of a volleyball game is to pass the ball over the net in order to fall on the opponent's court floor. Each team can play three rebounds to return the ball (outside of blocks). The ball is declared in play after the ball is hit by a serve player passing over the net into the opponent's area. The game continues until the ball hits the floor, the ball is "out" or one team fails to return the ball perfectly.

In the game of volleyball, the team that wins a rally gets one point (rally point system). If the team receiving the serve wins the rally, it will get one point and be entitled to serve the next, and the player shifts one position clockwise (PBVSI, 2005). The shape of the volleyball court size is as follows:



**Figure 1. Volleyball Court Shape and Size**

Technique is a process of giving birth to physical activeness and proving a practice as well as possible to complete a definite task in the branch of volleyball (Suharto HP, 1982). The basic volleyball techniques consist of *serve, passing, setup, smash, and block* (Yunus, 1992). Service, in the game of volleyball, the most important main element is the serve because the serve is the opener of the game. This is consistent with Jonah (1992) opinion that serve is the starting blow to start the match. Passing is the ball to one's own friends in a team with a certain technique, as a first step to arrange an attack pattern to the opposing team. Passing is passing the ball to one's own friends in a team with a certain technique, as a first step to arrange an attack pattern to the opposing team (Yunus 1992). The types of passing include: bottom passing and top passing.

In antiquity people felt the need to release tension from the busyness of their daily work. They need recreational gaming activities. At that time the game of basketball was most popular, but not suitable as a recreational sport for industrialists and entrepreneurs considering their age was almost middle-aged. Basketball games are considered more suitable for young people, because it contains the risk of body contact. To meet the needs of entrepreneurs in recreational activities, William G. Morgan, a leading sports expert from the YMCA Holyoke Massachusetts, advocated tennis. But the sport is too troublesome because it requires a lot of equipment such as: Rackets, balls, and other tools, as well as how to play it that is not operative.

After the ball was created, William G. Morgan demonstrated how to play it through two teams in front of YMCA sports experts at a conference at Springfield College. The game was named "*Mintonette*" and received widespread acclaim from other experts, although they did not agree with the name of the game. On the basis of these criticisms and suggestions, Dr. Alfrad T. Halstead of Springfield College suggested the name

“volleyball”. Based on considerations about how to play the ball, namely *volleyball* which means the ball is hit before it hits the floor, the game is named “Volley Ball”.

Furthermore, the game of volleyball was originally played for recreational activities, for entrepreneurs. The game of volleyball then developed then became popular in tourism areas and was carried out in open courts, precisely in the United States in the summer, then developed in Canada. Using the international movement of the YMCA, the game of volleyball expanded to other countries, namely Puerto Rico (1990) and China and Japan (in 1913). The game of volleyball in Indonesia is very rapid in all levels of society, so that club clubs have emerged in big cities throughout Indonesia. With that specific, then on January 22, 1945 PBVSI (Indonesian Volleyball Association) was established in Jakarta along with the first championship, volleyball matches entered the official event in PON II in Jakarta and POM I in Yogyakarta. After 1962 the development of volleyball like a mushroom grew in the rainy season.

Technique in the game of volleyball can be interpreted as how to play the ball efficiently and effectively in accordance with the applicable game rules to achieve an optimal result. Good volleyball game techniques are always based on theories and laws that apply in science and knowledge that support the implementation of such techniques, such as Biomechanics, anatomy, physiology, kinesiology, and other supporting sciences, as well as based on applicable game rules. The basic techniques of volleyball games that must be improved include: bottom passing, top passing, smash, spike, serve, and dam.

Passing the ball to his teammates with a certain technique, as a first step to arrange an attack pattern to the opposing team. How to do the bottom passing drill is as follows: 1) The posture of the body facing the direction the ball came; 2) Both legs are open, knees bent, both arms are straight forward and hands are linked or held together; 3) The legs are straightened when the ball hits the striped forearm, moving the arm up at shoulder level.



Figure 2. Basic Bottom Passing Techniques on Volleyball

## **B. Methods**

This research was conducted in a period of three meetings, which were divided into three cycles. The first cycle was carried out in the first week in August 2022, the second cycle was carried out in the second week of August 2022, and the third cycle was held in the third week in August 2022 at SMP Negeri 02 Martapura. This is done because in August in the first week to the third week the material given is Basic Volleyball, and the author is a sport teacher in charge of teaching in grade VIII SMP Negeri 02 Martapura.

The step of developing instruments such as test which using modification model of Oreondo which include two activities such as test designing and test trials. The subjects of the study were students of SMP Negeri 02 Martapura who sat in class VIII, consisting of 13 female students and 17 male students (30 students). The source of the data is the result of observations of the teaching and learning process of health educators in grade VIII SMP Negeri 02 Martapura. Exercise treatment using tools and rules is given for 3x 40 minutes each meeting. Application of tool modification model techniques and regulations like this in order to improve the quality and learning outcomes of physical education, sports, and health with classroom action research procedures through 3 (three) cycles. The stages of its activity are as follows:

First Cycle, Initial Test, to obtain preliminary data, an initial test was carried out in the hope of knowing the initial picture of the actual preparation conditions of the students. Design, a teacher must prepare to make a plan about everything that is done before the research begins, including reviewing and analyzing the learning process and planning a design that is in accordance with the learning model to be used in research preparing research tools and instruments. The instrument developed can be used to measure the competence of students who take part in educational apprenticeships at schools (Nurhayati, 2017). Acting, the implementation of research is in line with the learning process of physical education and health which consists of three stages, namely: Warming up and stretching modifications, the core is the provision of basic volleyball technique material by doing the basic ball technique, namely, bottom passing. Cooling down, monitoring (observing), in principle, monitoring is carried out during the research process with the main means being to see how the learning process takes place using modified equipment and regulations. Reflection is carried out at the end of the first cycle. The results obtained at the monitoring stage are collected and analyzed so that researchers can see the extent of student actions and reactions to the learning process.

Second Cycle, planning (design), a teacher must prepare to make a plan about everything that is done from the results of the first cycle, including: Review and analyze the learning process and plan a design that is in accordance with the learning model that will be used in the second cycle. Setting up research devices and instruments, Implementation of Action, the implementation of the second cycle is in line with the learning process of physical education and health which consists of three stages, namely: Warming up and stretching modifications, the core, namely the provision of basic volleyball technique material, namely, bottom passing. Provides basic ball technique material, namely, bottom passing using the real ball (habituation). Cooling down, monitoring (observing), in principle, monitoring is carried out during the research process with the main target being to see how the learning process takes place using modified equipment and regulations. Reflection is carried out at the end of the second cycle. The results obtained at the monitoring stage are collected and analyzed. Thus, researchers can see the extent to which students' actions and reactions are in the learning process in the second cycle.

Third cycle, design, prepare/make plans about everything that is done from the results of the second cycle, including: Review and analyze the learning process and plan a design that is in accordance with the learning model that will be used in the third cycle. Prepare research devices and instruments, acting, the implementation of the third cycle is in line with the learning process of physical education and health which consists of three stages, namely: warming up and stretching modifications, the core, namely the provision of basic volleyball technique material, namely, bottom passing. Provides material for basic volleyball techniques, namely, bottom passing. Cooling down, monitoring (observing), in principle, monitoring is carried out during the research process with the main suggestion being to see how the learning process takes place. Reflection is carried out at the end of the third cycle. The results obtained at the monitoring stage are collected and analyzed (post-test). Thus, researchers can see the extent of students' actions and reactions to the learning process in the first, second and third cycles.

### **C. Results and Discussion**

From the initial results, it was obtained that the ability of grade VII students of SMP Negeri 02 Martapura to pass and serve obtained less results (very low). This is a research method, which is usually used for "Exploration", and qualitative research, generally used for measuring, the latter is generally used to make, conclusion (Sugiyono, 2013) doing bottom passing, most still use their own way (arbitrarily and reluctantly) this is evident from the results of the pre-test done by students showing that for the ability to pass below obtained less results (very low) which is 87.5% still

cannot. The step of developing instruments such as test which using modification model of Oreondo which include two activities such as pre-test and post-test (Mardapi, 2012)

The results of the evaluation conducted at the beginning (pre-test) until after passing cycle 1, cycle 2, and cycle 3 (post-test) are as follows: *Movement Bottom Passing Technique*, Pre-Test: Score 4 (perfect) there are 2 children (5%), Grade 3 (good) there are 5 children (12.5%), Grade 2 (medium) there are 3 children (7.5%), Value 1 (less) there are 30 children (75%). Post-Test: Grade 4 (perfect) there are 4 children (10%), Grade 3 (good) there are 9 children (22.5%), Grade 2 (medium) there are 20 children (50%), Value 1 (less) there are 7 children (17.5%). *Assessment Aspects, Volleyball bottom and top passing.*

After analyzing data from the results of Pratik carried out through assessments that have been carried out by students, reflection was carried out on October 19, 2022 at SMP Negeri 02 Martapura. This reflection aims to determine the extent of the success of learning carried out by researchers after doing the second cycle. Data from the final results of data processing and analysis showed a significant increase that 25 out of 30 students seemed active in the learning process. These results can be drawn from the conclusion that learning by applying various techniques and variations can overcome student problems in learning. This proves that in the second cycle there are positive changes for researchers in volleyball learning.

Data from the assessment analysis of the practice assessment process as evaluation material that has been reflected can be seen in cycle 1 of volleyball learning by applying various techniques and variations of movements to the maximum success because the test results and practices do not reach the expected value. It was found that only 18 students actively participated in volleyball learning as expected. While the majority of students, namely as many as 12 students, still look passive in the learning process using modified tools and facilities. The scores of students obtained have not shown significant results, even in grades that get complete scores only a few students.

In other words, the implementation of actions in cycle 1 was not successful and it can be said that the learning failed and can be corrected in cycle 2. In the 1st cycle of actions, teachers begin to make some improvements from the weaknesses of learning actions. Weaknesses found in cycle 1 include learning media that are less relevant, students are not used to it, and restrictions on time allocation for each stage that are less considered by teachers. This is the basis for improvement in cycle 2. The teacher then corrects it by using image media, tools and facilities that are modified as teaching

so that students are more enthusiastic to follow the learning, students do not feel bored with the learning.

After carrying out the 2nd cycle action, the observation results indicated that 25 students out of 30 students seemed to be active in the learning process. The value of practice carried out by students after various techniques mastered with the 2nd cycle has increased significantly, although researchers have not been satisfied with the results that have been found. The increase in student learning outcomes can be seen in the table below.

**Table 1. Improved Learning Outcomes**

Learning	Cycle 1	Cycle 2
Percentage of student activity in learning	70 %	90 %

**Table 2. Improved Student Premantic Outcomes**

Student learning	Cycle 1	Cycle 2
Percentage of students who achieve KKM (75)	75 %	80 %
Percentage of students who exceed KKM (80)	80 %	90 %
Results Average score of practice	80 %	90 %

Based on the explanation in the discussion above, it can be concluded that the research objectives that have been carried out have been successful, in other words, the implementation of learning actions through modified tools and facilities can improve students' abilities and make students want to move because they do not feel afraid and pain when going to volleyball learning.

#### **D. Conclusion**

From the description and results of the research above, it can be concluded that learning for volleyball using modified tools and rules is very helpful for students in improving the movements of basic passing and serving techniques so that grade VII students of SMP Negeri 02 Martapura have improved and can master the basic skills of passing and serving techniques under volleyball properly and correctly. This can be proven through practice tests with the average scores of students in the first cycle with the second cycle experiencing significant changes, which previously in the first cycle only a few students moved, in the second cycle experienced significant changes where almost all students were willing to move actively in volleyball learning.

A good and fun learning process is something that should be created by a teacher in guiding and teaching students in the field. A teacher certainly has a desire for how his

students can succeed in a learning or material given. This is evidenced by the extent of student success in a learning that has been given by the teacher, students will feel happy if a teacher in providing material is not monotonous, especially the students are made in groups to solve problems or work given by the teacher.

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