

USING A HANGING BALL FOR PRIMARY SCHOOL STUDENTS ON VOLLEYBALL DOWN PASSING

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ABSTRACT

The background for writing this article is the lack of interest and motivation in students' learning in participating in volleyball lessons, especially under passing. So students prefer other sports. The problem that is the center of attention in this study is whether down volleyball learning with a hanging ball can increase volleyball learning motivation in class VI students of MI Nurul Hidayah, Prajekan District, Bondowoso Regency. This study involved all sixth-grade students, with 16 students, consisting of 6 male students and 10 female students. The data collection technique used an action test assessment and observation sheets. In the first cycle, the results of filling out the questionnaire were conducted by Physical Education teachers. Judging from the results of the first cycle, there are 9 students (56.25%) who have completed and 7 students (43.75%) who have not completed, and in the second cycle, there are 14 students (87.5%) who have completed and there are 2 students (12.50%) who have not completed. This classroom action research was stopped in cycle II because it had reached the classical completeness criteria, namely 85% of the total number of students who had completed learning and were declared successful in improving the learning outcomes of Lower Passing with Hanging Balls in Class VI students of MI Nurul Hidayah.

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1. INTRODUCTION

In the world of education, there are various disciplines that are taught to students, of which are physical education, sports, and health. Physical education, sports, and health are integral parts of overall education which aims to develop aspects of physical fitness, movement skills, critical thinking, social skills, reasoning, emotional stability, morals, and healthy lifestyles (Hills, 2007; Donnelly et al., 2016; Purnomo et al., 2018; Schüller & Demetriou, 2018; Mitchell & Walton-Fisette, 2022; Siedentop & Van der Mars, 2022), and the introduction of a clean environment through physical activity in order to achieve national educational goals (Kohl & Cook, 2013; Nur et al., 2018; Ovcharuk et al., 2021).

In our observation and teaching experience, I was a physical education teacher for two years at MI Nurul Hidayah Cangkring Kec. Prajekan Kab. Bondowoso shows that learning motivation in volleyball is still very lacking.

In general, students at the school find it difficult to pass a volleyball. Students consider this game less interesting to do. So students prefer to play other games. This is because students' knowledge of volleyball is still very lacking and they only understand one sport that is considered interesting. Students think that volleyball is difficult to do, especially when passing (Hasibuan et al., 2018; Ediyanti & Febrianto, 2020; Parente et al., 2020; Strahan & Poteat, 2020; Fitriani, 2021). The problem that arises when a child is passing is throwing up balls everywhere, which causes students to have to repeatedly pick up the vomited ball. So, in this learning, it is less effective because the child must take the ball continuously instead of making the passing movement. As a result, children complain of being tired. Therefore, as a physical education teacher, I try to create a game method so that students are interested in volleyball. One of them is the hanging ball game method. With the hope that students enjoy doing it, unconsciously, students are heading towards the basic techniques of playing volleyball.

The approach to the playing method is very suitable to be applied in the learning process, especially in elementary schools (Jariono et al., 2021; Muhyi & Prastyana, 2021; Pitnawati et al., 2022). The play approach is generally given to preschool, kindergarten, and school-age children. The approach of playing is considered more effective because it can improve cognitive abilities, fulfill curiosity, and foster innovative, critical, and creative abilities (Sardone & Devlin-Scherer, 2010; Suryawati & Osman, 2017; Masgumelar & Dwiyoogo, 2020; Susilowati et al., 2021), as well as help, overcome feelings of indecision and stress (Aini et al., 2020; Bima et al., 2021).

LITERATURE REVIEW

Volleyball is a sport played by two teams on one field separated by a net (Raab et al., 2012). The object of the game is to pass the ball over the net so that it can fall to the opponent's court floor and to prevent the opponent's equal attempt. Each team can use a maximum of three bouncing hands to return the ball (excluding blocks). This game starts after the ball is hit by the server over the net into the opponent's area, and the game ends after the ball hits the floor, the ball is "out" or one team fails to return the ball completely (Toyoda, 2011; Petrovici, 2020; Zhou et al., 2020).

The basic understanding of volleyball is to play the ball by volleying and dropping the ball into the opponent's playing field, then crossing the ball over the net and keeping the ball from falling on its own playing field (Mitchell et al., 2020; Williams et al., 2020). The team is considered to win if it can score fifteen first and, of the five sets that must be played, the team must be able to win three sets.

By looking at the definition of volleyball above, it can be concluded that volleyball is a team sport game played by two teams on a playing field separated by a net. The object of the game is to pass the ball over the net so that it hits the floor in the opponent's area and to prevent the opponent from making the same attempt (Fleddermann et al., 2019; Zhou, 2020; Adji et al., 2022). Each team can play a maximum of 3 bounces of the ball (excluding blocks) to return the ball to the opponent's area.

In volleyball, the ball is declared in play after the ball is served over the net into the opponent's area (Sotiropoulos et al., 2022). Volleyball in the air (rally) continues

regularly until the ball hits the floor or the ball goes out (dead ball). In volleyball, the team that wins a rally gets a point, and each player shifts one position in a clockwise direction (Sotiropoulos et al., 2022). Each team in a volleyball game consists of six players. Considering that volleyball is a team game, a pattern of cooperation between players is absolutely necessary to form a compact team. Thus, it is very important to master the basic techniques of volleyball as an individual (Zhou, 2021).

Volleyball is a complex sport that is not easy for everyone to do (Chacomo & Billoni, 2022). Knowledge of basic and advanced techniques is required to be able to play volleyball effectively. In addition, it takes movement coordination that can really be relied upon to carry out all the movements in volleyball. The techniques in volleyball include serving, passing, smashing, and so on (Suhairi et al., 2020).

Mastery of basic volleyball techniques is an element that determines the victory and defeat of a team in a match (Lenberg, 2006; Drikos et al., 2018). Therefore, the basic techniques of the game must be mastered first in order to be able to play the volleyball game smoothly and regularly.

The definition of "basic technique" is "how to do something to achieve certain goals effectively and efficiently in accordance with applicable regulations to achieve optimal results". Furthermore, it is also said about the basic techniques, namely: serving, passing, setup, smashing, and blocking (Jondry Hiskya, 2019; Haider et al., 2020).

2. METHOD

This research will be carried out using classroom action research, namely research conducted by teachers in their own classrooms through self-reflection, with the aim of improving their performance as teachers so that student learning outcomes are increased (Burns, 2009; Stringer et al., 2009). The class action research design used in this research was proposed by Arikunto. There are four important stages in action research, namely planning, implementation, observation, and reflection (Arikunto, 2021). The four stages in action research will form a cycle, so one cycle starts from the planning stage to the reflection stage. The following is a cycle that was carried out during the research in Figure 1.



Figure 1. Cycle Classroom Action Research

3. RESULTS AND DISCUSSION

The study was conducted in two cycles, cycle 1 and cycle II, for class VI students of MI Nurul Hidayah based on the Minimum Completeness Criteria (KKM) of 75 and supported by the acquisition of classical completeness scores, which was 77.8125%. The criteria for completeness are in Table 1 below.

Table 1. Criteria for Completeness

No.	Value Range	Criteria	Level of Completeness
1.	$\geq 77,8125$	Very good	Complete
2.	75 - 77,8125	Well	Complete
3.	70-74	Enough	Not Completed
4.	≤ 70	Not enough	Not Completed

a) Complete Learning Individually

$$\text{Final score} = \frac{\text{Scores obtained by students}}{\text{Maximum Score}} \times 100$$

b) Mastery of Classical Learning

$$\text{Percentage of learning completeness} = \frac{\text{Number of students who completed}}{\text{Total students}} \times 100\%$$

In the learning process, using learning practice media In the first cycle, nine students (56.25%) achieved the KKM, seven students (43.75%) did not achieve the KKM, and the average grade in the first cycle was 66.5625. And in the second cycle, there was an increase in learning outcomes that were quite good, namely students who achieved the KKM as many as 14 students (87.5%), students who did not complete the second cycle only 2 students (12.50%), and the class average score in the second cycle. The second cycle is 77.8125. The following is an increase in learning outcomes in cycle I and cycle II in Table 2.

Table 2. Learning Outcomes In Cycle I And Cycle II

No	Description	Cycle I	Cycle II
1.	Complete	9 Students	14 Students

No	Description	Cycle I	Cycle II
2.	Not Completed	7 Students	2 Students
3.	Grade Average	66,5625	77,8125

4. CONCLUSION

Based on the results of the Class Action Research (CAR) that have been carried out, it can be concluded that using media aids is proven to improve the learning outcomes of class VI students at MI Nurul Hidayah, Prajekan District, Bondowoso Regency in the PJOK subject "passing down on volleyball". This is indicated by an increase in learning outcomes from cycle I and cycle II.

- a. The results of the first cycle of learning, from 16 students reached the KKM as many as 9 students (56.25%), and the average value of the class was 66.5625.
- b. Cycle II learning outcomes have increased, namely from 16 students, there are 14 students who have completed (87.5%), and the average value of the class is 77.8125.

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