

## EFFORTS TO IMPROVE LEARNING OUTCOMES FOR PASSING DOWN VOLLEYBALL GAMES THROUGH WALL MEDIA

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### ABSTRACT

This study aims to describe the planning, implementation, observation, reflection, and application of wall media in an effort to improve the learning outcomes of down passing in volleyball games for seventh grade students at MTsN 4 Banyuwangi. This research consists of two cycles. In each cycle, there are four stages, namely planning, implementation, observation, and reflection. The data of this research is the ability to pass down as psychomotor data and the value of practice questions as cognitive value and observation as affective value. The subjects of this study were students of class VII MTsN 4 Banyuwangi, as many as 30 students, with details of 13 male students and 17 female students. Based on the results of the quantitative analysis of the data on the bottom passing learning outcomes, it shows that the students who completed the first cycle were 14 people, with a percentage of 46%, while the number of students who completed the second cycle was 28 people, with a percentage of 93%. Based on the results of this study, it can be concluded that the learning of underpassing through the wall media can improve the learning outcomes of underpassing in the volleyball game for class VII MTsN 4 Banyuwangi students.

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## 1. INTRODUCTION

Physical education, sports, and health are teaching programs that are very important in shaping the fitness of students (Hills et al., 2015; Winnick & Porretta, 2016; Siedentop & Van der Mars, 2022; Prasetyo et al., 2022). This sport and health learning is expected to be able to direct students to be able to engage in sports activities in order to create a healthy and strong younger generation. Physical and health education taught in schools has a very important role in various ways, including providing opportunities for students to be directly involved in various learning experiences through systematic physical activities, games, and selected sports (Siedentop & Van der Mars, 2022). The provision of learning experiences aimed at fostering physical development, character

development, movement skills, harmonious personality, and the formation of a healthy and fit lifestyle for life (Winnick & Porretta, 2016).

In the curriculum at the education unit level (Curriculum 2013), one of the statements states that the mission of education is to carry out active, innovative, creative, effective, and fun learning (Siregar & Hatika, 2019; Triwiyanto, 2022). A teacher can modify learning tools and can be related to the conditions of the learning environment.

Physical education and one of the materials on volleyball are given at all levels of education, namely, primary, secondary, and higher education (Risma et al., 2020; Ferriz-Valero et al., 2022). This is intended so that students are able to have knowledge and understanding of the volleyball game itself. In addition, through volleyball games, it is hoped that students can develop a sportsmanship attitude, especially in volleyball matches (Ferriz-Valero et al., 2022).

Volleyball, the passing technique is divided into two parts, namely upper and lower passes (Tsoukos et al., 2019; Araújo et al., 2019; Li et al., 2022; Suharta et al., 2022). Upper passing is an attempt to pass the ball to a friend, which is done by bouncing the ball up using the fingers, while lower passing is an effort to pass the ball by using the area around the wrist (Tsoukos et al., 2019). Passing down is one of the basic strategies in playing volleyball, where passing down is very necessary when a player receives a serve from an opponent (Tsoukos et al., 2019).

Volleyball is one of the subjects taught to class VII students at MTs Negeri 4 Banyuwangi. Based on observations and the results of discussions with physical education teachers at the school, there are still many students who have difficulty in the process of learning to pass down the volleyball game due to several factors in the psychomotor aspect of students who have not been able to carry out underpass to the maximum and get a score that does not reach the specified KKM. by the school. Seeing the problems above, a thought arises about this, namely the need for an improvement in the method or way of learning that is applied to the learning process. As a researcher, I try to apply wall media to the student learning process. By using the wall media, it is expected that students' bottom-passing learning outcomes will increase and they will achieve KKM scores.

## LITERATURE REVIEW

This sport volleyball has its own charm, where its movements contain elements of strength, such as making fast and strong smash movements, blocking attacks, and even being able to pick up slit balls, so the movements performed are considered very good and interesting (Scates, 2003; Barth & Heuchert, 2006; Tawakkal, 2020).

Volleyball is a complex game that is not easy for everyone to play. Knowledge of basic and advanced techniques is required to be able to play volleyball effectively (Bisagno & Morra, 2018; Muazu Musa et al., 2021). These techniques include serving, passing, smashing, and so on. Moreover, volleyball is a game played by 2 teams, each consisting of 6 people (Tawakkal, 2020). Volleyball is a game that is played in groups, meaning that each player must be able to work well together and be responsible for the position entrusted to the team (Barth & Heuchert, 2006; Muazu Musa et al., 2021).

Furthermore, volleyball is a complex game that is not easy for everyone to play (Zetou et al., 2007). It requires knowledge of basic techniques and advanced techniques to be able to play volleyball effectively (Tillman et al., 2004; Piras et al., 2014; Mitchell et al., 2020). In the game of volleyball, there are several basic techniques that must be mastered.

The basic techniques for playing volleyball are as follows (Barth & Heuchert, 2006; Budiman, 2016; Tawakkal, 2020):

1. Service is a ball stroke made in the back right area of the back line of the playing field (service area) beyond the net to the opponent's area. Service strokes are made on the surface and after the occurrence of each fault. The service shot can be an attack if the ball is hit hard and directed.
2. Passing is the effort or effort of a player by using a certain technique whose goal is to get the ball to a friend as soon as possible to be played on his own field.
3. The most common type of attack for gaining value for a team is the spike/smash.
4. Block (dam) is to thwart the opponent's attack by damming the most effective obstacle. Dams are part of the defense.

### Passing down volleyball

The underpass is taking the ball that is under and or the ball from below and is usually done with both forearms (from the elbows to the wrists pressed together), either to be passed to friends, or directly to the opponent's field through the top of the net (Ajayati, 2017; Yusfi, 2020). The thing you need to pay attention to in passing down is the movement of taking the ball, adjusting the position, hitting the ball, and directing the ball towards the target. The uses of under passing include (Hanief et al., 2018; Wibisono et al., 2018; Samsudin et al., 2021):

- a. Obtaining the service ball
- b. for receiving the opponent's ball in the form of an attack or smash
- c. for picking up the ball after a block or the ball has bounced off the net.
- d. To save the ball that sometimes bounces far outside the field of play.
- e. for fast and low ball taking

The bottom passing technique is a starting attitude: take a normal ready stance. When the hand is about to be put on the ball, immediately the hands and arms are lowered and the hands and arms are stretched out straight in front of them (Wibisono et al., 2018; Samsudin et al., 2021). The elbows should not be bent; the arms are like a bat that is always straight (Yusfi, 2020).

## 2. METHOD

This research is classified as classroom action research (CAR), which is descriptive in nature and aims to improve the learning outcomes of under-passing through wall media for seventh-grade students at MTsN 4 Banyuwangi. The subjects of this study were students of class MTsN 4 Banyuwangi, as many as 30 students. with details of students: 13 male students and 17 female students.

Data collection techniques are tests to assess a person's knowledge, abilities, talents, and intelligence. An observation technique is a technique of collecting information by directly observing learning activities. The documentation technique is intended to obtain data on the number of students in class VII MTsN 4 Banyuwangi in the 2021/2022 academic year, which is more complete in supporting the implementation of research on student activities in wall media learning. The data analysis technique used in this classroom action research is quantitative data. Quantitative data in the form of learning outcomes were analyzed using descriptive analysis techniques using student learning mastery. The following are the minimum completeness criteria used in this study in Table 1.

**Table 1.** The Minimum Completeness Criteria

Completeness Criteria	Description
$\geq 75$	Complete
$\leq 74$	Not Complete

### 3. RESULTS AND DISCUSSION

The results of the initial survey are as follows: Seventh-grade students of MTsN 4 Banyuwangi in the 2021/2022 academic year who took part in physical education, especially volleyball games, were 30 students, consisting of 13 male students and 17 female students. Judging from the volleyball learning process, especially how to play volleyball, it can be said that the learning process is in the less successful category. The initial condition of the results of learning volleyball for class VII students of MTsN 4 Banyuwangi in the 2021/2022 academic year before being given an action learning model through wall media is presented in the form of Table 2 as follows:

**Table 2.** Description of Preliminary Data on Learning Outcomes of Lower Passing in Volleyball Games

Completeness Criteria	Description	Frequency	Percentage
$\geq 75$	Complete	27	26 %
$\leq 74$	Not Complete	3	74 %
Total		30	100%

Based on the results of the initial data recapitulation before being given action, it can be explained that the majority of students have not shown good learning outcomes, with the percentage of learning completeness being 26% of students. Through the description of the

initial data that has been obtained, each aspect shows the lack of learning success criteria. Then action was arranged to improve the quality of learning materials for passing down to grade VII students of MTsN 4 Banyuwangi in the 2021/2022 academic year through the application of wall learning media.

### 3.1 Learning Outcomes Cycle I

The recapitulation of the value of completeness in the first cycle of volleyball passing through the wall media for the seventh-grade students of MTsN 4 Banyuwangi in the 2021/2022 academic year is shown in Table 3 below.

**Table 3.** The Recapitulation of The Value of Completeness in the First Cycle of Volleyball Passing

Completeness Criteria	Description	Frequency	Percentage
$\geq 75$	Complete	14	45 %
$\leq 74$	Not Complete	16	55 %
Total		30	30

In Table 3, we show that the percentage of student learning completed in the first cycle is 45% complete from the total frequency of 14 people and 55% incomplete from the total frequency of 16 people.

### 3.2 Learning Outcomes Cycle II

Recapitulation of the value of completeness in cycle II learning outcomes. Passing under volleyball through wall media for class VII students of MTsN 4 Banyuwangi in the 2021/2022 academic year in Table 4.

**Table 4.** The Recapitulation of The Value of Completeness in the First Cycle of Volleyball Passing

Completeness Criteria	Description	Frequency	Percentage
$\geq 75$	Complete	28	93 %
$\leq 74$	Not Complete	2	7 %
Total		30	30

In table 4, it shows the percentage of student learning completeness in cycle II is 93%. completed 28 people from a total frequency of 30 people, and only 2 students who did not complete

In learning to pass down in volleyball games through wall media for grade VII students of MTsN 4 Banyuwangi in the 2021/2022 academic year, this can be seen from the comparison in cycle I and cycle II.

**Table 5.** Learning Outcomes of Cycle I and Cycle II Passing Down Volleyball through Wall Media

Completeness Criteria	Description	Cycle I		Cycle II	
		f	%	f	%
$\geq 75$	Complete	14	45	28	93
$\leq 74$	Not Complete	16	55	2	7
Total		30	100	30	100

Based on table 5, the percentage of mastery learning outcomes for passing down in volleyball games through wall media in grade VII MTsN 4 Banyuwangi students in the 2021/2022 academic year has increased. It can be seen that student learning mastery in the initial conditions is 26%, in the first cycle 45%, and in the first cycle 45%. II is 93% of the total frequency of 30 students. Destriani et al. (2019), Sumedi et al. (2020), Azizah et al. (2022), and Astuti et al. (2022) are a few past studies that support and are pertinent to the findings of this study.

#### 4. CONCLUSION

Based on the results of the research that has been carried out, it can be concluded that learning through wall media can improve the learning outcomes of under passing students in grade VII MTsN 4 Banyuwangi in the 2021/2022 academic year. From the results of the analysis, they obtained an increase in cycle I and cycle II. The bottom passing learning outcomes in the first cycle in the complete category were 45%, the number of students who completed was 14 students, and in the second cycle there was an increase in the percentage of students' bottom passing learning outcomes in the complete category by 93%, with the number of students who completed was 28 of the total frequency of 30 students.

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