

# Under-Passing Learning Using a Playful Approach in Volleyball Game

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**Abstract**—The purpose of this study was to improve the learning outcomes of under receiving skill in a volleyball game through a play approach. Research method used was Action Research. The subjects in this study were grade V Primary School students in Cimahi, Indonesia. This study was conducted in six meetings divided into two cycles. Each cycle consisted of 3 times of meeting. The first cycle was conducted through the action according to the plan and the learning method. The result of the average value of students in the under receiving learning was equal to 71.48 or 74.07% of pass students, while 25.93% of students had not passed. The second cycle was conducted through the action of the reflection result from the cycle 1. The result of the average value of students in under receiving learning increased to 78.52 or 92.59% of passed students, while the rest 7.41% of students had not passed. Based on the results of this study, it can be concluded that the play approach can improve the learning outcomes of under receiving skill of the student in volleyball game.

**Keywords:** *games approach, learning, under receiving, volleyball*

## I. INTRODUCTION

The physical education objectives, motor skills development objectives, cognitive development objectives, affective development objectives [1], one of the forms of learning in physical education, sports and health is a volleyball game. Volleyball games are also felt to be a familiar game for fifth-grade elementary school students so that sometimes this game even though it is already in the community still feels boring and saturating for some students. Especially for students who are not used to playing this game, so they tend to have no desire to play games. Whereas it has been stated in the curriculum that this volleyball game is included in the category of big ball games that are obliged to be followed by all students in grade V elementary school. The most important actions that must be mastered in volleyball games are: (a) Receiving, (b) Passing, (c) Attacking, (d) Blocking, (e) Back Row Defence, (f) Serving ". [2] there are several basic techniques in volleyball games, which are to isolate the ball, to fix the ball, to block the ball, and to service the ball [3] One of the basic techniques that must be mastered is through the bottom, because the game of volleyball will not run smoothly

if the technique through the bottom cannot be mastered properly [4].

Many factors are experienced by students in carrying out the learning process, as well as monotonous and boring learning, the use of tools/media that are less appropriate, over time will affect students' interests and motivation in carrying out their learning [5]. Therefore, to increase student motivation, new planning, strategy, and innovation is needed in the learning process. In this study, the author will try to provide volleyball learning material, especially on the basic techniques of bottom passing using the playing method. Learning with the play method is learning by creating an atmosphere of play so that students are encouraged to be more active in carrying out the task of motion so that the ability to pass underneath increases [6]. The application of using the play approach can improve the results of learning to pass, the method used is like simplifying the learning tool [7]. Playing is not just as a tension reliever but has other benefits, such as training the child's ability to do gross motoric and fine motoric movements [8]. Through play, children also understand the relationship between themselves and their social environment, learning to get along and understand the rules or social procedures. Also, playing activities closely related to children's cognitive development [9] play is an experiential learning process, where the actors experience and feel directly [10]. Play must be done with pleasure so that all playful activities will result in the learning process in children [11]. There are five characteristics of playing, namely as follows:

- It doesn't have a clear purpose that children are aware of.
- It must be voluntary.
- The rules are flexible.
- It evokes short-lived emotional responses.
- It benefits from experimentation [12].

The use of this playing method is because the author is well aware of the characteristics of elementary school-age students who are still in their childhood stage. Factors such as mentality,

namely courage, and confidence to do a new movement and are considered difficult according to him, this needs to be found a solution. With a variety of activities that are following the characteristics of the child, it is expected that growth and development such as intelligence and talent will quickly emerge in him, so success in learning will be quickly achieved. Because intelligence and talent are some of the important factors that determine a person's success or failure in following a particular learning activity or learning experience [13].

**II. METHOD**

The research method used is the Action Research method (Action Research), using models from Kemmis and Mc. Taggart, in the form of one cycle or round of activities that includes the design stages in each round, namely: (1) Planning, (2) Action, (3) Observation, (4) Reflection [14].

The population of this study was all fifth-grade elementary school students in Cimahi City. The reason the population in grade V is because in this class students must be able to understand and be able to practice one of the basic motion techniques in one of the volleyball games. Sampling in this study is by cluster random sampling. The instrument used in this study was to use the test results of learning under passing that emphasized the assessment of the movement process.

**III. RESULTS AND DISCUSSION**

Based on the results obtained from the Pre-Cycle, Cycle I, and Cycle II, it can be said that there are differences in the results of learning to pass under volleyball. The comparison data can be seen in the following tables and diagrams:

TABLE I. LEARNING OUTCOMES PRE-CYCLE, CYCLE I AND CYCLE II

No	Value	Pre-Cycle		Cycle I		Cycle II		Result
		F	%	F	%	F	%	
1	≥ 70	14	35	26	65	33	82,5	Passed
2	< 70	26	65	14	35	7	17,5	NotPassed
<b>Amount</b>		<b>27</b>	<b>100</b>	<b>27</b>	<b>100</b>	<b>27</b>	<b>100</b>	

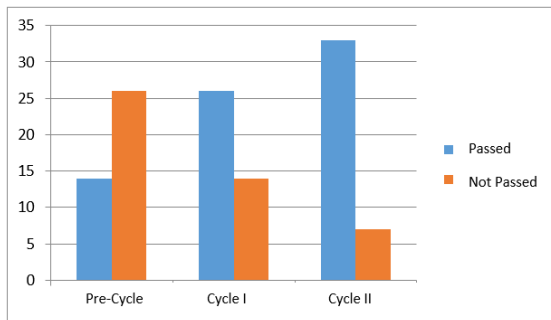


Fig. 1. Comparison diagram of under receiving learning results.

Based on the table above it can be concluded that in the initial data students who have graduated there are 14 people or 35% of

the total number of students, and those who have not passed there are 26 people or 65% of the total number of students. Then in the first cycle students who graduated or had met the KKM there were as many as 26 people or 65% of the total number of students, and there were as many as 14 people or 35% of the total number of students. Whereas in cycle II it can be seen that there is an increase regarding graduation of learning results under passing, that there are 33 students who have graduated or 82.50% of the total number of students, and there are only 7 students who have not graduated or 17.50% of total number of students. Thus it can be concluded that the results of learning volleyball under passing there is an increase in each cycle.

The method of playing is a form of learning that involves students in an atmosphere of play and there is a competition or a kind of competition in it. Surely this will encourage students, making student motivation increase, when student motivation increases, learning outcomes will also increase. This can be proven by the findings in this study, which states that by applying the play method in student learning, learning outcomes under volleyball especially for fifth grade elementary school students have increased in each cycle. Playing is not only a release of tension, but has other benefits such as: training the ability of children to make gross motor movements and fine motor movements. Through play, children also understand the relationship between themselves and their social environment, learn to get along and understand the rules or procedures for association. Also, play activities are closely related to children's cognitive development. Based on the results of research that has been done, it can be concluded that the application of playing methods in volleyball learning has a significant influence on learning outcomes under volleyball passing in elementary school.

The application of this play method can also be used not only in under-passing learning but all techniques in volleyball games, which later it is hoped that student learning outcomes will be better. With the use of the play approach the researcher will be able to investigate in depth the dependence of each variable, so as to attract students' interest and motivation [15]. The application of play activities on several techniques can improve previous learning outcomes, by applying the right strategy and in accordance with the characteristics of the game will be able to produce a successful learning [16]. Learning with an educational game system given to children shows can significantly improve physical condition [17]. Besides being able to improve the learning outcomes of its techniques, the approach to playing affective aspects such as motivation, self-confidence and cooperation also increases. Game activities can form a team to pursue common goals, so they can get good benefits for each individual [18]. Sports education through learning by playing games has a significant potential to increase sports activities and achievements, students are happy to participate in the learning process provided [19]. The play approach has many benefits for students, besides the learning process that is in accordance with the characteristics of students, by playing also the motivation and interest of students towards learning has increased. With the

playing approach, students' understanding of the concepts of motion taught is much better.

#### IV. CONCLUSION

Based on the results of the study, the researchers can conclude that the approach to play can improve the learning outcomes of volleyball under-passing of fifth grade elementary school students in Cimahi City. Using this play approach can also attract students to be more active and eliminate students' assumptions that the volleyball game is monotonous, painful and sometimes less attractive to students.

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