



## Efforts to Improve Upper Passing Skills in Volleyball Games Through Media Targeting Tire on Students X IPA 2 SMA Negeri 4 Gowa

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### **ABSTRACT**

*This research is action research. This study aims to determine the increase in upper passing skills in volleyball game Target Tire Media in students X IPA 2 SMA Negeri 4 Gowa. The subjects in this study were in class X IPA 2, with a total of 37 students who would be given action in the form of target media on the learning outcomes of upper passing in volleyball games. This study uses a class action research method, which consists of two cycles. Before the action was taken in cycle I, the researcher gave an initial test to find out where the difficulties were in passing volleyball lessons, then learning is carried out using target tire media and ends with giving cycle I and cycle II tests with research instruments and observation sheet tests of learning outcomes passing on volleyball using portfolio sheets. After the data was collected and analyzed, the results of the analysis were obtained: (1) From the data from the results of the Cycle I learning test, 20 people (54.05%) had reached the level of learning completeness, while 17 people (45.96%) had not reached the level of completeness. Study. The average score for student learning outcomes is 64.4. (2) From the Cycle II learning achievement test, 30 people (81.08%) had reached the learning completeness level, while 7 people (18.91%) had not reached the learning mastery level, with an average score of 78 student learning outcomes. 1. In this case, it can be seen that there was an increase in the average value of student learning outcomes from cycle I to cycle II, namely an increase in classical completeness by 25%. Based on the results of the data analysis, it can be said that the media target tires can improve learning outcomes of upper passing in volleyball games in Students X IPA 2 SMA Negeri 4 Gowa.*

**Keywords:** Media Target Tires; Upper Passing; Volleyball.

### **INTRODUCTION**

Education is the main factor and the most effective way for the progress of the nation, because education with mastery of science can produce people who are able to build their civilization in the future (Rohmansyah, 2017). Education that can develop every student's potential so that they have skills, namely physical education (Atsani, 2020), Mastery of

science is the most important way to build human civilization (Haris, 2018). Education will not be complete without physical education, because physical education is part of overall education, which prioritizes physical activity (Sahabuddin, Hakim, Husniati, et al., 2022) and plays a role in harmonious and balanced physical harmonious social, and emotional development (Setiawan & Wisnu, 2019). In terms of this, Chan & Indrayeni (2018), state that "physical education is an educational process that involves interaction between students and their environment, which is managed through systematic physical activity towards the formation of a complete human being (Ikhsan & Argantos, 2019). Physical education is a series of physical activities, such as playing and exercising, to develop healthy and strong students so that they can produce high academic achievements (Yusmar, 2017). When teaching physical education, sports, and health, teachers must master the material to be taught and how to convey it to students (Rokhayati et al., 2016). One-way delivery will confuse students because they will become passive and only accept what they are learning (Saitya, 2022). Abstract material has no meaning, so the physical education learning process will be boring.

Physical education is a means of encouraging motor development, physical abilities, knowledge and reasoning, appreciation of values (mental-emotional and social attitudes) (Arifin, 2017), as well as habituation to a healthy lifestyle that aims to stimulate balanced growth and development (Kusuma & Winarno, 2018). By doing physical activity regularly, students can develop their physical potential individually (Sufitriyono et al., 2023).

Physical education consists of several sports elements, namely rhythm activities, large aquatic ball games, small ball games, athletics, and martial arts (Ilkamto & Saputra, 2020). Among the various sports elements in physical education, one of the favorites is big-ball games. Students are more interested in big-ball games, one of which is volleyball (Taqwim et al., 2020; Sahabuddin, Hakim, Sudirman, et al., 2022).

Volleyball is a team sport that involves more than one person; for example, beach volleyball consists of two players, and each international volleyball team consists of six players (Irwanto, 2017; Sahabuddin, 2020). Volleyball is a big ball game played by two teams or teams of six people (Sahabuddin, 2018). Volleyball is played with the aim of putting the ball in the opponent's area to score points (Umar2, 2020).

Passing in volleyball is a ball pass that is made using the tips of the fingers when the ball is at shoulder height or above. Passing is also a pass or passing the ball to a teammate, which is usually done to carry out a deadly attack on the opposing team, but if you get a good opportunity, passing over can also be used as an attack by placing the ball in an empty

place. Passing over is one of the basic techniques that is very important for volleyball players to master (Erawan et al., 2023). To learn the basic techniques for playing good volleyball, players really need deep ball control techniques for bottom passing (Afdi et al., 2019). With good and perfect mastery of basic techniques, players can carry out game tactics easily because they have high enough self-confidence, and every skill that is carried out does not waste a lot of unnecessary energy (Lardika & Salam, 2019). However, in reality, there are still many students at SMA Negeri 4 Gowa who have not been able to get a top pass.

Based on the results of observations and interviews with Gowa State High School 4 teachers regarding basic passing over techniques in volleyball games, a problem arose, namely that the ball was not directed when passing over; previously, the teacher used learning in pairs. The pair learning method is less effective in improving learning outcomes for volleyball passing. The average data on student learning outcomes obtained from volleyball passing material has not reached the KKM standard (Minimum Completeness Criteria) set by SMA Negeri 4 Gowa, namely 75. Teacher interview results show that only 7 students with a percentage of 75. 30% of students completed or got score  $\geq 75$  and 16 students with a percentage of 70% of students not completing or getting a score  $\leq 74$  in learning volleyball passed.

Based on the problems above, researchers want to make improvements to these problems. To overcome these weaknesses and obstacles, researchers will apply targeted learning media. The target tire medium will be the support or target when passing. Apart from that, target tires also require students to be able to improve learning outcomes so that they pass well and correctly and students do not get bored and bored in participating in the teaching and learning process. Based on the problems above, the researcher will conduct research with the title "Efforts to Improve Top Passing Skills in Volleyball Games Using Target Tires".

## METHOD

This research uses classroom action research (PTK), or classroom action research, using two cycles or the equivalent of four meetings, for the reason that the material to improve abilities and skills requires sufficient time to achieve optimal results, and if it is felt that it is still not capable of continuing on to the next cycle,

Classroom action research is an examination of learning activities in the form of actions that are deliberately created and occur in the classroom or outside the classroom together. (Arikunto, 2021). This action is given by the teacher (researcher) in collaboration with

other school physical education teachers, with direction from the teacher (researcher) on problems carried out by students to obtain action in an effort to improve skills using the target tire method. This type of research uses classroom action research (PTK), which was designed based on Kurt Lewin's model. According to Arikunto, the main concept of PTK consists of four components, namely: planning, acting, observing, and reflecting. The intimate relationship between these four elements is seen as a cycle (Sanjaya, 2016). The population in this study was all students in Science 2, class X, totaling 37 people. Meanwhile, the sample is part of the number and characteristics of the population (Sugiyono, 2013). The sample in this study was all 37 class X IPA 2 students, consisting of 10 male students and 27 female students. This sample was taken using total sampling. To collect this data, the researchers used several instruments, namely teacher and student activity sheets, field notes, and interviews. Data collection techniques include observation, tests, interviews, and documentation research. After the data was obtained in class, it was then analyzed using descriptive analysis. The analysis in this research was carried out by researchers together with observers who reflected on the results of observations of the learning process carried out by teachers (researchers) and students. The qualitative data results from class notes were processed into meaningful sentences and analyzed qualitatively. Data analysis uses sequential techniques, starting with obtaining data, presenting data, and drawing conclusions. The analysis in this research was carried out by researchers together with observers who reflected on the results of observations of the learning process carried out by teachers (researchers) and students. The qualitative data results from class notes were processed into meaningful sentences and analyzed qualitatively. Data analysis uses sequential techniques, starting with obtaining data, presenting data, and drawing conclusions. The analysis in this research was carried out by researchers together with observers who reflected on the results of observations of the learning process carried out by teachers (researchers) and students. The qualitative data results from class notes were processed into meaningful sentences and analyzed qualitatively. Data analysis uses sequential techniques, starting with obtaining data, presenting data, and drawing conclusions.

## RESULTS AND DISCUSSION

### Description of Research Data

In accordance with the results of the initial actions carried out in class X Science 2 SMA Negeri 4 Gowa Regency, The problem that occurs is that students are less interested in carrying out basic passing techniques in volleyball.

**Table 1.**  
 Comparative Preliminary Test Description and Volleyball Passing Learning Results for Students I and II

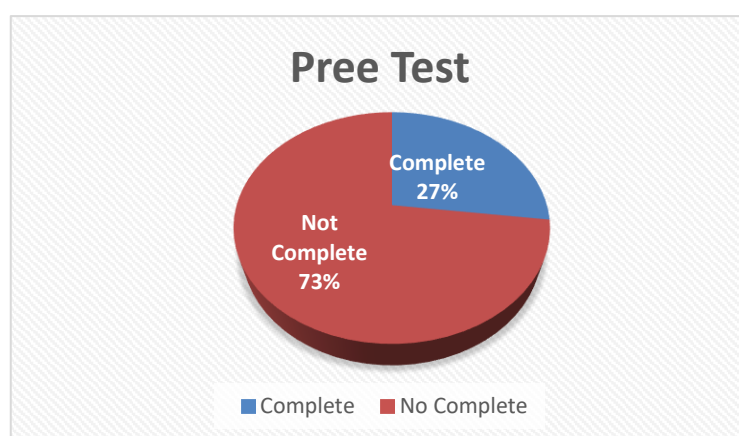
Cycle	Complete	Not Completed	Percentage of Average Score	Information
Preliminary Test	10	27	72.97	No Complete
Cycle I	17	20	54.05	No Complete
Cycle II	30	7	81.08	Complete

Of the 37 students, 10 have reached the completion level, while 27 have not yet completed it, with an average score of 72.97. Then the first cycle was given treatment, and in the end, the passing test in volleyball was given. There were 17 students who completed their studies, while 20 students had an average score of 54.05. Then proceed to cycle II. In Cycle II, there were 30 students who had reached the level of learning completeness. Meanwhile, 7 students have not finished with an average score of 81.08. From the initial test to the implementation of cycles I and II, there was an increase. In this case, it can be said that through the target tire media, it was possible to improve the learning outcomes of passing volleyball in class X Science 2 of SMA Negeri 4 Gowa Regency.

The description of the results of the initial test (pretest) obtained by students can be seen in the following table:

**Table 2.**  
 Description of Student Volleyball Passing Initial Test

No.	Test Results	The number of students	Percentage	Information
1.	≤ 65	27	72.98%	No Complete
2.	≥65	10	27.02%	Complete



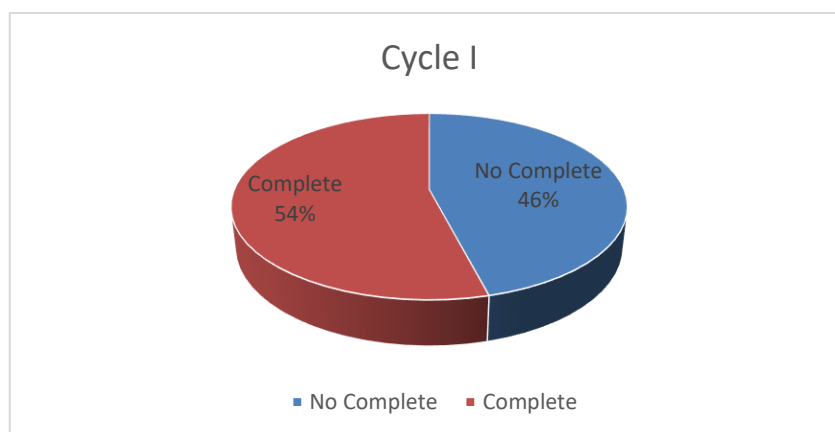
**Figure 1.**  
 Description of Student Volleyball Pass Preliminary Test Results

Based on the tables and pictures describing the results of the initial passing test using the reciprocal teaching style above, it can be seen that the students' ability to learn to pass is still relatively low. Of the 37 students who were sampled in this study, it turned out that only 10

students (27.02%) had mastery of learning, while the remaining 27 students (72.98%) did not have learning mastery. The average value of student learning outcomes is 50.

**Table 3.**  
Description of Student Volleyball Passing Cycle I Learning Outcomes

No.	Test Results	The number of students	Percentage	Description
1.	≤ 65	17	45.95%	No Complete
2.	≥ 65	20	54.05%	Complete



**Figure 2.**  
Description of the Learning Outcomes of Cycle I Passing Volleyball

Based on the table describing the learning outcomes of the first cycle of passing in volleyball using the reciprocal teaching style above, it can be seen that the students' ability to learn to pass is still relatively low. Of the 37 students who were sampled in this study, it turned out that only 20 students (54.05%) had mastery of learning, while the remaining 17 students (45.95%) did not have learning mastery. The average score for student learning outcomes is 64.4.

The difficulties experienced by students in learning by using target media include:

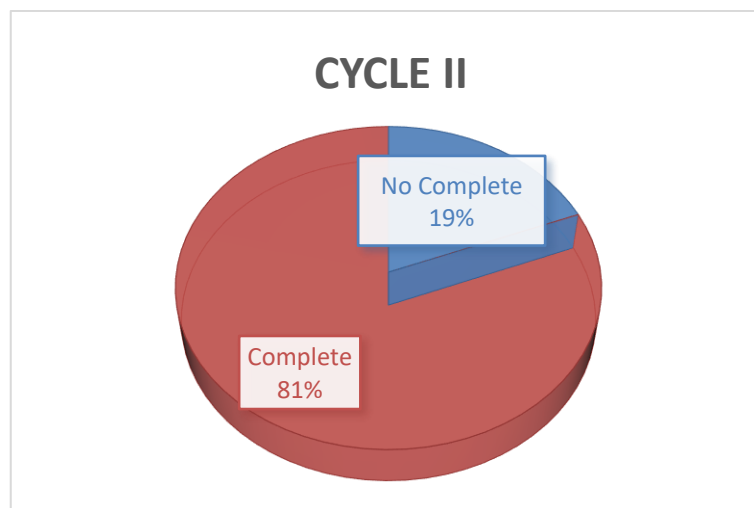
1. Students are not good at the passing technique, especially when hitting the ball. To overcome this, the teacher evaluates student errors in carrying out movements and provides motivation to students.
2. Students still look awkward when using the target media used in learning. To overcome this, the teacher explains using the target media and learning objectives.

After the second observation process was carried out, an analysis was carried out again using the determined learning outcomes data II. The learning results of the second cycle were obtained, then reduced again and presented in tabular form using the same formula as cycle I.



**Table 4.**  
 Description of the learning outcomes of the second cycle of Passing Student Volleyball

No.	Test results	The number of students	Percentage	Information
1.	≤ 65	7	18.91%	Not Complete
2.	≥ 65	30	81.08%	Complete



**Figure 3.**  
 Description of Student Volleyball Passing Cycle II Learning Outcomes

From the data obtained from cycle II, it can be seen that students' ability to carry out classical learning outcomes tests has increased. Although there are some students whose results remain the same, there are also those who experience improvements. Of the 37 students, there are 30 (81.08%) who have achieved learning completeness, while 7 (18.91%) have not achieved learning completeness. With an average score of student learning outcomes of 78.1, this means there has been an increase from the previous results. From the development of cycles I and II, it can be seen that there has been an increase in individual and classical learning outcomes. In the test, I found learning results of 54.05% of students who achieved learning completeness. In the second learning outcomes test, there were 81.08% of students who achieved learning completeness, and there was an increase of 25%, so it can be concluded that they passed the learning through media aids outlined in learning. The results of tests I and II experienced an increase in learning outcomes and increased learning completeness both individually and classically.

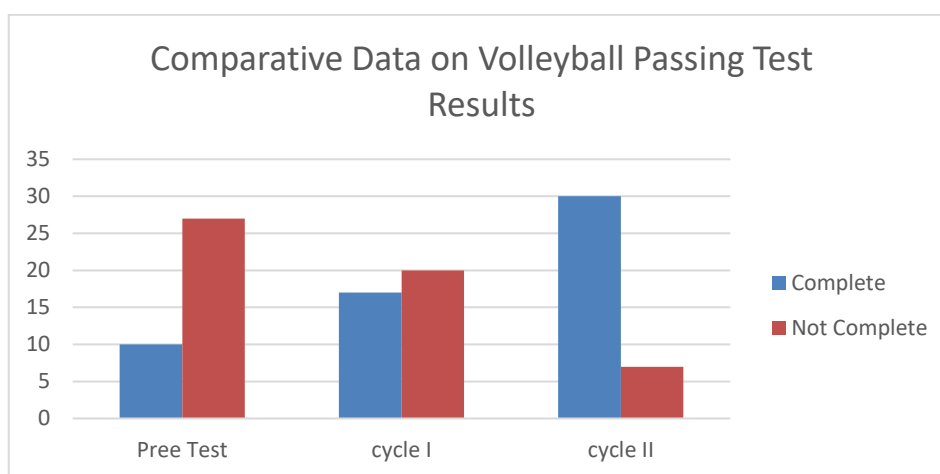
From the results of the analysis tests carried out, it was concluded that there had been an increase in students' abilities. This increase occurred after being taught through a variety of media tools. The increase in the average score of student learning outcomes from the previous test was 87.5, and the number of classics increased by 25%. It can be concluded that learning Passing in the game of volleyball through the medium of teaching aids contained in learning

outcomes I and II has increased learning outcomes and increased learning completeness both individually and classically. For more details, see the table and figure below:

**Table 5.**

Description of the Classical Comparison of Preliminary Tests, Learning Outcomes I and II of Student Volleyball Passing

No.	Test Results	Percentage of Average Score	Information
1.	Preliminary Test	72.97	No Complete
2.	Learning Outcomes I	54.05	No Complete
3.	Learning Outcomes II	81.08	Complete



**Figure 4.**

Comparison of completeness of student learning outcomes for each cycle

Whereas in the first cycle, the learning outcomes of passing in the volleyball game for students as a whole still reached 54.05%. Then, in cycle II, based on the reflection results, it turned out to bring an increase to 81.08%.

From the analysis of the data that has been carried out, it can be concluded that the media targeting student tires can improve student learning outcomes from the learning outcomes test I, which is still low, with an average score of 64.4 with 54.05% completeness. Henceforth, it is necessary to improve the action in cycle II. In cycle I, the teacher found difficulties experienced by students in their learning, including:

1. There are still many students who are confused about the teaching style used by the researcher, so in cycle II, the researcher re-explains the learning objectives and provides an understanding of the tasks that will be carried out by students. Students are expected to be able to understand learning methods through the target media of the.
2. Students are not good at doing the passing technique, especially when hitting the ball.



Learning with the reciprocal teaching style in cycle I did not meet expectations, and student learning outcomes were still low. Based on the research results, after providing teaching actions through target media, in cycle I, the average learning outcome test score was 64.4 with a learning completeness level of 54.05%. For 7 students who have not completed learning cycle II, remedial instruction can be given, and for other students who have, they will be given reinforcement and motivation to maintain their achievements.

From the results of the analysis tests carried out, it was concluded that there had been an increase in student activity abilities. This increase occurred after learning through the reciprocal teaching style in cycle II, which was based on reflection and experience in cycle I. In the learning outcomes test II, the average student learning outcomes score was 78.1 with a completeness level of 81.08%.

The obstacles faced by students in the teaching and learning process are due to their lack of understanding of the teaching methods provided by the physical education teacher. Through learning and strategies, material is presented, and students are guided to experience change (Shaleh, 2017). Because so far, the teaching methods received by students have never varied. The way to do a top pass is that the player must learn the hand shape of the technique, namely placing both hands above the head together with the index and thumb, forming a triangle. After determining the position of the hands, the player will touch the ball above the eyes (Siregar et al., 2021).

Therefore, it is hoped that educational institutions and teacher training will play a role in preparing teaching staff, especially physical education teachers, who will provide teaching inside and outside the classroom. This means that teachers must be able to choose learning media that are thought to be more effective in making it easier for students to learn in class and outside of class, as well as independent learning. A person's success in learning is the result of the student's abilities and capabilities, partly due to appropriate teaching methods in the teaching and learning process and partly due to the environment.

The target media tools are learning aids and all kinds of objects used to demonstrate learning material. The benefit of media in the learning process in general is to facilitate the interaction process between teachers and students and to help students learn optimally (Raswin & Aulia, 2015). According to (Asnaldi, 2020), using learning media using assistive devices can improve physical education learning. Besides that, (Sulistiadinata, 2020) said that using learning media using assistive devices can improve physical education learning. A new reality emerged in the event through the media of targeting tools where students were really very active in learning because students assessed their peers and

immediately received feedback, but there was a deliberate process in how they made decisions in this category. In this style, the focus of events changes, and a different relationship increases between the teacher and the learner. Fun learning and good collaboration will change a boring learning situation into a more enjoyable one so that students increase their interest and motivation in learning. (Effendy et al., 2020).

## CONCLUSIONS AND SUGGESTIONS

Based on the results of the research, it can be concluded that learning through target media can improve learning outcomes in Passing in Class X IPA 2 SMA Negeri 4 Gowa Regency. The suggestions given after the completion of this research are:

1. It is recommended for teachers in physical education lessons in class XI to pass volleyball material through target tire media to improve students' abilities. The application of target tire media can involve students more actively in learning volleyball.
2. The teacher must know the conditions and initial abilities of the students before starting a new lesson.
3. For the school to improve school facilities and infrastructure so that students are more interested in learning, especially physical education.
4. Can be used to follow up on the results of this research so that problems related to this research can be answered and resolved.
5. Serve as reference material for future research teachers with the same theme to conduct

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