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### The Influence of Game Approach on Volleyball Bottom Passing Skills

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#### ABSTRACT

This research aims to determine the effect of the game approach on improving volleyball bottom passing skills and to find out how much influence the game approach has on improving volleyball bottom passing skills. This research was conducted at SDN Cimanggu II, Bantarujeg District, Majalengka Regency. This research method and design uses quantitative methods with a Pre-Experimental One Group Pretest-Posttest design. The population and sample of this research are all students of SDN Cimanggu II, while the sample of this research is all members of class V. The instrument for this research uses the Repeated Volley Test (Bottom Passing) which is sourced from the 2014 Nurhasan Sports Measurement Test. Research This was carried out over 10 meetings with 8 game treatments along with 2 pretest and posttest meetings. The number of volleyball bottom passing skill test results in the pretest data was 63.00, which was different from the number of posttest ability results, which was 91.00. Then the average value of the two data is different, the average value of the pretest data is 2.8636 while the posttest data is 4.1364. The conclusion is that the game approach influences on improving volleyball bottom passing skills, although statistical data shows that the increase rate is not too large.

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#### AUTHORS' CONTRIBUTION

- Conception and design of the study;
- Acquisition of data;
- Analysis and interpretation of data;
- Manuscript preparation;
- Obtaining funding

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#### INTRODUCTION

During observations at SDN Cimanggu II, in the Physical Education learning process in the game of volleyball, it was discovered that there was still a lack of skills in playing volleyball, especially the bottom passing technique in volleyball. This problem can be caused by several factors, namely lack of interest in learning the game of volleyball, inappropriate learning materials, or the facilities available at the school. With this problem, researchers are interested in solving this problem. The problem that will be examined in this research is very important for the development of children's gross motor skills. Because it can cause several obstacles that occur, including a lack of playing activity and also a lack of ability to master the bottom passing technique in volleyball games played by a child.



Physical education is part of the overall education system which aims to develop aspects of health, physical fitness, intellectual skills, emotional stability, and moral actions through physical activities and sports (Sistiasih & Pradana, 2017). Manipulative skills are basic movement skills related to the skill of manipulating certain objects through the coordination of hands, feet, and other body parts (Mirawati & Rahmawati, 2017). There is a statement stating that one of the developments that a child must achieve is physical motor development (Siregar et al., 2020). Motor skills take time to develop, therefore motor skills are important and are the main focus in developing a physical education curriculum (Clark & Clark, 2007). Many factors influence a child's lack of ability to master volleyball underpassing techniques. One of the causes is the inappropriate learning model used (Hidayat, 2017). Therefore, this research will produce results on whether these efforts will be appropriate and appropriate to produce good learning.

This research will discuss efforts to improve volleyball passing skills through a game approach. Kirk and MacPhail argue that the game approach has a goal, namely to better connect students with physical and cognitive skills (Sproule, 2016). This research will focus more on several game modifications made to improve volleyball underpassing skills. That is the difference between the author's research and previous research.

This research can create an impact or contribution that occurs after conducting this research. This research can create a good learning process, which is useful for a Physical Education teacher. This research will also have an impact on the ability of the sample to perform volleyball bottom passing skills. In the explanation above, given the problems that occurred and also the impact and contribution to this research, the author's research was carried out entitled "The Influence of the Game Approach on Volleyball Bottom Passing Skills".

Studying and learning are activities planned to achieve certain goals which are characterized by the participation of several interconnected components (Hanafy, 2014). Learning is a process of activities that are deliberately carried out to achieve changes in attitudes and behavior in different situations compared to before the individual was in a learning situation (Ma'rifah, 2018). Passing under volleyball is a pass made with two hands together, with movements and blows under the arms, contacting the ball at the proximal part of the wrist with an area as wide as possible so that the ball does not move much rotation (Saputra & Gusniar, 2019). Underpassing in volleyball is a movement of passing the ball to a teammate using a certain technique. The most important function of this down pass is to receive the first ball from the opponent and then pass it to a teammate (Sahabuddin et al., 2020). The lower passing movement is useful for defending against the opponent's initial attack. Underpassing is a basic volleyball technique movement that is difficult for people who have not mastered the technique because when doing it it must be by the technique being used (Adi & Indarto, 2021).

A game is something that is played with certain rules to determine the winner, in games it is usually not serious and the aim is only for entertainment (Nurdiana & Suryadi, 2018). The game is a type of game or competition model. Games can be defined as

structured or semi-structured activities, usually done for entertainment and sometimes used as learning aids (Yunus et al., 2015). Various learning implementations should be integrated into fun game situations, and it is necessary to simplify or modify the game rules so that students can have fun completing the learning process (Hambali, 2016). Games are structured activities, usually done for fun or entertainment, and sometimes used as educational tools. (Fajri & Muhammad, 2021). The game method can be an alternative for teachers to improve technical competence and student learning outcomes. This is to Amirzan and Sumarjo's statement in 2021 in the journal (Kumbara et al., 2021), stating that games are a method that can be used to facilitate the physical learning process and support the achievement of learning goals.

Motor skills will be very useful for students and become a good foundation for children's cognitive development (Pangkey & Mahfud, 2020). Motor skills are essential for learning theory to explain the basic mechanisms of expertise in sports (Müller et al., 2017). With the explanation that has been explained, mastery of volleyball bottom passing skills is very important. Therefore, the researcher tried to provide a solution to solve this problem using a game approach. Roach & Keats argue that an active play approach provides more benefits than a basic movement skills approach (Ahmad & Asmawi, 2021). This research will help solve the problem as well as provide a solution, whether through a game approach volleyball bottom passing skills will increase. Hypotheses or temporary conjectures in this research are:

1. Ho: There is no influence from the game approach to improving volleyball bottom passing skills
2. Ha: There is an influence from the game approach to improving volleyball bottom passing skills

## **METHODS**

This research design uses a group Pretest-Posttest Pre-Experiment. The reason for choosing this design is that the researcher will carry out experiments using a game approach in one experimental group. This research is also quantitative in form which has special characteristics in that it will use a lot of numbers starting from the data collection process to the research results (Dhewy, 2022). Populasi dari penelitian ini yaitu seluruh siswa dan siswi SDN Cimanggu II. Sedangkan sampel dari penelitian ini yaitu seluruh anggota siswa dan siswi kelas V SDN Cimanggu II.

A research instrument is a tool used to collect data or measure the object of a research variable (Yusup, 2018). This research instrument uses the Repeated Volley Test (Bottom Passing) based on the 2014 Nurhasan Sports Measurement Test. This test is carried out using a sample making a bottom pass against a wall target with a target as high as 2.30 meters. The sample is located at the boundary line of the 4.5x4.5 meter area. The score is calculated if the ball crosses the wall when passing.

Research procedures in research activities were carried out over 10 meetings with a predetermined activity schedule. The first meeting held a pretest to find initial data.

The second meeting to the ninth meeting carried out treatment or treatment of 8 games from each meeting. These games include the under-passing game, under-air passing game, under-circle passing game, under-shoot my passing game, under-barrier passing game, volkraw under-passing game, under-target passing game, and under-ball passing game. This game is a game that comes from YouTube media and is also modified. The tenth meeting is conducting a posttest to find out ability data after carrying out the treatment.

In this research, two data were collected, namely pretest data and posttest data. These two data will be collected after carrying out established research procedures. Both data will be processed using the SPSS application to find statistical data.

## RESULTS AND DISCUSSION

**Table 1.**  
Statistical Description

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Data Pretest	22	1,00	9,00	63,00	2,8636	2,14466
Data Posttest	22	1,00	12,00	91,00	4,1364	3,02837
Valid N (listwise)	22					

**Table 1** above explains that the minimum value for pretest and posttest data is the same, namely 1.00. However, the maximum value of the two data is different, the maximum value for the pretest data is 9.00 while the maximum value for the posttest data is 12.00. The number of ability results in the pretest data is 63.00, which is different from the posttest ability results, which are 91.00. Then the average value of the two data above is different, the average value of the pretest data is 2.8636 while the posttest data is 4.1364. And the standard deviation or standard deviation value of the two data is different, the pretest data is 2.14466 while the posttest is 3.02837.

**Table 2.**  
Normality Test

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Data Pretest	,202	22	,020	,814	22	,001
Data Posttest	,192	22	,035	,876	22	,010

The basis for decision-making in the Normality Test:

1. If the significance value (Sig.) is more than 0.05 then the research data is normally distributed
2. If the significance value (Sig.) is less than 0.05 then the research data is not normally distributed

**Table 2** above explains that the pretest data and posttest data are research data that are not normally distributed. Because the significance value (Sig.) of the two data is less than 0.05. The pretest data shows a significance value (Sig.) of 0.001 and the posttest data shows a significance value (Sig.) of 0.010.

**Table 3**  
 Homogeneity Test

Levene Statistic	df1	df2	Sig.
2,483	1	42	,123

The basis for decision-making in the Homogeneity Test:

1. If the Sig. > (more than) 0.05, then the variance of two or more population groups or data samples is homogeneous
2. If the Sig. < (less than) 0.05 then the variance of two or more population groups or data samples is not homogeneous

**Table 3** above explains the homogeneity test results of the two data, the two data pretest data and posttest data. The homogeneity test value of the two data is 0.123, which is greater than 0.05. So the data can be said to be homogeneous.

## CONCLUSION

In **Table 1**, the number of volleyball bottom passing skill test results in the pretest data is 63.00, which is different from the number of posttest ability results, which is 91.00. Then the average value of the two data is different, the average value of the pretest data is 2.8636 while the posttest data is 4.1364. So  $H_0$  is rejected, and  $H_a$  is accepted.  $H_a$  was accepted because the game approach influenced improving volleyball bottom passing skills, although the statistical data in the table above shows that the increase rate was not too big.

With these results, the author provides advice to sports teachers or volleyball coaches to provide game approach training to school students or volleyball athletes so that their volleyball passing ability increases.

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