



Variation of Volleyball Basic Technique Through Games Approach

Siti Ayu Risma Putri^{1✉}, Firmansyah Dlis^{2✉}, Samsudin^{3✉}

Program Pascasarjana, Pendidikan Olahraga, Universitas Negeri Jakarta, Indonesia¹²³

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Abstract

The study aimed to develop volleyball basic technique using games approach. The game help students to create a sport is more interesting. A study used to research and development using Borg and Gall method. There are ten steps in research. Process of collecting data used observation, interview, test, and questionnaire. Data analysis used peer assessment and judgment expert. The study conducted in Junior High School Palembang. The results of the findings show that the basic technique of volleyball consists of 6 types namely passing down, passing up, service down, service up, volleyball block, and smash. Each type of basic technique taught has different variations of the game which are oriented to the needs and characteristics of volleyball. The results of the study have implications for changes in the concept of learning sports, especially volleyball.

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✉ Correspondence address :

E-mail: sitiayu_por16s3@mahasiswa.unj.ac.id
firmansyahdlis.unj@gmail.com
samsudin@unj.ac.id

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INTRODUCTION

In physical education learning in Indonesia, there are learning materials for big balls and small balls. One of the big ball sports that are often delivered in physical education learning both the Elementary and Secondary level in volleyball. Volleyball is a sport that is popular with many people, not only in Indonesia but also in demand in many areas. Volleyball is a fun sport and can be played anywhere with any number of players, players can give a great individual appearance, but these players are part of the team. Based on that, this sport is very suitable when applied at school because volleyball sports contain elements that are in line with the objectives of physical education learning in school. Volleyball sports provides pedagogical puzzles because it teaches body movement activities with a tactical approach, so it is as to be able to produce skilled students (Beard & Mathias, 2020).

Volleyball training can be applied to train students' physical strength through sports lessons. This is easier and has a lower risk of injury. Students can train the body's muscle strength properly (Sozen, 2012). Volleyball presents opportunities for students to participate in games that avoid direct body contact but still provide interesting games. This is a game that calls for individual excellence, learning to play and giving a real opportunity to display sportsmanship. Volleyball learning gives students practical abilities that are sufficient to gain physical strength (Ren, 2013).

Volleyball in physical education has a strategic role in promoting students' healthy living habits because it has great potential to become a cheaper, more fun and healthy recreational activity. Volleyball exercises affect students' physical fitness (Sozen, 2012). If the teacher can present volleyball learning that is interesting and fun, students can master various basic techniques of volleyball games, then the tendency of students will enjoy playing volleyball. Volleyball in physical education has a very wide chain of benefits. This can be achieved if learning is carried out effectively, efficiently and interestingly. Learning can achieve the planned objectives, carried out appropriately, and fun. To achieve good learning outcomes in volleyball games, and especially in learning basic volleyball techniques, educators must find effective ways to teach basic volleyball techniques so that learning outcomes in volleyball games can be successful, namely by presenting forms of learning skills good and right motion so they can encourage students to understand and be able to do it.

The first phase in learning motion is the cognitive phase, therefore the teacher needs to present volleyball material information precisely and clearly. This phase will support the trial phase until it becomes a good skill. In the whole physical education learning time, two-thirds of the available time must be used to carry out physical activities by the planned competence of motion. Therefore, the teacher must understand what will be conveyed so that the active time to move can be optimized. There are basic movements that must be mastered by students to be able to play volleyball well. As mentioned before, the basic motion in volleyball can be introduced first, then it is towards the game. The game will not be interesting or will not even be enjoyed if the players do not master the basic techniques required. Therefore, the readiness of student learning is largely determined by the design of teacher learning. One of them is the basic technical design of playing volleyball. The teacher can use interesting games in learning basic techniques.

However, the results of field data analysis show that junior high school students find the difficulty using basic techniques to play volleyball. They often feel tired of learning. Therefore, teachers can use various types of games for the learning process of basic volleyball techniques.

Some previous research has been done to develop various models in volleyball sports both related to the technique of hitting the ball, basic techniques of playing, and the volleyball learning approach.

The development of offensive volleyball skills is useful for provisioning in the competition so that players can properly organize and attack (Abendroth-Smith & Kras, 1999). Another model in volleyball design is forearm passing. The learning model of the forearm passing in volleyball highly needed by education teachers. generally, teachers in desperate need of a good sort of learning models motion passing under varied mainly by the inclusion of a customized learning model of an easy movement to a posh movement (Ajayati, 2017). Modification learning development results are tailored to the requirements of scholars and contain a spread of interesting and fun exercises (Hong & Magnusen, 2017). A sort of mini volleyball learning modification game is as a reference for education teachers in providing education learning (Marwan, 2019). A sort of smash training for volleyball is that the training model developed may be a target-based smash training model (Islam, 2019).

Reciprocal teaching model can improve students' down passing skill within the playing

of Mini volleyball and enhances students' fitness and health also as master with the basic technique of the mini volleyball (Abbas & Reflianto, 2018). Another model is by using STAD type cooperative learning model can increase the interest and motivation to find out the training process passing under volleyball (Wibisono, Kartiko, & Hartoto, 2018). Thus, the method has an important position in learning creation. Method of motor skill instruction, the Bottom-up method or the Top-down method, is best for novice learners to accumulate the forearm defence skill performance in volleyball for later retention and transfer to game-like conditions (Ay, 2016).

The research that has been done has not focused on the basic technique of playing volleyball. These studies have been directed at the development of volleyball learning modifications. While this study aims to develop basic techniques in playing volleyball using games so that students become happier playing volleyball. It is a novelty that will be developed. The reasons for developing variations in the basic techniques of game-based volleyball are that sports learning must provide an element of fun to improve the health of sport participants, and the concept of learning volleyball for junior high school students must be adjusted to the needs of students and age. This means that students at that age are still very easy and prefer playing activities. Therefore, the problem of research is, "how is the variation of volleyball basic technique through games approach?".

METHODS

This study used to research and development. The model of research and development used Borg and Gall model (Creswell, 2012). This study used the process of people needs to develop a product (Gay, Mills, & Airasian, 2012). Here are the steps of the research procedure;

The initial step is to identify the problem, collecting information is to know the volleyball basic technique for students, the product design is a model of volleyball basic technique using games, design validation is a process of evaluating model by experts, model revised, product trials are implemented in the school, product revision based on field test results, trial usage, the product is revised again if there are deficiencies in the actual situation, dissemination.

The research conducted in Junior High School at Palembang that are SMPN 19 Palembang, SMPN 21 Palembang, and SMPN 50 Palembang. Process of collecting data used obser-

vation, interview, test, and questionnaire. Data analysis used peer assessment and judgment exper.

RESULTS AND DISCUSSION

The results of needs analysis data related to the volleyball basic technique learning model through games approach for junior high school students, several important points need to be developed in the volleyball basic technique learning model, as follows:

- a. There is 67% of students know about volleyball learning, it is 50% of students know the basic technique of volleyball. It is 50% of students know the smash technique, 51% of students know the block technique and 48% of students know the passing technique.
- b. There is 48.5% of students are interested in volleyball and 47% of students are interested in volleyball, so the seriousness of students in volleyball sports is very low because many students stand outside the field, it is not interested to do boring movements and learning processes.
- c. From 40 students, there is 47% of the students were not suitable for the facilities and infrastructure in the school. This means that students are less enthusiastic about doing sports activities at school.
- d. From 40 students, there is 47% of the media used were not able to be done by students and 48% of facilities and infrastructure were not suitable, so there were obstacles in the learning process.
- e. From 40 students, there are 80% of students agreed that if volleyball basic techniques learning were developed through games approach.

The product development of the volleyball basic technique learning model through games approach has been evaluated and validated by experts, then it revised according to experts' notes, after the initial product draft was revised then it implemented on a small scale involving 12 research subjects. This trial was conducted at SMP Negeri 50 Palembang. After that, the main product field test was carried out with the subject of 60 students in junior high schools in the city of Palembang.

The results of the needs analysis data and field testing, the following final models have been valid.

Table 1 shows the various types of games used to practice volleyball basic techniques. From

the results of expert assessments and trials that this type of game is effective for use in practicing volleyball basic techniques. While the development research process carried out using the Borg and Gall models is shown in the following **Chart 1**.

The implementation of various types of games in playing volleyball at the trial stage has given increased technical mastery of volleyball. Students have also been very enthusiastic about doing volleyball learning. The development of each of the games that have been tested gives a picture that the game has a strong appeal to the desires of students in learning and exercising. Moreover, sports learning activities in physical education subjects are often considered boring and serious. Physical education is essentially an educational process that utilizes physical activity to produce holistic changes in individual quality, both in physical, mental, and emotional terms. Physical education is the process of education through physical activities, games or sports chosen to achieve educational goals. Physical education emphasizes aspects of education that are holistic (health, physical fitness, critical thinking skills, emotional stability, social skills, reasoning and moral action).

In this development, the age of young students makes it easy for teachers to meet the educational aspects of physical learning. The development of the muscular and nervous system in adolescence causes better coordination of the muscles. At this time simple activities are no longer interesting. They need more complex and challenging types of activities. Muscle strength, muscle size, coordination of muscle movements and the timeliness of the start of the development process, are the factors that determine how high the level of motor development of children. Therefore, various types of games become the right means to facilitate the development of the nervous system and muscles of students at the age of the First Level School.

Volleyball basic technique has six types that have a variation of games. These various types of games have been adapted to the patterns and characteristics of the basic types of volleyball techniques and the needs of students in playing volleyball. It means that this type of game is by students' want to learn volleyball basic techniques. The novelty of this study was seen in the game design provided by the favorite development of the students' games. Thus, the results of this study have different results from previous studies. The teacher can design learning with different game settings (Ay, 2016). Games that are designed refer to various modern and traditional

games. Traditional games have also had a good impact on improving volleyball passing abilities (Rohendi & Tangkudung, 2017). Other games are a hybrid sports education step game approach volleyball that gave an impact on students' performance in volleyball playing (Araújo, Mesquita, Hastie, & Pereira, 2015). It is known that the game is as a foundation to increase students' performance in volleyball ability.

The volleyball learning process can also use a game classification model and the teacher provides feedback to students directly so that students know the level of error playing volleyball (Holatka, Suwa, & Yasumoto, 2019). Thus, students have the volleyball skills as learning goals. Besides that, the volleyball gave an effect on students' physical fitness for High School students (Sozen, 2012). Students' volleyball ability can be known from many perspectives. Students' performance was evaluated using the game performance is linear. It means that each season of sport can create gaps between skills (Araújo, Hastie, Lohse, Bessa, & Mesquita, 2019).

Volleyball basic technique learning model that is developed has advantages, as follows:

1. Volleyball basic technique learning model used easy movement design. Some students felt that each movement is more interesting to play.
2. Volleyball basic technique learning model arranged systematically.
3. Volleyball basic technique learning model is arranged as students' characteristics at Junior High School.

CONCLUSION

Data analysis concluded that the game models designed for each type of volleyball basic technique differ. The game used is more oriented to modern games related to improving the basic technical skills of volleyball. The type of game presented is also a popular game that students are familiar with. These games were developed with modifications to play volleyball. From the results of expert assessments and trials in small and large groups, it has been concluded that the basic volleyball technical model using various games is quite effective and efficient. The application of game models for volleyball basic techniques has increased enthusiasm and changes in the way students learn in playing volleyball. The results of this study also have implications for the development of volleyball learning concepts in junior high school. The teacher has been able to develop various learning methods that fit the needs of students.

Table 1. Variation of Volleyball basic technique with the types of games

Volleyball Basic Technique	Types of Games	
Passing Down	1. Controlled Throw in Place 2. Beautifully Controlled Throw 3. Chasing the Rope 4. Chase the ball 5. Pairing Passing 6. Passing the Ball in Place 7. Beautiful Forward Ball Passing 8. Throwing the horses	9. Chase Throw Catch Chase the Ball 10. Ball Catch Aisle 11. Parallel Ball Catcher Hallway 12. Estapet Ball Catcher Hallway 13. Obstacle course 14. Right Target Circle 15. Obstacles to Ball Cooperation 16. Right Target Circle
Passing Up	1. Throw Ball Catch 2. Happy Throws 3. Passing Up in Place 4. Passing Up Fun 5. Joyful Rope 6. Joyful Rope Estapet 7. Beautiful Forward Horses	8. Throwback and forth Hator 9. Throw Snake Catch 10. Throw Catch Tsubasa 11. Throw a Falling Ball 12. Clock Basket 13. Throw a happy pool
Service Down	1. Throw Without Kick 2. Throw Without Kick Pair 3. Shadow Blows 4. Lightning Punch 5. Face Punch Without Obstacles 6. Obstacle Blow	7. Cardboard Hurdle Blows 8. Plastic Rope Hurdle Blows 9. Shadow Barrier Blows 10. Ninja Hatori's Punch 11. Holy Tread Blows
Service Up	1. Service blow over 2. One-Handed Punch 3. Happy Ball Punch 4. Flying Balloon Blows	5. Blow the ball to the wall 6. Target Punch 7. Happy Obstacle Course
Volleyball Block	1. Jumping on the spot 2. Clap Couple 3. Couple Jumps 4. Sweet sit 5. Beautiful hand 6. Knee Sitting Throws 7. Throw of Sacred View	8. Happy Ball Throws 9. Beautiful Cardboard Throw 10. Like Cardboard 11. Hip-hip Carton 12. Happy Circle (Tiktok) 13. Unique Color Cartons
Volleyball Smash	1. Target Throw 2. Empty Hand Kick 3. Power Kick 4. Hula Hup Hurdles 5. Colourful Steps	6. Run for your dreams 7. Color Ball Step Cardboard 8. Hanging Ball Cardboard Punch 9. High flying ball punches

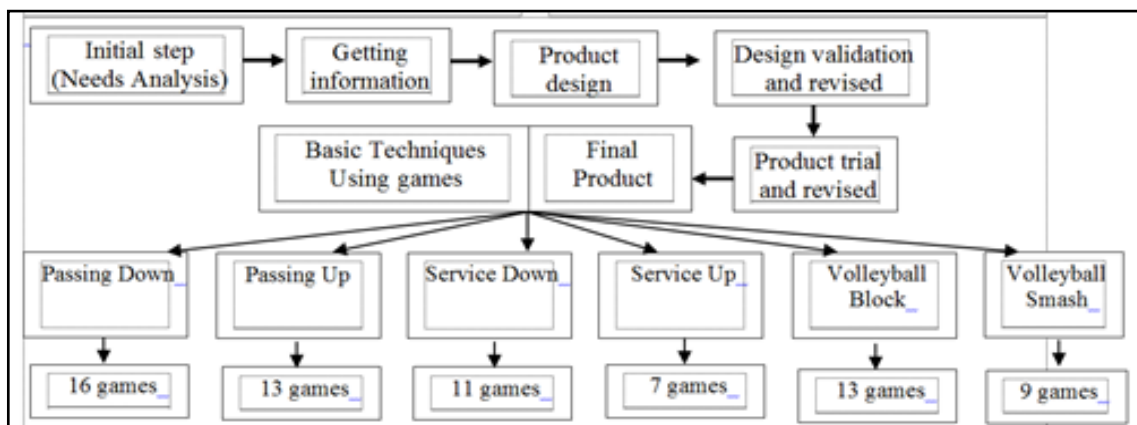


Chart 1. R & D procedure model of volleyball basic techniques using games (Ayu, 2020)

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