The Effect of the Levelling System Approach on Improving Volleyball's Down Passing Capability

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Abstract

Based on the author's observations, students at SDN Ambit tend to be less enthusiastic, lazy, and passive when participating in volleyball learning activities. The purpose of this study was to determine whether lower passing training using the leveling system approach has an effect on improving lower passing skills in volleyball learning in Ambit Elementary School students. This researcher used a quantitative approach. This research design uses a pre-experimental design type experiment, namely the one group pretest posttest design. The population in this study were Ambit Elementary School students totaling 24 children. The sample technique for this study used purposive sampling technique, with the criteria of upper grades who still cannot do lower passing during volleyball learning. analyze data using normality test, homogeneity test, paired sample T-test, and r-square regression test. The research results of the pretest and posttest results on the ability to pass down in volleyball learning obtained an average pretest score of 9.08, with the lowest score of 3 and the highest score of 26. While the average posttest was 17.83, with the lowest score of 3 and the highest score of 45. Based on the data normality test conducted using Kolmogorov-Smirnov, the pretest value was 0.026, while the posttest was 0.06. It can be concluded that the data is normally distributed because the significance value obtained is > 0.05, so H0 is accepted. the conclusion is that this study shows that using lower passing training with a leveling system approach has an effect on improving lower passing ability in volleyball learning in Ambit Elementary School students.

Keyword: Improving passing; volleyball; leveling system

Introduction

Physical education is an inseparable part of human life (Mustafa & Sugiharto, 2020). Through physical education, humans can learn more things related to affective, cognitive, and psychomotor skills, which are human preparations for achieving life goals (Kanca, 2018). According to (Astuti & Kumar, 2019) physical education and sports are integrated parts of education that can make a valuable contribution to the growth, development, and development of humans as a whole. (Abdurrochim, 2016) also states that physical education, sports, and health are media to encourage physical growth, psychological development, motor skills, knowledge and reasoning, appreciation of values (attitude, mental, emotional, sportsmanship, spiritual, and social), as well as habituation. a healthy lifestyle that aims to stimulate the growth and development of balanced physical and psychological qualities.

According to (Syafaah et al., 2022) education is a valuable asset for each individual. By carrying out education, a person can develop the potential hidden within him. Apart from that, carrying out education can improve one's quality (Cahyani et al., 2022). In the physical education learning process, teachers are expected to teach various basic movement skills, game/sport techniques and strategies, the internalization of values (sportsmanship, honesty, cooperation, discipline, responsibility), and habituation to healthy lifestyles, which are not implemented through conventional teaching in the classroom. which is a theoretical study but involves physical, mental, intellectual, emotional, and social elements (Syafaah et al., 2022).

Students' attitudes towards values are usually strongly influenced by their perceptions of their teacher's behavior (Isrokatun et al., 2022). (Prayitno & Ashari, 2023) believes "teachers must be able to provide interpretations regarding the type and function of the goals to be achieved." The activities provided in teaching must have a didactic-methodical touch so that the activities carried out can achieve the teaching objectives (Ricky, 2020). Efforts to improve the quality of education must be carried out in a comprehensive manner, which includes the development of the full dimensions of Indonesian humanity, namely aspects of morals, manners, knowledge, skills, arts, sports, and behavior (Mustafa, 2020).

According to (Riadi, 2023) the development of these aspects leads to improving and developing life skills, which are realized through achieving student competencies to survive, adapt, and succeed in the future. In this way, students have resilience, independence, and identity, which are developed through learning and/or training carried out gradually and continuously (Indriani, 2021). Like volleyball, volleyball is a sport that is popular with all levels of society in Indonesia (Maifa, 2021). This sport can be played by children and adults, both men and women, through volleyball sports activities, people have the potential to improve their achievements (Ekhsan et al., 2022). However, the potential of each individual is different, depending on the individual himself in actualizing his abilities (Ulfah & Arifudin, 2020).

There are several components of physical fitness, both related to health and skills (Rifki & Syarizar, 2019:23). One of the directors of physical education, named William G. Morgan, invented the game of volleyball and played it for the first time in Holyoke, United States, in 1895 (Hanief et al., 2018). The game of volleyball is fast-paced; possession of the

ball is limited to only three touch times, one of the basic techniques in volleyball is passing (Jumadi et al., 2021). Passing is the basis of the game of volleyball. If someone is able to master the passing technique in the game of volleyball, it can be used as the main asset in the sport (Irfandi & Rahmat, 2022). Correctly passing with the correct position will make it easier for us to control the ball that comes in front of us, and our friend can also easily control the ball given to him (Dahliya, 2013).

Underpassing is passing using both hands joined together and held together with the palms held together so that our hands are strong in holding the ball that comes in front of us. With the right position and timing, it will be easy for us to control the ball with one of the passing techniques, namely the underpassing technique (Suganda & Suharjana, 2013). By moving and taking the right position, we can control the ball well. In this way, good basic techniques will really support the game of volleyball. According to (Andriansyah et al., 2022) passing in a volleyball game is the effort of a volleyball player to use certain techniques to pass the ball being played to his teammates. Passing can also be done from above (top pass) and from below (bottom pass) (Susanto et al., 2021).

Learning the bottom pass in volleyball is one of the basic techniques that is very important. Learning volleyball is an approach to presenting learning material that is carried out systematically to encourage the achievement of teaching objectives. In schools, volleyball games have been played since elementary school students in grade IV in accordance with the KTSP Education Unit Level Curriculum (2006). This volleyball game really needs support from all parties to develop well, especially school-age children. The aim of learning sports at school is to change inherent behavior. The changes that occur can be viewed from several aspects (cognitive, affective, and psychomotor) (Emda, 2017).

The aim of these three aspects is a review of (1) the cognitive aspect, which is that students know the rules of the game, playing rules, strategies, and playing techniques on the field. (2) From the psychomotor side, it is the residual ability to master the sports movements. The aspect that can be reviewed is the movement attitude when carrying out the sports game techniques. (3) From the effective side, it is the students' ability to work together in developing an attack pattern and character, being able to control emotions, respecting each other in a team, and obeying the rules. On the affective side, what is really hoped for is that with physical education, students will eventually have good behavior and morals in society, so that the goals of physical education are holistic (Holistic) (Rithaudin & Hartati, 2016).

Based on the author's observations, students at SDN Ambit tend to be less enthusiastic, lazy, and passive when participating in volleyball learning activities. So it affects students' bottom-passing ability and can influence changes in their grades. So that students can participate in learning the game of volleyball with enthusiasm, teachers need to provide methods or training to improve their passing ability in learning volleyball. Therefore, it is necessary to find a solution to this problem. One effort to solve this problem is training passing skills using a leveling system approach. In this way, researchers will try to apply a training technique to improve bottom-passing ability in volleyball using a leveling system approach.

Methods

Researchers used a quantitative approach to solve this research problem with an experimental research design of the pre-experimental design type. The experimental research method is a research method used to find the effect of certain treatments (Sanjaya, 2023). The design used in this research is "The one group pretest posttest design," or there is no control group (Badawi et al., 2019). This research will compare the pretest and posttest of lower passing ability in learning volleyball. Specifically, by making observations (observation (O)) before the treatment (treatment (X)) is given (pretest). Then observations are made again (observation (O)) after the treatment (X) is given (posttest) (Kholis, 2023:22).

The reason the author chose the one group pretest posttest design was because there were no control variables and the sample was not chosen randomly. This is in line with the opinion of (Fitriana et al., 2024) "This design does not have control variables, and the sample is not chosen at random". In the form of the research design above, a pretest was carried out to determine the bottom-passing ability of Ambit Elementary School students in learning volleyball before being given treatment. Then participants were given training treatment using a leveling system approach. Next, a posttest was carried out to measure whether there was an effect after the treatment was given. This population is Ambit Elementary School students, totaling 24 children. The sample technique for this research uses a purposive sampling technique, with the criteria being that the upper class is still unable to make a bottom pass when learning volleyball.
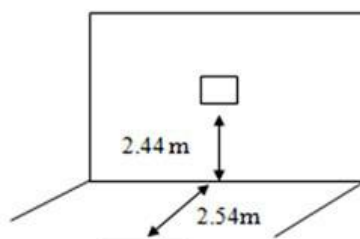

Figure 1. Volleyball underpass test scoring from Yunus' Brumback Forearm Pass-Volley test in (Suganda & Suharjana, 2013).

Bottom passing, according to (Suganda & Suharjana, 2013) has a reliability ofnd a validity of 0.08. Students who will take the test stand behind the line that has been made. Students are invited to hold the ball. Then you are given 1 minute to carry out as many passing tests as possible and count after the first touch. The bottom-passing test is carried out once. Carry out a wall-passing test. Equipment: a flat or flat and smooth wall with a target line 2.54 m wide. and 2.44 m high. from the floor or ground level, unlimited height and unlimited width. Meanwhile, the media used other than walls are stopwatches, volleyball, scoring forms, and stationery. The section officer records the results of the down pass.

Data analysis here is an effort by researchers to find out the results of research that has been carried out; apart from that, it is also to increase the researcher's understanding of something that has been researched. This analysis needs to be continued by looking for

meaning to increase this understanding. Apart from that, there are also several ways to analyze data using this pre-experimental method, namely: normality test, homogeneity test, paired sample T-test, and r-square regression test.

Results

Table 1. Pretest and posttest test data results

No	Nama Sampel	Pretest	Posttest
1	Asanty	9	15
2	Azkia	5	3
3	Dela	3	5
4	Candra	10	15
5	M. Rasyid	11	10
6	Zahratu	4	7
7	Dwy	6	9
8	Shafa	10	10
9	Yunita	3	6
10	Laura	8	18
11	Sri	5	12
12	Nurul	14	24
13	Rosa	13	10
14	Fardah	9	15
15	Yuldan	12	22
16	Revan	8	31
17	Saeful Aji	7	26
18	M. Alfar	7	13
19	M. Azril	5	34
20	Nur Aufa	4	41
21	Moch Rio	7	10
22	Sandi	26	42
23	Lutfi	26	45
24	Wiki	6	5
	Mean	9.08	17,83

The table above explains the results of the pretest and posttest for the experimental group of down-passing training using a leveling system approach consisting of 24 samples. This table serves to assess the pretest and posttest results of the down-passing exercise using the leveling system approach. The average pretest score is 9.08, while the average posttest score is 17.83. To summarize the pretest and posttest scores of the experimental group for lower passing training using a leveling system approach, which includes the mean, standard deviation, minimum, and maximum values, it can be seen as follows:

Table 2. Description of table

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Kemampuan Passing	24	3	2645	9.08	6.028
Posttest Kemampuan Passing	24	3		17.83	12.558
Valid N (listwise)	24				

Based on the table above, it proves that the results of the pretest and posttest on lower passing ability in learning volleyball obtained an average pretest score of 9.08, with the lowest score of 3 and the highest score of 26. Meanwhile, the posttest average was 17.83, with the lowest score being 3 and the highest score being 45.

Table 3. Normality test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest Kemampuan Passing	.190	24	.026	.781	24	.000
Posttest Kemampuan Passing	.214	24	.006	.877	24	.007

Based on normality test data carried out using Kolmogorov-Smirnov, the pretest value was 0.026, while the posttest was 0.06. It can be concluded that the data has a normal distribution because the significance value obtained is > 0.05, so H0 is accepted. Homogeneity testing is carried out to determine whether the variance between the groups tested is homogeneous or not. If the p value > 0.05, then the data is homogeneous, and if the p value < 0.05, then the data is not homogeneous.

Table 4. Homogeneity test

		Levene Statistic	df1	df2	Sig.
Pretest	Based on Mean	1,401	2	6	0,317
Posttes	Based on Median	1,472	2	6	0,302
	Based on Median and with adjusted df	1,472	2	3,570	0,342
	Based on trimmed mean	1,411	2	6	0,315

Based on the results of the homogeneity test in the control and experimental groups, the sig value (0.315) > 0.05 indicates that the data is homogeneous.

Table 5. Uji t

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest-Posttest	-8,75000	10,25013	2,09230	-13,07825	-4,42175	-4,182	23	0,000

Based on the output table of t test results, the value obtained is sig = 0.00, which means it is smaller than 0.05, thus Ho is rejected and Ha is accepted.

Table 6. Uji r

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	0,588ª	0,345	0,316	4,98695	0,345	11,609	1	22	0,003

a. Predictors: (Constant), Posttest

From the table above, the magnitude of the influence between the pre-test and post-test is 0.345 x 100% = 34.5%. This shows that each participant was able to show an increase of 34.5% from the pre-test results to the post-test. This means that lower passing training using a leveling system approach is able to increase the passing accuracy of each participant by 34.5%.

Discussion

Underpassing is passing using both hands joined together and pressed together with palms held together so that our hands are strong in holding the ball that comes in front of us. With the right position and timing, it will be easy for us to control the ball with one of the passing techniques, namely the under passing technique (Suganda & Suharjana, 2013). In this study, the researcher wanted to find out how to improve students' underpassing abilities at SDN Ambit by practicing underpassing using a leveling system approach. From the entire series in this research, the researcher obtained the results that bottom passing training using a leveling system approach had an effect on the bottom passing ability in volleyball learning among students at SDN Ambit.

The results of this research were proven by the results of hypothesis testing, where the value could be concluded to be HI- ACCEPTED, which means that in this study there is an influence. Based on data processing and analysis, the results of the pretest and posttest on lower passing ability in learning volleyball obtained an average pretest score of 9.08, with the lowest score of 3 and the highest score of 26. Meanwhile, the posttest average was 17.83, with the lowest score being 3 and the highest score being 45. Based on normality test data carried out using Kolmogorov-Smirnov, the pretest value was 0.026, while the posttest was 0.06. It can be concluded that the data has a normal distribution because the significance value obtained is > 0.05, so H0 is accepted.

After the normality test, a homogeneity test was carried out to find out whether the data was homogeneous or not. From the results of the homogeneity test, it was found that the results of the Levene's statistics test were with sig. 0.315 > 0.05, which means the data is homogeneous. Next, an R-square test was carried out to determine the magnitude of the influence of lower passing training using a leveling system approach on students' lower passing ability at SDN Ambit in learning volleyball. The results of the R-squared test showed that the magnitude of the influence between the pre-test and post-test was 0.345 x 100% = 34.5%. This shows that each participant was able to show an increase of 34.5% from the pre-

test results to the post-test. This means that lower passing training using a leveling system approach is able to increase each participant's lower passing ability in volleyball learning by 34.5%.

Passing exercises with play patterns have been shown to significantly improve the accuracy of soccer passing, and these findings are supported by statistical analysis conducted with SPSS 17.0 for Windows. The results of the experimental group of passing exercises with play patterns consisting of 20 sample students are outlined in table 4.2, which shows the pretest and posttest results of passing exercises with play patterns. The average pretest score was 9.08, while the average posttest score was 17.83. The mean and standard deviation values of this group are shown here. Based on the results of the pre-test and post-test, it can be concluded that the levelling system approach to volleyball lower passing ability has an effect, so the skill improvement method can be applied.

It can improve the quality of the game as well. According to the literature (Fitriana et al., 2024) learning contributes to child development and stimulates the body's response to maximize growth power and sustainable development. This shows that the application and utilization of this learning in educational institutions is necessary. Therefore, the benefits felt by children will be proportional to their cognitive, affective, and psychomotor patterns. Then there are other relationships associated with this volleyball game, such as increasing cognitive intelligence and others (Purnamaningsih, 2019) such as this volleyball learning increases cognitive intelligence.

Basically, all types of volleyball games involve the movement of certain body parts, such as the feet and hands. In other words, volleyball games are games that involve mainly physical activities carried out in the form of athletics (Wicaksono et al., 2024). Therefore, this activity is very suitable to fulfill the maturation element of 38 children's development. However, in reality, children will quickly get bored or bored if they do the same task repeatedly. Play is basically a necessity for everyone. Not only god children, but even people who do not have physical abilities must do this play activity. Play is inseparable from everyday life because people tend to be more moody if they are not doing something fun. Experts (Anatasya et al., 2023) said that the identity of play is embedded in children, which makes them continue to play because playing is something fun for them.

Conclusion

The aim of this research is to find out whether lower passing training using a leveling system approach has an effect on improving lower passing abilities in volleyball learning for Ambit Elementary School students. Based on the results of research on homogeneity hypothesis testing, which can be seen in Table 3, namely, where the Sig value is (0.315) > (0.05), the data is homogeneous, it can be concluded in this study that the leveling system approach has an effect on increasing the bottom passing ability in volleyball learning for Ambit Elementary School students because the Sig value is greater than 0.05. Next, to find out the magnitude of the influence of lower passing training using the leveling system approach on increasing the lower passing ability in volleyball learning for SDN Ambit students, it can be seen in Table 5, with the results of the magnitude of the influence between the pre-test and post-test being 0.345 x 100% = 34.5%. This shows that each participant was

able to show an increase of 34.5% from the pre-test results to the post-test. This means that lower passing training using a leveling system approach has an effect on increasing the lower passing ability in volleyball learning for SDN Ambit students for each participant by 34.5%. The results of this research indicate that using lower passing training with a leveling system approach has an effect on increasing lower passing abilities in volleyball learning for Ambit Elementary School students.

Author's Statement

This statement confirms that the essay entitled "the effect of the leveling system approach on improving volleyball's down passing capability" has never been published in any journal or similar media, and is the original work of the author. If in the future it is determined that the article has not been changed and has been published, I as the author am willing to face sanctions imposed by the manager of the Porkes Journal.

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