Improving Volleyball Pass Learning Using the Early Childhood Chain Training Models

Moh. Febri Chandra Putra[1], Imam Sugeng[2]

[1]Physical education, health and recreation, University of Kahuripan Kediri
Pb. Sudirman Street Number 27 Kediri, 64211
Chandraputra422@gmail.com
[2]Physical education, health and recreation, University of Kahuripan Kediri
Pb. Sudirman Street Number 27 Kediri, 64211
imamsugeng@kahuripan.ac.id

Abstract: *In this study, the type of sports action research (SAR) uses direct observation data during practice. Meanwhile, every effort to achieve these goals is designed in one unit as a cycle. Each cycle consists of four stages, namely: action planning, action implementation, observation and interpretation, analysis and reflection. The results of this study were obtained in the first cycle of learning outcomes in doing volleyball under passing as follows. Athletes who achieve skill mastery are 5 athletes (50%), knowledge of 5 athletes (50%) attitude of 6 athletes (60%) with an average percentage of 53.3% and skills of 5 athletes (50%), knowledge as many as 5 athletes (50%), attitudes as many as 4 athletes (40%) and with an average of 40.6 % incomplete. While in the second cycle there was an increase in learning outcomes, namely the skills of 8 athletes (80%), knowledge of 9 athletes (90%) attitudes of 10 athletes (100%) with an average percentage of 90% and 2 athletes who had not completed skills (20 %), attitude of 0 athletes (0%), knowledge of 1 athlete (10%). The average value of the increase in training and completeness in volleyball learning on the activities of coaches and athletes' activities in the first cycle training process of coach activities obtained a fairly good score and increased in the very good category.*

Keywords: passing, volleyball, early childhood, chain training models

1. INTRODUCTION

According to Sholeh in Edwan (2017) the development of volleyball games is directed at movement skills, there are four basic techniques in volleyball including down passing, serving, smash and blocking. Passing down volleyball is the most basic thing that must be trained or taught by coaches to early childhood.

According to Dieter in Edwan (2017), if in volleyball the team wants to win the game, mastery of basic volleyball techniques is needed. According to Ma'mum and Subroto (2001: 7) the drill approach is a way of learning that emphasizes technical components. Sugiyanto (1993:371) states, in the drill method, athletes perform movements according to what the coach has instructed and do it repeatedly.

The limitation of this research is an effort to improve learning of volleyball underpassing using a training model of chain passing game for early childhood volleyball club BMI District Bondowoso.

Based on the limitations of the problem above, a problem can be formulated, namely: "Is there an increase in learning to pass under volleyball using a chained passing game training model for early childhood volleyball clubs BMI District. Bondowoso?". The purpose of this study is to improve learning of volleyball underpasses using a chain of passing game training model for early childhood volleyball clubs BMI District. Bondowoso.

2. RESEARCH METHODS

The subjects in this study were female athletes aged 9-12 volleyball club BMI District Bondowoso. The object of this research is through volleyball games, namely through the volleyball bottom passing chain game which aims to improve the bottom passing learning outcomes of volleyball athletes aged 9-12 years at the BMI volleyball club, District Bondowoso. This Sports Action Research (PTO) was carried out on January 24 to February 5, 2021. The research activities were carried out according to the volleyball club's training schedule.

Data collection techniques in sports action research (PTO) consist of observation, documentation and tests. The goal to be achieved in this study is to improve the learning outcomes of under-passing volleyball athletes aged 9-12 years in the volleyball club BMI District Bondowoso.

Meanwhile, every effort to achieve these goals is designed in one unit as a cycle. Each cycle consists of four stages, namely: action planning, action implementation, observation and interpretation, analysis and reflection with the following action scheme.
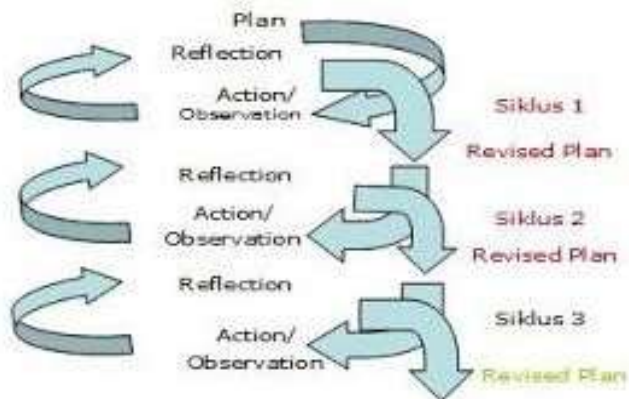
PTO Action Scheme

The percentage calculation using the above formula must be appropriate and pay attention to the criteria for learning completeness of volleyball athletes aged 9-12 years which are grouped into two categories, namely complete and incomplete with the following criteria.

Table 3.1. Criteria for Complete Learning Passing under volleyball.

Completeness Criteria	Qualification
≥ 70	Complete
< 70	Not Complete

Modification of the Ministry of National Education, Study Outcomes Design 2006

3. RESEARCH RESULTS AND DISCUSSION

The implementation of the first cycle consists of four stages, namely planning, action, observation, and reflection. The stages carried out in the first cycle are as follows.

The results of the observations in the first action, the researchers conducted the following analysis and reflection. Down passing skills in volleyball games by athletes at the BMI Volleyball Club in cycle 1 from meeting I to meeting II have increased, it can be seen from the average learning outcomes in table 4.1, namely the first meeting obtained an average of 30% and increased at the second meeting that is 50%.

According to Barbara & Bonnie (1996:21), mistakes in passing down include:
1) Arm too high when passing the ball
2) Lowering the body by bending the waist instead of the knee, so that the ball is passed too low and too tight.
3) Do not move the weight towards the target, so the ball does not move forward.
4) Arms apart before or after receiving the ball, so the pass is wrong.
5) The ball lands on the arm in the elbow area or touches the body

Down passing skills in volleyball games by athletes at the BMI Volleyball Club in cycle 2 from meeting III to meeting IV have increased, it can be seen from the average learning outcomes in table 4.1, namely meeting III obtained an average of 60% and increased at meeting IV that is 80%.

In the aspect of knowledge on volleyball games by athletes at the BMI Volleyball Club in cycle 1 from meeting I to meeting II there was an increase, it can be seen from the average learning outcomes in table 4.2, namely the first meeting obtained an average of 40% and increased at the second meeting that is 50%.

In the aspect of knowledge on volleyball games by athletes at the BMI Volleyball Club from cycle 2 at the third meeting to the fourth meeting, it can be seen from the average learning outcomes in table 4.2, namely the third meeting, an average of 70% was obtained and increased at the fourth meeting that is 90%.

The aspect of attitude in volleyball games by extracurricular athletes at the BMI Volleyball Club from cycle 2 at the 1st meeting to the second meeting, it can be seen from the average learning outcomes in table 4.3, namely the first meeting obtained an average of 30% and increased at the first meeting. II is 60%.

In the aspect of attitude in volleyball games by athletes at the BMI Volleyball Club from cycle 2 at the third meeting to the fourth meeting there was an increase, it can be seen from the average learning outcomes in table 4.3, namely the first cycle obtained an average of 10% and increased in the second cycle that is 100%.

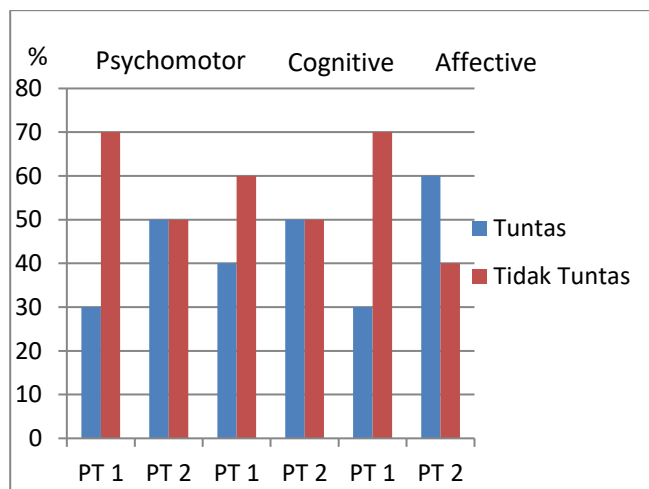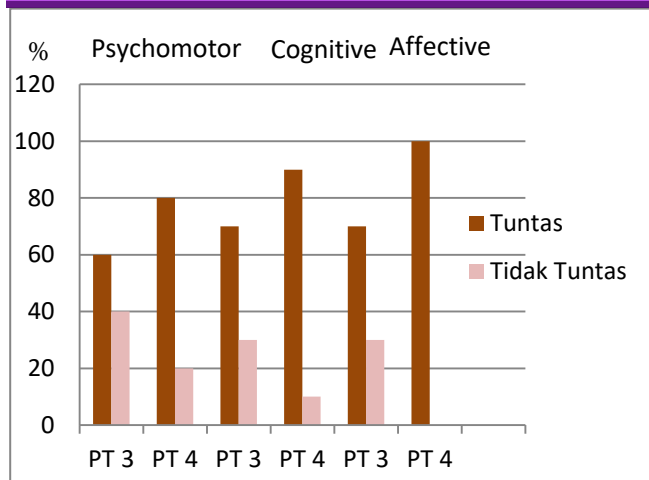Diagram of the percentage of learning outcomes for Athletes Cycle 1

Diagram of the percentage of learning outcomes for Athletes Cycle 2

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4. CONCLUSION

The conclusion shows that by modifying the volleyball chain game in volleyball training, it can improve the learning outcomes of basic down passing techniques for BMI Volleyball Club athletes. This is indicated by an increase in basic techniques from cycle one and continues to cycle two. The results of this study were obtained in the first cycle of learning outcomes in doing volleyball under passing as follows. Athletes who achieve skill mastery are 5 athletes (50%), knowledge of 5 athletes (50%) attitude of 6 athletes (60%) with an average percentage of 53.3% and skills of 5 athletes (50%), knowledge as many as 5 athletes (50%), attitudes as many as 4 athletes (40%) and with an average of 40.6 % incomplete. While in the second cycle there was an increase in learning outcomes, namely the skills of 8 athletes (80%), knowledge of 9 athletes (90%) attitudes of 10 athletes (100%) with an average percentage of 90% and 2 athletes who had not completed skills (20 %), attitude of 0 athletes (0%), knowledge of 1 athlete (10%). The average value of the increase in training and completeness in volleyball learning on the activities of coaches and athletes' activities in the first cycle training process of coach activities obtained a fairly good score and increased in the very good category. As for the activity of athletes, it can be concluded that the application of the 2 versus 2 exercise on the chain game model in the volleyball sport at the BMI Volleyball Club can improve the learning outcomes of under-passing athletes aged 9-12 years.

As for the activity of athletes, it can be concluded that the application of the 2 versus 2 exercise on the chain game model in the volleyball sport at the BMI Volleyball Club can improve the learning outcomes of under-passing athletes aged 9-12 years.

5. REFERENCES

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