

An Analysis of Students' Service Reception Skills in Volleyball in Physical Education Learning

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Abstrak

Penelitian ini bertujuan untuk menganalisis Penerimaan Servis dalam Bola Voli. Dalam penelitian ini, terdapat empat masalah dalam penerimaan bola yang dialami oleh mahasiswa, yaitu: mahasiswa kurang percaya diri untuk menerima servis overhand, kurangnya keseriusan dalam melakukan penerimaan, menerima bola saat datang menggunakan operan satu tangan, dan mengalami masalah ketika bola datang dari rekan satu tim sehingga bola tidak melewati area lawan tetapi mengenai net atau jatuh di area sendiri. Populasi penelitian ini adalah 40 orang. Penelitian analisis deskriptif ini menggunakan teknik dan instrumen pengumpulan data, yaitu tes penerimaan bola melalui servis lawan, dengan total sampling sebagai sampel. Hasil analisis menyimpulkan bahwa: 3 mahasiswa berada dalam kategori sangat baik atau 7,5%, 10 mahasiswa berada dalam kategori baik atau 25%, 9 mahasiswa berada dalam kategori sedang atau 22,5%, 10 mahasiswa berada dalam kategori buruk atau 25%, dan 8 mahasiswa berada dalam kategori tidak baik atau 20%.

Kata kunci: Pendidikan jasmani, bola voli, penerimaan servis, keterampilan motorik, analisis keterampilan.

Abstract

This study aims to analyze the Service Reception in Volleyball. In this study, there were four problems in ball reception experienced by students, namely: Students were not confident enough to receive an overhand serve, there was a lack of seriousness in carrying out the reception, taking the ball when it came using a one-handed pass, and experiencing problems when the ball came from a teammate resulting in the ball not crossing to the opponent's area but hitting the net or dropping in their own area. The population of this study was 40 people. This descriptive analysis study used a data collection technique and instrument, which was a ball reception test through an opponent's serve, with total sampling used as the sample. The results of the analysis conclude that: 3 students were in the very good category or 7.5%, 10 students were in the good category or 25%, 9 students were in the moderate category or 22.5%, 10 students were in the poor category or 25%, and 8 students were in the not good category or 20%.

Keywords: Physical education, volleyball, service reception, motor skills, skill analysis.

1. INTRODUCTION

Physical education plays an important role in developing students' physical fitness, motor skills, and understanding of sports activities. Through physical education learning, students are encouraged to actively participate in various physical activities that support their physical development, coordination, and teamwork skills. One of the most commonly taught sports in physical education is volleyball because it involves a variety of fundamental motor skills such as passing, serving, blocking, and attacking that help improve students' overall physical competence (Apriani & Lestari, 2026). Volleyball is a team sport that requires cooperation, coordination, and mastery of basic technical skills to achieve successful gameplay. Among

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the fundamental techniques in volleyball, service reception is considered one of the most essential skills because it represents the initial phase of a team's offensive strategy after receiving the opponent's serve. A successful service reception allows players to organize the next phase of play, particularly setting and attacking, which directly influences the effectiveness of a team's performance (González-Silva et al., 2020). In volleyball games, the quality of service reception determines how effectively a team can transition from defense to offense. Poor reception often leads to disrupted play patterns and limits the team's ability to execute attacks effectively. Research on volleyball performance has shown that reception efficiency is closely associated with the quality of setting and the success of attacking actions during rallies (Cavedon et al., 2024).

Therefore, mastering service reception techniques is not only important for competitive athletes but also for students who learn volleyball in school-based physical education programs.

In the context of physical education learning, however, students often experience difficulties in mastering basic volleyball techniques, particularly service reception. These difficulties may arise from limited practice opportunities, lack of technical understanding, and insufficient motor coordination. Observations in several school settings indicate that many students struggle to control the direction of the ball, maintain proper body posture, and coordinate their arms when receiving a serve. As a result, the ball frequently fails to reach the setter properly, which interrupts the flow of the game (Rahman & Putra, 2023).

Furthermore, effective learning of volleyball techniques requires appropriate instructional strategies and systematic training programs that enable students to practice fundamental skills repeatedly. Various studies have shown that structured learning models and skill-based instructional approaches can significantly improve students' volleyball performance and motor learning outcomes (Suryadi et al., 2022; Lestari & Wibowo, 2021). These learning approaches emphasize progressive skill development, where students gradually improve their technical abilities through guided practice and feedback.

Previous studies have also highlighted the importance of analyzing students' technical skills in sports learning to identify strengths and weaknesses in the learning process. Through skill analysis, teachers can obtain valuable information about students' technical abilities and adjust their teaching strategies accordingly. In volleyball learning, analyzing service reception skills is particularly important because this skill serves as the foundation for organizing offensive plays during a game (Pratama & Hidayat, 2020).

Despite the importance of service reception skills in volleyball, studies focusing on the analysis of students' service reception ability in physical education learning are still limited. Most existing research focuses on training methods or performance analysis in competitive volleyball rather than examining students' technical abilities in educational settings. Therefore, there is a need for further research that specifically analyzes students' service reception skills in volleyball during physical education learning.

Based on these considerations, this study aims to analyze students' service reception skills in volleyball in the context of physical education learning. The findings of this study are

expected to provide useful insights for physical education teachers in designing effective learning strategies and improving students' mastery of basic volleyball techniques.

2. METHOD

2.1 Research Design

This study employed a quantitative descriptive research design. Descriptive quantitative research aims to describe the level of ability, condition, or characteristics of research subjects systematically and factually without examining cause-and-effect relationships or the influence of a particular treatment. In this study, the design was used to analyze the level of students' service reception skills in volleyball during physical education learning.

The research focused on identifying the percentage and category of students' service reception abilities, based on performance test results obtained from a standardized volleyball ball reception test.

2.2 Participants

The participants of this study were students who participated in physical education learning at the senior high school level. The sample consisted of 30 students who were selected using a total sampling technique, meaning that all students involved in the volleyball learning unit were included as research participants.

2.3 Research Instrument

The instrument used in this study was a Volleyball Ball Reception Test, designed to measure the accuracy and effectiveness of returning a volleyball after receiving a serve.

1) Objective of the Test

The test aimed to measure students' ability to accurately return the ball to the opponent's court and direct it toward a predetermined target area.

2) Equipment

The equipment used in the test included:

- Volleyball court
- Net and net posts
- Two bamboo poles
- 30 meters of plastic rope
- Chalk
- Six volleyballs
- Whistle

3) Test Procedure

The implementation of the ball reception test was carried out as follows:

- The test participant stood on the court and performed a ball return according to the rules of volleyball.

- The participant was allowed to use either an overhead pass or an underhand pass to return the ball.
- Each participant was given six opportunities to perform the ball reception.
- The ball had to be returned across the net and directed toward the designated target area.

4) Scoring System

The scoring criteria were determined based on the accuracy and height of the ball when crossing the net:

1. A ball that crosses the net between the top boundary of the net and the rope positioned 50 cm above it receives a score equal to the target number multiplied by three.
2. A ball that crosses the net between the two stretched ropes receives a score equal to the target number multiplied by two.
3. A ball that crosses the net above the highest rope receives a score equal to the target number.
4. A ball touching the boundary rope above the net is counted as entering the area with the higher score multiplier.
5. A ball touching the target boundary line is counted as hitting the target with the higher score value.
6. A ball that is played illegally, touches the net, or lands outside the target area receives a score of zero.

5) Test Norms

The results of the ball return test were categorized using the following norms:

Table 1. Ball Return Test Norms

Man	Category	Women
72-90	Very Good	48-60
54-71	Good	36-47
36-53	Currently	24-35
18-35	Not enough	12-23
0-17	Very less	0

Test Implementation Instructions

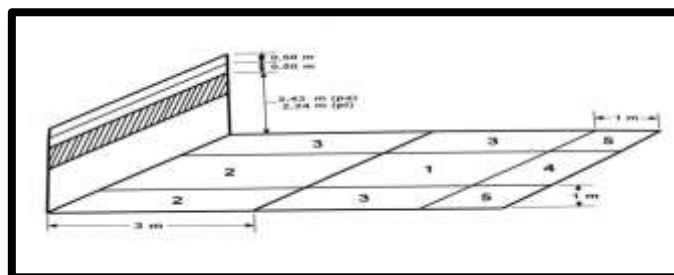


Figure 12. Test Implementation Instructions

2.4 Data Collection Procedure

The data collection process was conducted during physical education learning sessions and involved the following steps:

1. The researcher explained the purpose and procedures of the test to all participants.
2. Students performed a warm-up activity to prevent injuries.
3. Each participant performed the ball reception test six times according to the established rules.
4. The researcher recorded the score for each attempt and calculated the total score for each participant.
5. The final score was used to determine the category of each student's service reception ability.

2.5 Data Analysis Technique

The collected data were analyzed using descriptive statistical analysis. The analysis focused on calculating percentages to determine the distribution of students' service reception abilities across different categories.

The percentage formula used in this study was:

$$P = \frac{f}{n} \times 100\%$$

Where:

- P = Percentage
- F = Number of students in each category
- N = Total number of participants

The analysis steps included:

1. Calculating the total score of each participant based on the six attempts.
2. Determining the mean score to identify the average service reception ability of the students.
3. Calculating the standard deviation (SD) to understand the distribution of the scores.
4. Converting the scores into percentage values and categorizing them according to the established test norms (Very Good, Good, Moderate, Poor, Very Poor).

3. RESULT AND DISCUSSION

Result

3.1 Description of Research Location

This research was conducted at MA Al-Muhajirin Musi Rawas Regency, located on Jl. Sudirman, F. Trikoyo Village, Tugumulyo District, Musi Rawas Regency, Lubuk Linggau City. The school has a total of 531 students, consisting of 241 male students and 190 female students. The distribution of students based on grade level includes 211 students in Grade X, 180 students in Grade XI, and 140 students in Grade XII.

In terms of human resources, MA Al-Muhajirin Musi Rawas Regency has 64 teaching staff, consisting of 40 civil servant teachers, 5 regional assistant teachers, and 11 non-permanent teachers. In addition, the school has 8 administrative staff and employees who support academic and administrative activities.

The research sample consisted of 40 students, including 20 male students and 20 female students, who participated in the volleyball learning activities in physical education.

3.2 Data Description

The data in this study were obtained through a volleyball ball reception test designed to measure students' ability to return the opponent's serve accurately. The test instrument used was adapted from the ball reception skill test, which evaluates the accuracy and effectiveness of returning the ball to the target area.

Each student was given six opportunities to perform the ball reception. The scores obtained were then analyzed using descriptive statistics and percentage analysis to determine the level of students' service reception ability.

The results of the ball reception test were interpreted using the following norms.

Table 1. *Ball Return Test Norms*

Score (Men)	Category	Score (Women)
72–90	Very Good	48–60
54–71	Good	36–47
36–53	Moderate	24–35
18–35	Poor	12–23
0–17	Very Poor	0–11

The results of the volleyball ball reception test conducted on **40 students** at MA Al-Muhajirin Musi Rawas Regency produced the following score distribution:

Table 2. *Results of the Ball Reception Test from the Opponent's Serve Passing the Net Boundary*

Score	Number of Students
4	3
6	2
8	1
9	1
10	7
11	2
12	2
13	1
14	1
15	3
16	2

17	2
18	3
19	3
20	4
22	1
23	2

Based on these results, most students obtained scores in the 10–20 range, indicating that their ability to return the opponent's serve across the net was generally in the low to moderate category.

Students who achieved higher scores were generally able to perform the reception calmly and demonstrated a good understanding of the basic passing technique, allowing them to control the direction of the ball. On the other hand, students who obtained lower scores tended to lack proper technique and showed difficulty in controlling the ball during reception.

The results of the volleyball ball reception test directed toward the target point are presented below.

Table 3. Results of the Ball Reception Test Through the Target Point

Score	Number of Students
5	4
7	2
9	7
10	2
11	6
12	1
13	3
14	8
15	5
16	1
17	1

These results show that most students achieved scores in the moderate category, indicating that the accuracy of returning the ball to the designated target area still needs improvement.

Students who obtained higher scores demonstrated better coordination, body positioning, and ball control, enabling them to direct the ball toward the target area more effectively. Meanwhile, students with lower scores often failed to return the ball accurately due to improper technique and insufficient control during the reception process.

Based on the overall test results from 40 students, the distribution of students' service reception ability can be categorized as follows:

Table 4. Percentage Analysis of Students' Service Reception Ability

Category	Number of Students	Percentage
Very Good	0	0%
Good	4	10%
Moderate	12	30%
Poor	15	37.5%

Very Poor	9	22.5%
Total	40	100%

The percentage results indicate that the majority of students fall into the poor category (37.5%), followed by the moderate category (30%). Only a small proportion of students achieved the good category, while no students reached the very good category.

These findings indicate that the overall service reception ability of students in volleyball learning at MA Al-Muhajirin Musi Rawas Regency is still relatively low, suggesting the need for improved teaching strategies and training methods in physical education learning.

Discussion

The purpose of this study was to analyze students' service reception skills in volleyball during physical education learning at MA Al-Muhajirin Musi Rawas Regency. Based on the results of the ball return test conducted on 40 students, the distribution of students' abilities showed that 3 students (7.5%) were categorized as very good, 10 students (25%) good, 9 students (22.5%) moderate, 10 students (25%) poor, and 8 students (20%) very poor. These findings indicate that the majority of students fall into the good and poor categories, meaning that students' service reception skills are still relatively varied and not yet optimal.

From the percentage results, it can be seen that only a small number of students demonstrated a very good level of service reception ability, while a considerable proportion of students were categorized as poor and very poor. This condition indicates that the mastery of basic volleyball techniques, especially service reception, still requires improvement through more structured training and effective teaching strategies in physical education classes. According to Rahman and Putra (2021), service reception is one of the most crucial basic techniques in volleyball because it determines the quality of the first pass that will be used to build an offensive attack. Students who possess good reception skills tend to contribute more effectively to team performance.

The findings also revealed several factors that influenced students' performance in the service reception test. One of the main problems identified was the lack of confidence among students when receiving serves, especially when facing overhand serves or jump serves. Confidence plays an important role in motor skill performance because students who feel anxious or unsure tend to show slower reactions and less accurate movements when receiving the ball. Previous research indicates that psychological factors such as confidence and concentration significantly influence students' performance in volleyball skills during physical education learning (Santoso & Wijaya, 2020).

Another factor affecting students' performance was environmental conditions, particularly sunlight that interfered with students' vision during the test. Environmental factors such as lighting conditions and field orientation can influence visual perception and reaction time when receiving a ball. According to Hernandez and Kim (2022), visual perception plays a crucial role in ball sports because players must quickly predict the trajectory and speed of the ball to respond effectively.

Furthermore, some students appeared less serious and less focused during the test, which affected the accuracy of their ball reception. In physical education learning, students' motivation and engagement are important elements in skill acquisition. Students who show higher motivation during practice sessions usually demonstrate better technical performance (Garcia & Lopez, 2019). This suggests that teachers need to create more engaging and interactive learning environments to encourage active participation among students.

Another issue observed during the test was that several students felt shy or embarrassed when performing in front of their classmates, which caused them to execute the technique incorrectly. Social factors such as peer observation can influence students' confidence and willingness to perform physical skills. According to Lee and Park (2023), peer influence in sports learning environments can either enhance or hinder students' performance depending on their level of self-confidence and perceived competence.

Technical mistakes were also frequently observed during the ball reception test. Some students attempted to receive the ball using one hand instead of performing a proper two-handed underhand pass, which resulted in poor ball control and inaccurate direction. The underhand pass (forearm pass) is considered the most effective technique for receiving serves because it provides better control and stability when directing the ball toward the setter (Anderson & Brown, 2021). Improper technique often occurs when students have not yet mastered the fundamental mechanics of body position, arm placement, and follow-through.

Additionally, several students showed difficulty in handling the second ball from teammates, where they attempted to return the ball directly to the opponent's court rather than passing it to a teammate. This indicates that students may not fully understand the basic tactical concept of volleyball, which requires coordination among players to build an attack. According to Santos et al. (2024), volleyball learning should emphasize not only technical skills but also tactical awareness and team coordination to improve overall game performance.

Overall, the results of this study suggest that the level of students' service reception skills is still moderate to low, indicating the need for improved instructional approaches in physical education learning. Teachers should emphasize repetitive practice, proper technique instruction, and confidence-building activities to enhance students' volleyball skills. Structured drills focusing on forearm passing, reaction speed, and ball control may help students improve their service reception performance. Moreover, incorporating game-based learning strategies can make the learning process more engaging and effective for students (Miller & Thompson, 2025).

In conclusion, the findings highlight that technical mastery, psychological factors, environmental conditions, and learning motivation all contribute to students' service reception performance. Therefore, improving these aspects through systematic training and effective teaching strategies is essential to enhance students' volleyball skills in physical education learning.

4. CONCLUSION

Based on the results of the study on the analysis of students' service reception skills in volleyball during physical education learning at MA Al-Muhajirin Musi Rawas Regency, it can be concluded that the level of students' service reception ability is still varied and generally in the moderate to low category. The results of the ball reception test showed that 3 students (7.5%) were categorized as very good, 10 students (25%) good, 9 students (22.5%) moderate, 10 students (25%) poor, and 8 students (20%) very poor. These findings indicate that only a small proportion of students have mastered the service reception technique well, while a significant number of students still experience difficulties in performing accurate and controlled ball reception.

Several factors were identified as influencing students' performance in the service reception test. These include low confidence when receiving serves, especially overhead and jump serves, lack of seriousness and focus during the test, feelings of embarrassment when performing in front of classmates, and improper technical execution, such as using one hand instead of performing a proper two-handed underhand pass. In addition, environmental factors such as sunlight affecting visibility also influenced students' ability to receive the ball accurately.

Therefore, it is necessary for physical education teachers to implement more effective teaching strategies and training methods, such as repetitive practice, technique correction, and game-based learning approaches, to improve students' volleyball skills. By providing systematic training and increasing students' confidence and motivation, it is expected that students' service reception abilities in volleyball can improve and support better performance in physical education learning.

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