

Analysis of Basic Skills of Lower Passing and Upper Passing in Volleyball Extracurricular Students at SMP Negeri 2 Sanga Desa

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Abstrak

Penelitian ini bertujuan untuk menganalisis keterampilan dasar passing bawah dan passing atas pada siswa ekstrakurikuler voli di SMP Negeri 2 Sanga Desa. Penelitian ini menggunakan metode deskriptif kuantitatif dengan sampling total, melibatkan 30 siswa (17 laki-laki dan 13 perempuan). Alat penelitian berupa tes keterampilan passing bawah dan passing atas selama 60 detik, dievaluasi berdasarkan jumlah passing yang benar sesuai dengan norma penilaian yang telah ditetapkan. Hasil menunjukkan bahwa sebagian besar siswa berada dalam kategori baik untuk kedua jenis passing, dengan 33,3% pada passing bawah dan 40% pada passing atas. Keterampilan passing atas sedikit lebih tinggi daripada passing bawah, yang kemungkinan disebabkan oleh frekuensi latihan dan penggunaan teknik tersebut dalam permainan. Secara keseluruhan, keterampilan dasar voli siswa ekstrakurikuler SMP Negeri 2 Sanga Desa berada dalam kategori baik, menunjukkan efektivitas program pelatihan yang diterapkan, meskipun latihan lanjutan masih diperlukan untuk meningkatkan akurasi, pengendalian bola, dan koordinasi gerakan.

Kata kunci: Voli, Keterampilan Dasar, Passing Bawah, Passing Atas, Ekstrakurikuler.

Abstract

This study aims to analyze the basic skills of lower passing and upper passing in volleyball extracurricular students at SMP Negeri 2 Sanga Desa. The study used a quantitative descriptive method with total sampling, involving 30 students (17 boys and 13 girls). The research instrument was in the form of a test of lower passing and upper passing skills for 60 seconds, assessed based on the number of correct passes according to the assessment norms that have been set. The results showed that most students were in the good category for both types of passing, with 33.3% on the bottom passing and 40% on the top passing. The upper passing skill is slightly higher than the lower passing, which is likely due to the frequency of practice and the use of the technique in the game. Overall, the basic volleyball skills of extracurricular students of SMP Negeri 2 Sanga Desa were in the good category, showing the effectiveness of the training program implemented, although advanced exercises were still needed to improve accuracy, ball control, and movement coordination.

Keywords: Volleyball, Basic Skills, Bottom Passing, Top Passing, Extracurricular.

1. INTRODUCTION

Physical education is an integral part of education that aims to develop the physical, mental, social, and emotional aspects of students through planned sports activities (Siregar & Putra, 2021; Ledesma et al., 2021; Suherman & Fathurrohman, 2020). Through physical education, students are not only taught about physical abilities, but are also guided to build discipline, cooperation, and self-control (Raihani & Mustika, 2022; Widodo & Prasetyo, 2023). Systematic and structured sports activities help learners understand the importance of health, fitness, and balanced motor skills, so that they can grow into more physically and mentally competent individuals (Nurhayati & Ramadhan, 2021; Lazuardi & Hidayat, 2022). Physical education also plays a role in improving children's social skills through interaction with peers,

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so that they are able to develop empathy, tolerance, and sportsmanship in various situations (Mulyani & Kurniawan, 2020; Putri & Sari, 2024).

One of the sports that is often taught in schools is volleyball, because it has high educational and social value and can foster student cooperation and discipline (Adi, 2021; Hamzah, 2019; Fadoli, 2022). The game of volleyball is a team sport that requires good coordination of movements, concentration, and basic technical skills in order to play effectively (Subagyo, 2022; Juniardi & Redno, 2019; Manurizal, 2024). In this game, mastery of basic techniques such as serves, passing, smash, and blocks are important factors that affect the team's success (Atsani, 2020; Lufthansa et al., 2022). Each basic technique has its own functions and challenges, so consistent practice and proper guidance are essential (Hulfian, 2020; Nugroho & Safitri, 2023). Thus, volleyball learning not only improves motor skills, but also fosters students' cognitive and social abilities through teamwork and decision-making in the game (Santoso, 2021; Lestari & Rahman, 2022).

Basic techniques in volleyball require mastery of certain skills, where bottom passing and top passing are the two most commonly used techniques (Yuliani & Mulyana, 2021; Adi, 2021; Hamzah, 2019). Both techniques are an important foundation in building effective game patterns in volleyball (Juniardi & Redno, 2019; Manurizal, 2024). Good control of the bottom and top passing will make it easier for the team to defend the ball while creating more targeted attack opportunities (Lufthansa et al., 2022; Fadoli, 2022). A bottom pass is typically used to receive an opponent's service ball or smash, while an upper pass is used to set up an attack or pass to a teammate (Atsani, 2020; Hulfian, 2020). The basic skills of lower passing and upper passing must be practiced regularly and correctly so that students can master these techniques well (Slamet & Harsono, 2023; Hidayat & Firmansyah, 2021). Inaccuracies in body position, hand coordination, or ball contact time are often the cause of errors in junior high school students who are still in the learning stage (Widodo & Prasetyo, 2023; Lazuardi & Hidayat, 2022). Therefore, a continuous training platform is needed so that students can improve basic techniques and develop their skills optimally (Wijaya & Ardiansyah, 2022; Nugroho & Safitri, 2023).

Volleyball extracurricular activities at school are an important forum for improving students' skills outside of PJOK class hours (Kurniawan, 2022; Ledesma et al., 2021). Through this activity, students have the opportunity to deepen basic techniques, improve physical fitness, and build teamwork (Lestari & Rahman, 2022; Juniardi & Redno, 2019). However, based on initial observations at SMP Negeri 2 Sanga Desa, it was found that most students still had difficulties in doing the bottom pass correctly, such as unstable foot positions and misaligned hand swings, which is in line with findings in other schools that report lower passing in the "sufficient" category (Adi, 2021). In contrast, the upper passing skill looks better because it is often practiced in game situations (Manurizal, 2024).

This condition shows that there is an imbalance in basic engineering skills that need to be further analyzed to determine the right training strategy (Rahman & Lestari, 2020; Hidayat & Firmansyah, 2021). This analysis is expected to provide a clear picture of the level of mastery of students' basic techniques, especially in the passing aspect (Juniardi & Redno, 2019). In

addition, this research is also important to provide input to PJOK coaches and teachers regarding effective forms of training in improving students' basic skills (The Effect of Passing Training Using the Whole Part and Mini Games Toward the Underhand Passing Skills, 2025; Ledesma et al., 2021). Empirical data from the analysis results will help in the preparation of a more targeted training program (Wijaya & Ardiansyah, 2022; Hamzah, 2019).

Previous research has shown that repetitive and varied technique training can increase passing ability by up to 20% within four weeks (Santoso, 2021). Therefore, it is necessary to know the extent of the students' skills at SMP Negeri 2 Sanga Desa currently as the basis for the development of sustainable coaching programs (Analysis of Learning Volleyball Passing Skills at SMAN 1 Muara Sugihan. Based on this background, this study aims to analyze the basic skills of lower passing and upper passing in volleyball extracurricular students at SMP Negeri 2 Sanga Desa, so that the results can be used as a reference in training planning and achievement coaching in the future.

2. METHOD

This study uses a quantitative descriptive method with a survey approach. The research was carried out at SMP Negeri 2 Sanga Desa. The research population was all students who participated in volleyball extracurricular as many as 30 people, consisting of 17 male students and 13 female students. The sampling technique uses total sampling, so that the entire population is used as a research sample. The instrument used in this study is a lower passing skill test and upper passing adapted from (Ministry of National Education, 1999), which is a research instrument for volleyball skills aged 13–15 years.

1. Bottom passing test

2. Top passing test

The test of lower passing ability and upper passing was carried out using several supporting tools, namely poles 2.30 meters high for men and 2.15 meters for women, volleyball, stopwatch, rectangular areas measuring 4.5 meters × 4.5 meters, and benches or boxes used by observers. In the implementation of the test, there were two officers with their respective duties. Officer I was in charge of calculating the time for 60 seconds, giving warnings, and supervising the position of the participants' feet so that they did not leave the area. Officer II stood on the bench and was in charge of counting the number of lower passes made correctly by the participants. The test procedure begins when participants stand in the middle of the area, then bounce the ball themselves and do a down and up pass for 60 seconds. The bounced ball must reach a height of at least 2.30 meters for men and 2.15 meters for women. If the ball is out of the area, participants are allowed to pick it up again and continue the test. However, passing does not count if it is done when both feet of the participant are outside the area. The assessment is made based on the correct number of passes down for a period of 60 seconds, with the passing criteria being declared correct when the ball reaches the minimum height and is carried out inside the area.

Data were collected through practical tests conducted by researchers and two observer assistants. Each student is given two opportunities and the best results are taken as research data. Furthermore, the results are recorded and processed to determine the skill category

based on the assessment norms. The assessment norms can be seen in the table below:

Table 1. Volleyball Upper-Passing and Under-Passing Assessment Norms

Correct Passing Count	Rating Categories
24 times or more	Excellent
19–23 times	Good
14–18 times	Enough
9–13 times	Less
< 9 times	Less Than Once

3. RESULT AND DISCUSSION

This study aims to analyze the basic skills of passing down and passing for volleyball extracurricular students at SMP Negeri 2 Sanga Desa. Each participant took two types of tests, namely the lower passing test and the upper passing test. The test is carried out on the school volleyball court with implementation procedures in accordance with the guidelines. The assessment is carried out based on the number of correct passes within 60 seconds.

Passing is declared correct if the ball reaches a minimum height of 2.30 meters (men) and 2.15 meters (women), and is carried out in a play area measuring 4.5×4.5 meters. The test result scores are then categorized based on assessment norms into five categories: excellent, good, adequate, lacking, and once less. The following is the data on the results of the passing ability test for extracurricular volleyball students of SMP Negeri 2 Sanga Desa:

Table 2. Distribution of Frequency of Student Lower Passing Test Results

Category	Correct Passing Range	Frequency (f)	Percentage (%)
Excellent	≥ 26	5	16,7
Good	21–25	10	33,3
Enough	16–20	9	30,0
Less	10–15	4	13,3
Less Than Once	< 10	2	6,7
Total	-	30	100

Based on the table above, it can be seen that most students are in the good category with a percentage of 33.3%, while only 6.7% of students are classified as less than once. These results show that the passing ability of extracurricular volleyball students of SMP Negeri 2 Sanga Desa is generally quite good, although there are still some students who need to improve basic skills of control and passing accuracy. For more clarity, you can see from the following diagram:

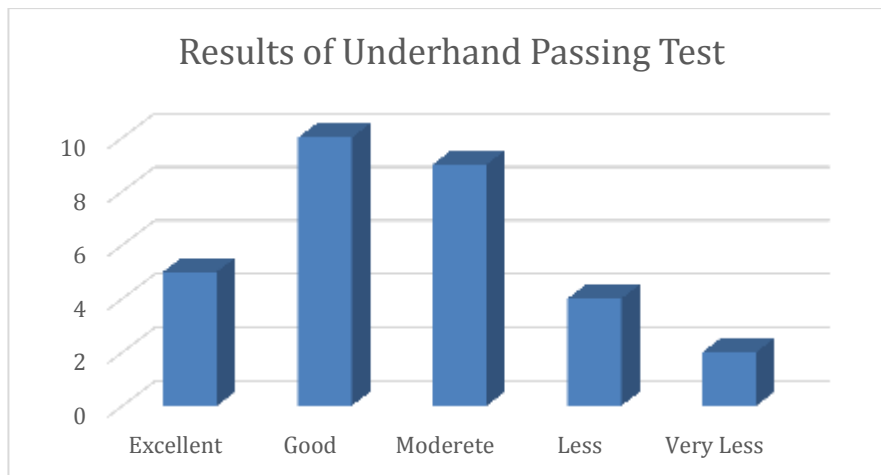


Figure 1. Bottom Passing Test Result Diagram

The results of the measurement of students' passing skills obtained through the implementation of a test for 60 seconds using a predetermined instrument are shown in the following table, which contains the frequency distribution based on the number of correct passes and the assessment category of each student in accordance with the predetermined norms.

Table 3. Distribution of Passing Test Results Frequency for Students

Category	Correct Passing Range	Frequency (f)	Percentage (%)
Excellent	≥ 24	4	13,3
Good	19–23	12	40,0
Moderate	14–18	8	26,7
Less	9–13	4	13,3
Very Less	< 9	2	6,7
Total	-	30	100

From the table above, it is known that most students are in the good category with a percentage of 40.0%, while only 6.7% are in the less category. This shows that the students' passing skills are adequate and can support their overall volleyball playing ability.

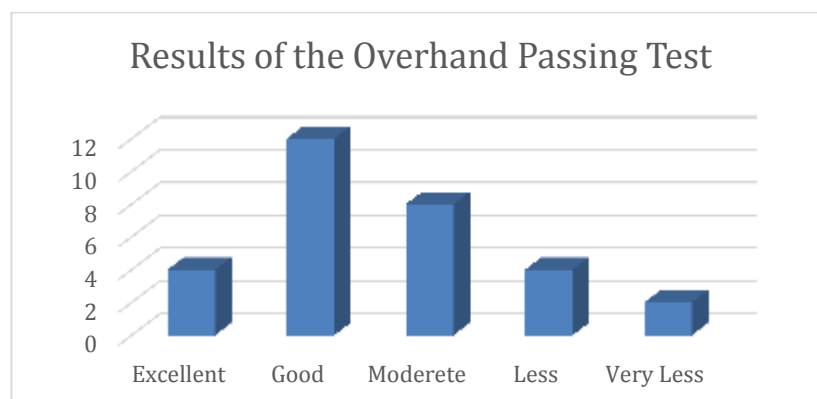


Figure 2. Diagram Top Passing Test Results

Based on the diagram of the results of the lower passing and upper passing skills tests that have been presented, it can be seen that there is a variation in abilities between students in performing the two types of basic volleyball techniques. In general, most students are in the good to adequate category, which indicates that they have a fairly good basic mastery of passing techniques. However, there are still some students with a lacking category, which indicates the need for improvement in terms of coordination, wrist strength, and accuracy of ball direction. These results provide an idea that the learning process and exercises carried out at school have been running effectively, but continuous assistance and practice are still needed so that all students can achieve optimal results.

When compared between the two types of passing, the average result of the upper pass is slightly higher than the lower passing. This suggests that students are more skilled at controlling the ball using top passes, likely because this technique is often used in practice and games. Nevertheless, the lower passing skills also need to be improved, especially in terms of arm strength and ball direction accuracy. Overall, the results of this study show that the basic volleyball skills of extracurricular students of SMP Negeri 2 Sanga Desa are in the good category, which indicates that the extracurricular training program implemented in schools has had a positive impact on students' technical abilities.

Good underpassing skills show the student's ability to control the direction of the ball and maintain body stability when in contact with the ball. According to Winarno (2019), the mastery of the lower passing technique is greatly influenced by the strength of the arm muscles, knee position, and the speed of reaction to the direction of the ball. With repeated practice and proper guidance, students can improve the consistency and accuracy of passing. Meanwhile, a good top passing ability shows mastery of overhead ball control techniques and wrist strength. According to Sucipto (2020), the upper passing is an important technique to prepare for attacks, so it requires a balance between strength and coordination. The results of this study are in line with the findings of Yuliani and Mulyana (2021) which stated that regular practice and periodic technical evaluation have a significant effect on improving the volleyball skills of junior high school students. Overall, this study emphasizes the importance of directed and systematic training in volleyball extracurricular activities, as these activities provide wider opportunities for students to hone motor skills, discipline, and teamwork.

4. CONCLUSION

Based on the results of the study, it can be concluded that the skills of lower passing and upper passing of junior high school students are in the good and adequate categories, with the highest proportion in the good category (35% for the lower passing and 40% for the upper passing). This shows that students have mastered the basic techniques of volleyball quite well, but there is still a need for further practice to improve accuracy, ball control, and movement coordination. Volleyball extracurricular activities in schools prove to be an effective means of developing students' basic engineering skills.

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