



Physical Education Learning Models in Volleyball Passing Material: A Literature Review

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Abstract

Intructional model in Physical Education becomes an important part to achieve the success of learning objectives at every level of education. Physical Education intructional model consists of various models that can be applied by the teacher. The intructional model carried out will affect a student mastery, including in passing technique learning in volleyball that has not got maximum results. Physical Education teachers implement several learning modifications, from teaching style to the use of supporting media for passing learning. The purpose of this study was to determine the most suitable intructional model for the under passing technique mastery in volleyball. The literature review technique was employed by collecting literatures from google scholar, science direct, and research gate websites. The search keyword was passing intructional model in volleyball or volleyball teaching models. The review method was chosen to find a solution related to the most appropriate volleyball intructional model for passing technique from the findings of previous research. Fourteen national journals and 1 international journal were selected based on volleyball passing learning model keyword on google scholar and had been reviewed. The results showed that there are various learning methods applied in volleyball passing learning, including practical learning models with various movement drills, pair practice, cooperative learning, game learning, jigsaw, discovery learning, peer teaching, command learning, and use of walls as media. This study concludes that, in the volleyball passing mastery, there are various models that can be applied. It recommends that further research studies the most suitable practical learning models to be applied at the Elementary School, Junior High School, and Senior High School levels.

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INTRODUCTION

One of the leading factors to the low public recognition on the teaching profession is the weaknesses in the teachers themselves, including the low level of their professional competence. Teacher teaching material and method mastery is still below the standard. Learning activities, in their implementation, are recognized and described as how the teacher will teach. Currently, there are many kinds of learning models (Gustiawati, 2016). Learning model in Physical Education, Sports, and Health instruction is an important factor to achieve the success of learning objectives at every level of education. Physical education learning model consists of various models that can be applied by teachers (Budi dan Listiandi, 2021), one of them is in volleyball underhand passing material.

Passing learning in volleyball does not have maximum results on students, so achieving classical learning completeness outcomes takes a long time. The student initial ability to do underhand and overhand passes only reached 8.57% and 15.79% (Marhani, 2017); (Kusnadi dan Ruslan, 2020). According to Iskandar (2017), only 20% of students are able to achieve the criteria of mastery learning in volleyball passing lessons. Meanwhile, Hambali (2018) states that 58.3% of students have not been able to complete the volleyball passing mastery learning. The survey results of several mentioned studies show that the student passing ability, for the first time in volleyball learning, has not achieved the expected results. Therefore, in volleyball passing learning, a learning modification can be made to enable students to achieve learning objectives (Widhiandoko dan Faridha, 2013).

Modification in volleyball passing learning can be conducted on the teacher teaching style, the learning model, and the learning media (Yoso, 2020). These modifications can be applied by Physical Education teachers to carry out learning, so that limitations in learning, learning atmosphere, student active responses, and learning outcomes can improve.

Researchers were trying to find solutions related to the most effective volleyball passing learning model that can be used. Research using the literature review method focused on volleyball passing learning has never been conducted, hence it was necessary to conduct the research to find out various volleyball passing learning models that can be implemented in learning and choose the most suitable model for the needs and support learning in schools.

METHOD

The type of research used in this study was a Literature Review to explain variables and complete the analysis of the Physical Education Learning Model on Passing Materials in Volleyball games as a comprehensive study and interpretation of the literature discussing a particular topic (Aveyard, 2014). The research reviewed the results of previous research, including descriptive research, experiment research, development research, and or literature study. The review method was chosen to find solutions to problems and the most effective passing learning model to be applied by Physical Education teachers according to the results of previous research focusing on the passing learning .

The research question was "How is the passing learning model in volleyball?". The inclusion and exclusion criteria were then determined. In this study, the inclusion and exclusion criteria. Inclusion criteria : 1) Literature in Indonesian or English language, 2) Literature consisted of the last 10-year journals, 3) Journal with open access, 4) The main topic of the journals studied the passing technique learning model in volleyball. Exclusion criteria : 1). Conference papers, and 2) Report.

Literature search was administered through the free search in electronic databases. The electronic databases in this research literature search involved Google Scholar, Research Gate, and Scencedirect to identify relevant research. The keyword used was passing learning models in volleyball or volleyball teaching models. The literature search process was reported in the journal analysis technique using a

synthesis matrix by creating a table consisting of a reference source column to the finding column.

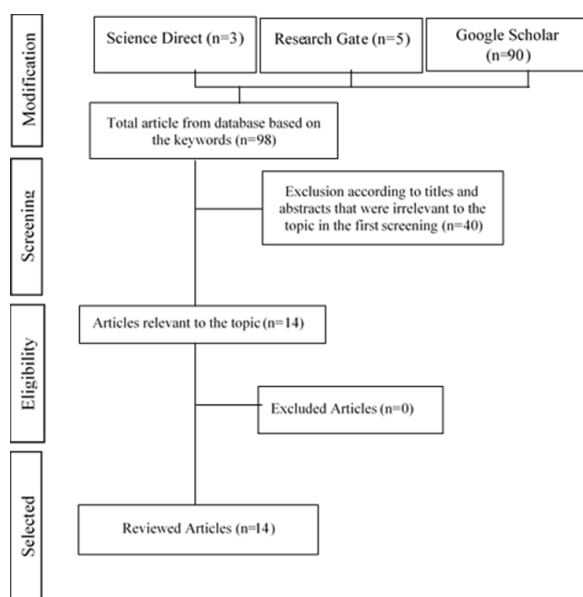


Figure 2. PRISMA Flow Diagram

RESULT & DISCUSSION

Based on the review process, there were 13 national journals and 1 international journal that had been reviewed based on reference sources, sample types, research methods, interventions provided, and findings.

Based on the results of the research, volleyball learning could use various models, including flying balls, back and forth movement, left to right movement, cross passing, ball picking, train passing, ball dropping, cannon ball throwing, obstacles, baling passes, wild balls, circle passing, chain passing, jumping deer, hula-hula target, bounce ball, bouncing throw, and passing base (Danang, Muh., Samudin, dan Fahmy Fachrezzy, 2019). In addition, we could also use the cooperative learning model type STAD (Donitra, A., I Ketut Budaya A., dan Putu Adi S., 2017). According to Ermanto (2017), using a chain ball game was also possible. The jigsaw learning model was able to significantly improve the underhand pass ability in volleyball (Hamzah, Ibnu., Agi Ginanjar, dan Anang Setiawan, 2019). Discovery learning and

peer teaching learning models had a good influence on the underhand pass ability, but the peer teaching model gave better results than discovery learning (Heryadi, Deden dan Oman Hadiana, 2018). Paired passing method improved underhand passing ability (Hidayah, Faradilah N., Andi Alsaudi, dan Suyatno, 2021). The underhand passing from sitting on a bench and underhand passing down while walking could provide an increase in the underhand passing ability (Hidayat. M. Taufiq, 2015). The underhand passing drill method provided was able to improve the underhand pass ability (Iskandar, Muh. Ikhwan, 2017). The command learning model could improve the underhand passing learning ability (Kusnadi, Edi dan Ruslan Abdul Gani., 2020). Instructions to perform underhand and overhand passes significantly affected the quality of passing (Mousa, Khitam, 2016). The use of bouncing walls provided a change in the underhand passing quality (Sumedi, Bambang, M. Rofi'i, dan Yoso Wiyarno, 2020).

Based on the explanation above, there are various kinds of learning models that can be applied in volleyball passing learning. A learning model is basically a form of learning illustrated from the beginning to the end of learning presented specifically by the teacher (Rahayu et al., 2020). In other words, learning model is a framework for the application of a learning approach. Regarding learning models, Trianto (2007) explains that learning model is a plan or pattern that we can use to design face-to-face teaching patterns in the classroom or arrange tutorials and determine learning materials or devices (Budi dan Listiandi, 2021). In volleyball passing learning, effective learning models include bouncing, flying balls, back and forth movement, left to right movement, cross passing, ball picking, train passing, ball dropping, cannon ball throwing, obstacles, baling passes, wild balls, circle passing, chain passing, jumping deer, hula-hula target, bounce ball, bouncing throw, passing base, cooperative learning model type STAD, chain ball game, jigsaw learning model, discovery learning, peer teaching learning models, paired passing method,

Table 1. Journal Review

Reference Sources	Samples	Age Group	Research Method	Intervention	Findings
Danang, Muh., Samsudin, and Fahmy Fachrezzy. 2019	15 Elementary School Students Grade 4 and 128 Elementary School Students Grade 5	10-12 years	Research and development method	19 overhand passing learning models	The proposed volleyball teaching models were bouncing, flying balls, back and forth movement, left to right movement, cross passing, ball picking, train passing, ball dropping, cannon ball throwing, obstacles, baling passes, wild balls, circle passing, chain passing, jumping deer, hula-hula target, bounce ball, bouncing throw, and passing base models.
Donitra, A., I Ketut Budaya A., and Putu Adi S. 2017	32 Senior High School Students	16-18 years	Classroom Action Research	Implementation of Cooperative learning model type STAD	Cooperative learning type STAD could be carried out in two cycles with the learning structure starting from planning, implementing, evaluating, and reflecting with increasing classical mastery of learning.
Ermanto. 2017	10 male and 18 female Elementary School Students	10-12 years	Classroom Action Research	Chain Ball Games	The chain ball game provided an increase in student learning outcomes in doing mini volleyball underhand passes with an increase of 21.43%.
Hambali, Sumbara. 2018	24 5 th Grade Elementary School Students	10-12 years	Classroom Action Research	Game Approach Method	Game approach helped Physical Education teachers improve the student passing ability to achieve learning mastery up to 83.3%.
Hamzah, Ibnu., Agi Ginanjar, and Anang Setiawan. 2019	30 Junior High School Students Grade 7	13-14 years	Experimental Method with pre-test-posttest design	Jigsaw learning model	The jigsaw learning model was significantly able to improve the underhand pass ability in volleyball learning
Heryadi, Deden and Oman Hadiana. 2018	40 Senior High School Students Grade 11	17-18 years	Experimental Method with variable comparison design	Discovery learning and Peer teaching learning model	Discovery learning and peer teaching learning models had a good influence on the underhand pass ability, but the peer teaching model had better results than Discovery learning.
Hidayah, Faradilah N., Andi Alsaudi, and Suyatno. 2021	Junior High School Students Grade 7	13-14 years	Classroom Action Research	Pair passing method	The paired passing method was able to increase the underhand pass ability up to 35% accompanied by an increase in the enthusiasm, discipline, and confidence aspects.

Table 1. Journal Review (Continue)

Reference	Samples	Age Group	Research Method	Intervention	Findings
Hidayat. M. Taufiq. 2015	38 Elementary School Students Grade 6	11-13 years	Experimental Method with pre-test and post-test design	Underhand pass from sitting on a bench and underhand pass while walking methods	Underhand pass from sitting on a bench and underhand pass while walking were able to provide an increase in underhand pass ability with 42.77% and 31.73% changes, respectively.
Iskandar, Muh. Ikhwan. 2017	25 Elementary School Students Grade 5	10-12 years	Classroom Action Research	Underhand Passing Drill Learning	The given underhand pass drill was able to increase the underhand passing ability with gradual changes in 3
Kusnadi, Edi and Ruslan Abdul Gani. 2020	38 Senior High School Students Grade 10	16-17 years	Classroom Action Research	Command Teaching Method	Command teaching style could improve the underhand passing skill learning in volleyball game
Marhani. 2017	31 female and 4 male Senior High School Students Grade 12	16-18 years	Experimental Method	Direct Learning Method	Direct learning model had a significant effect on increasing the overhand passing ability
Mousa, Khitam. 2016	36 college students	18-21 years	Experimental Method with pre-test and post-test design	Underhand and overhand instruction method	Instructions to perform underhand and overhand passes significantly affected the quality of passing.
Sumedi, Bambang., M. Ruffi'i, and Yoso Wiyarno. 2020	120 Senior High School Students Grade 10	16-18 years	Experimental Method with pre-test and post-test design	Use of passing bouncing wall	The use of bouncing walls gave a change in the underhand quality, but there was no significant difference in
Sutiawan, Ayep. 2018	32 Senior High School Students	16-18 years	Experimental Method with pre-test and post-test design	Cooperative and reciprocal learning method	Both learning models had a positive effect on the overhand passing skill outcome, but the Reciprocal model was better than the cooperative model

underhand pass from sitting on a bench, underhand pass while walking, underhand pass drill method, command learning model, instruction method, and use of bouncing wall.

CONCLUSION

The study concludes that the volleyball underhand passing learning can use various learning models, including practice through various movement drills, practice in pairs, cooperative learning, games, jigsaw, discovery learning,

peer teaching, command model, and wall as media. It recommends that further research studies the most suitable learning model for elementary school level, junior high school level, and senior high school level whether it is movement drill practice, practice in pairs, cooperative learning, games, jigsaw, discovery learning, peer teaching, command model, or wall as media.

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