

The Effect of Passing Training Using The Whole Part And Mini Games Toward The Underhand Passing Skills of Volleyball Extracurricular Students At SD Negeri Petarangan

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ABSTRACT

This study aims to determine the effect of whole-part and mini games practice methods on underhand pass skills in volleyball games in volleyball extracurricular students at Petarangan State Elementary School. This study uses an experimental method with a two-group pretest-posttest design. The sample in this study consisted of 20 students divided into 2 experimental groups, with each group totalling 10 students. The instrument used in the measurement of lower passing skills is the Brumbach forearm Pass Wall-Volley Test. The data analysis technique used the help of SPSS version 31 by conducting normality tests, homogeneity tests and paired sample t-tests. The results showed that both training methods had a significant influence on improving students' lower passing skills, with a significance value of $p = 0.001$ (< 0.05). This study concludes that the whole-part method is effective in teaching movements gradually and systematically, while the mini games method improves skills through a fun training atmosphere that resembles real game conditions. Thus, these two methods can be used as an alternative in basic volleyball technique training, especially the underhand pass.

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A. Conception and design of the study;
B. Acquisition of data;
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INTRODUCTION

Physical Education at the elementary school level has a strategic role in supporting the physical, mental, and character development of students. Physical Education is education that develops human potential through attitudes, actions, and work to form a personality following human ideals (Budi, 2021). Physical Education, Sports, and Health is part of education that aims to develop fitness, physical skills, critical thinking, social, moral, emotional, and healthy lifestyles through physical activities that are systematically designed to support the goals of national education (Ministry of National Education 2006) in (Supriyadi, 2016). Therefore, Physical Education, Sports, and Health cannot be separated from other education, because in addition to supporting physical

development, it also plays a role in instilling attitude and personality values and contributing to the achievement of educational goals.

One of the activities included in learning Physical Education, Sports, and Health is the game of volleyball. Volleyball is a game that is developing very rapidly in Indonesia, both in schools, government organizations, universities, and in the community (Pratiwi et al., 2020). This volleyball sport is included in the sport of achievement. Volleyball is an achievement sport because volleyball is played by students who have more talent or potential and is further fostered by both clubs, the private sector and the government in order to achieve achievements.

A player in the game of volleyball must master basic procedures and techniques separately. Various basic technical skills of the game must be learned and mastered to be able to perform the game of volleyball following the principles of volleyball game techniques (Wahyudi, 2017). Techniques can be said to be good if the support for their implementation is fulfilled, such as science and knowledge and based on applicable theories and laws (Raihanati & Wahyudi, 2021). The game of volleyball has five basic techniques which include: (1) Passing, (2) serve, (3) bait, (4) Smash, and (5) dams (block (Amra & Amra, 2020).

Passing is the effort of a volleyball player by using a certain technique to pass the ball that is played to his teammates (Yusmar, 2017). Passing in volleyball is classified into two types, namely forehand passing and top passing. The underhand pass has a very important role in the game of volleyball because the underhand pass is used to initiate an attack on the opponent (Juniaturrahman et al., 2016).

On the other hand, the underhanded pass acts as the first step to establish an attack pattern against the opposing team. For the underhand pass to be done properly and perfectly, the underhand pass must be done in a structured and harmonious manner (Astuti, 2021). The uses of volleyball underhand pass include receiving service balls, receiving smash balls or attacks from opponents (Faozi et al., 2019). Underside passing is also useful for defending and passing the ball (Wahyu et al., 2020). Therefore, the underhanded pass is important for students to master, so teachers need to teach it well. To improve this ability, the right training methods are required.

The practice method is a way of teaching where students carry out practice activities, and students have agility or skills that are higher than what they learn (Rusman, 2011) in (Lesmana et al., 2016). The practice method aims to make the practical activities carried out by students more meaningful regarding specific learning materials and provide knowledge about learning outcomes quickly and accurately (Sagala, 2009) in (Lesmana et al., 2016). Therefore, it can be concluded that the practice method is an effective learning approach to improve students' underhand pass skills, because this makes students gain agility through direct practice and provides feedback on learning outcomes quickly and accurately.

The many training methods require a teacher to be careful in choosing and determining effective and efficient methods. However, for some teachers, choosing the method they usually apply is easier and more comfortable, because they are used to

using it, even though it is not necessarily effective, efficient, or following the needs of students. The selection of this inappropriate training method can result in learning outcomes, motivation levels, and time optimization. This was also discovered by the author when observing volleyball extracurricular activities at SD N Petarangan.

The lower passing training method used at SD N Petarangan is in the form of a drill training method, where, in its implementation, the teacher gives a smash to students, which is then responded to by students with the lower passing technique. This drill practice method is carried out alternately, resulting in many students waiting to get their turn to pass down. This waiting time reduces the overall effectiveness of the exercise because students are not actively involved in the practice of lower-level passing skills, so it is found that many students play alone. Besides that, the drill method also has disadvantages, including: the drill practice method is often done separately from the actual game situation, they may be used to the ball coming regularly and easily predictable, which can make it difficult to apply it in the real game.

In addition to the above, the author obtained data from observations where 75% of students who participated in volleyball extracurriculars still had low underhand passing skills, while the remaining 25% had low passing skills in a fairly good category. This is evidenced by a random sampling of volleyball extracurricular participants. The sample was 4 people. The results of the observation on the sample showed that 3 out of 4 students had not been able to pass down properly and correctly.

Table 1.
Preliminary Observation Results

No	Name	Age	Class	Test Results
1.	ZAA	11	5	6
2.	GEB	12	6	7
3.	BKR	12	6	10
4.	EXIST	12	6	20

One of the efforts that can be applied to train volleyball underhand passing skills so that activities run effectively, efficiently and following the needs of students is through the application of the whole-part method and mini games. Method Whole Part or Part and Whole is a method that teaches a movement skill by breaking up movements before being woven into a series of movements as a whole (Hadjarati & Gani, n.d.). Therefore, this whole part training method can be applied to practice the basic technique of lower passing volleyball because in the lower passing exercise, it takes gradual exercises starting from foot to hand exercises to form overall movements to produce appropriate movements.

In addition to the whole-part method, the training method that can be used to practice volleyball underhand passing skills is the mini games method. Mini games are a recommended training method as an effective training method to practice volleyball bott passing skills. This is because the mini games training method can combine technical, tactical and physiological training stimuli. The mini games practice method can also be used to improve training efficiency, especially in improving the skills and accuracy of the

underhand passing. On the other hand, this mini game method is also following the development of students, where they still like the learning while playing system.

Based on the gap that occurred, the author was motivated to conduct a study entitled "The Effect Of Passing Training Using The Whole Part And Mini Games Toward The Underhand Passing Skills Of Volleyball Extracurricular Students At SD Negeri Petarangan"

METHODS

This type of research is in the form of quantitative research with experimental research methods. Experimental research is a research method used to look for the effect of a particular treatment on others under controlled conditions (Scott, 2010). The experimental research aims to find a cause-and-effect relationship between two variables by giving treatment intentionally (Arikunto & Suharsimi, 2010). The research design used in this study is a group pretest-posttest design. The research variables are divided into 2, namely free variables and bound variables. The free variables in the study were whole parts and mini-games. The bound variable is the underhanded passing skill. This research will be carried out in June 2025, which is located at SD Negeri Petarangan, Kemranjen District, Banyumas Regency. The population in the study is high-grade students (IV, V, and VI) of Petarangan State Elementary School. The sample used amounted to 20 extracurricular volleyball students of SD Negeri Petarangan. The group taking technique uses the ordinal pairing method. Take a look at the picture below,

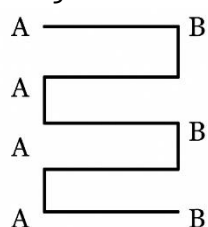


Figure 1.

Group Taking Technique by Ordinal Pairing

The first experimental group was given a whole-part method exercise treatment with a total of 10 students, and the second experimental group was given a mini games treatment with a total of 10 students. The sampling technique applied in this study is total sampling, where the entire population is sampled. Data analysis used normality test, homogeneity test and hypothesis test: paired sample t test.

RESULTS AND DISCUSSION

SD Negeri Petarangan is the place where all research processes are carried out. In this study, the sample was divided into two experimental groups with the same number of members, namely 10 students per group. These two experimental groups were given different treatments 14 times. In the first experimental group with a total of 10 students,

treatment was given in the form of a lower passing exercise using the whole-part method. Meanwhile, in the second experimental group with a total of 10 students, they were given the treatment of passing down exercises using the mini games method. Before being lined up, the two experimental groups performed a one-minute underhand pass using the *Brumbach Forarms Pass Wall-Volley Test* measuring instrument as instrument. This aims to obtain *pretest data*. After being given treatment, the two experimental groups again took part in the final test with the same procedure as during the *pretest*, namely, the two experimental groups did a lower pass for one minute using the *Brumbach Forarms Pass Wall-Volley Test* as an assessment instrument.

Normality Test

This study applied a normality test to ensure that the sample data came from a population that had a normal distribution (Mathende & Karim, 2022). The testing process was carried out with the help of the SPSS program using the Shapiro-Wilk test method. The basis for making this test decision is that if the value (sig.) is > 0.05 , then the data distribution is normal, while if the value (sig.) is < 0.05 , then the data distribution is not normal.

Table 2.
Results of the Whole-Part Normality Test

Group		Statistic	Shapiro-Wilk df	Sig.
Hasil	Pretest kelompok whole part	0.874	10	0.110
	Posttest kelompok whole part	0.933	10	0.476

Based on the above data, it can be seen that the pretest and posttest data of the lower passing exercise group using the whole part method have a sig value (0.110 and 0.476) > 0.05 , so it can be concluded that the variable is normally distributed.

Table 2.
Results of the Mini Games Normality Test

Group		Statistic	Shapiro-Wilk df	Sig.
Hasil	Pretest kelompok mini games	0.963	10	0.822
	Posttest kelompok mini games	0.950	10	0.674

Based on the data above, it can be seen that the pretest and posttest data of the lower passing practice group used the normally distributed mini games method, which is evidenced by the values of sig (0.822 and 0.674) > 0.05 .

Homogeneity Test

The homogeneity test aims to test the similarity of normally distributed population variants. The decision making criteria in conducting the homogeneity test is that if the significance value or based on mean < 0.05 , then the variant of two or more data population groups is declared inhomogeneous, if the significance value or based on mean > 0.05 , then the variant of two or more data population groups is considered the same or homogeneous.

Table 3.
Homogeneity Test Results

		Levene Statistic	df1	df2	Sig.
Result	Based on the Mean	0.155	1	18	0.699
	Based on the Median	0.122	1	18	0.730

Based on the table above, it is known that the significance value or based on the mean (0.699 and 0.730) > 0.05, means that the variances of the population in the whole part and mini games group are declared homogeneous (same).

Analysis of the t-test

The influence analysis in this study was carried out using the *paired sample t-test*. The data is declared significant if the *p-value* < 0.05. This t-test aims to find out whether there is an effect of underhand passing exercises using the *whole part* method and mini games on improving the underside passing skills of extracurricular volleyball students at SDN Petarangan. Take a look at the table below,

Table 5.
t-test results

Paired Sample Test										
Paired Differences								Significance		
								95% Confidence Interval of the Difference		
		Mean	Std. Deviation	Std. Error	Lower	Upper	t	df	One-Sided p	Two-Sided p
Pair 1	pretestwholepart-posttestwholepart	-29.500	6.932	2.192	-34.459	-24.541	-13.457	9	<,001	<,001
Pair 2	pretestminigames-posttestminigames	-27.400	3.836	1.213	-30.144	-24.656	-22.591	9	<,001	<,001

Based on the table above, it can be concluded that there is an effect of the lower passing practice using the *whole part method and mini games in improving the lower passing skills* of extracurricular volleyball students of SDN Petarangan, as indicated by the sig value of 0.001 < 0.05.

Discussion

Based on the results of the data analysis that has been carried out, it was found that the whole part and mini games training methods both have a significant influence on improving underhand passing skills in students who participate in volleyball extracurricular activities at SD Negeri Petarangan. This was proven by the paired sample t-test, which showed a significance value of 0.001 ($p < 0.05$), which means that there was a significant difference between the pretest and posttest values after being given treatment. In the first group that was treated using the whole part method, the improvement in skills was significant. This method teaches the underhand passing technique gradually, starting from parts of movement such as foot position, body posture, to hand technique, before finally being combined into a single movement unit. This approach is effective because students can understand and master each component of the movement well, so that they can form the correct lower passing pattern according to the technique.

Meanwhile, the second group treated with the mini games method also showed a significant improvement in underhand passing skills. This method allows students to practice in a fun, little game atmosphere, thus not only improving technical skills but also increasing students' enthusiasm, motivation, and active participation. Playing activities that resemble match conditions make it easier for students to adapt to real situations in volleyball games. Both training methods successfully overcome the problems found during the initial observation, where most students still have low underpassing skills. Structured exercises that are tailored to the needs and characteristics of student development are the key to successful skill improvement. In addition, the results of the normality and homogeneity test also show that the data obtained is normal and homogeneous, so that the statistical analysis used is reliable and the results are valid. This reinforces the belief that the improvement in lower passing skills that occurs is influenced by the training methods applied. Overall, the results of this study confirm the importance of choosing the right training method in the training process, especially in developing basic technical skills such as underhand passing. Teachers should not only rely on conventional drill training methods but also start considering more varied approaches, such as whole parts and mini-games, to increase the effectiveness of the exercises.

CONCLUSION

Based on the results of the study, it can be concluded that the *whole part* and *mini games practice methods* have a significant influence on improving the passing skills of the undergraduate volleyball extracurricular students of Petarangan State Elementary School. This is evidenced by the results of the paired sample t-test with a significance value of 0.001 ($p < 0.05$). The whole-part method is effective in helping students master the underhand passing skills gradually, because the movements are taught partially before being combined into a single unit, so that students can understand the technique more systematically. The mini games method is effective in improving the lower passing skills through a fun and real-game training atmosphere, thus encouraging active participation, motivation, and adaptation of students to the real match conditions. Both of these methods have proven to be more effective than conventional drill methods previously used, as they are better able to optimize training time and increase direct student involvement in the training process.

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