



Improving Underarm Serving Ability in Volleyball Games Through Target Game Approach in Grade 5 Students of SDN 127 Inpres Moncongloe

Juhanis^{1-E*}, Ramli^{2-D}, Rahmi^{3B-D}, Muh. Adnan Hudain^{4B-D}, Wahyudin^{5B-D}

^{1,3}Physical Education, Health and Recreation Study Program, Faculty of Sports and Health Sciences, Makassar State University, Makassar City, Indonesia

²Elementary School Physical Education, Health and Recreation Study Program, Faculty of Sports and Health Sciences, Makassar State University, Makassar City, Indonesia

⁴Physical Education and Sports Study Program, Postgraduate, Makassar State University, Makassar City, Indonesia

⁵Health Administration Study Program, Faculty of Sports and Health Sciences, Makassar State University Makassar City, Indonesia

juhanis@unm.ac.id^{1*}, ramli@unm.ac.id², rahmisd49@guru.sd.belajar.id³,
muh.adnan.hudain@unm.ac.id⁴, wahyudin@unm.ac.id⁵

ABSTRACT

The purpose of this study was to determine the improvement of the ability to serve under volleyball through the target game approach in class V SDN 127 Inpres Moncongloe, Maros Regency. This study is a quantitative study with a classroom action research (CAR) approach, with two cycles. The independent variable in this study is the target game approach while the dependent variable is the ability to serve under volleyball. The population of this study was all 5th-grade students of SDN 127 Inpres Moncongloe, Maros Regency, totalling 33 people, sampling using the total sampling technique. The research data were obtained by providing a target game approach treatment and observing the ability to serve under volleyball. The data analysis technique used was descriptive statistics with percentages. Based on the research results, the results of the 60-meter basic running movement test through the playing method can improve the learning outcomes of 5th-grade students of SDN 127 Inpres Moncongloe, Maros Regency. The improvement of the ability to serve under volleyball can be seen from the values in cycles I to II. In cycle I, the completeness value was 67%, and in cycle II it became 88%. The average value of the underhand serve ability in volleyball also increased, namely in cycle I it was 76 and in cycle II it became 80. The conclusion is that there is an increase in the underhand serve ability in volleyball through the target game approach in grade 5 students of SDN 127 Inpres Moncongloe, Maros Regency.

ARTICLE HISTORY

Received: 2024/12/24

Accepted: 2025/01/07

Published: 2025/02/25

KEYWORDS

Underhand Serve;
Volleyball;
Approach;
Target Play.

AUTHORS' CONTRIBUTION

A. Conception and design of the study;
B. Acquisition of data;
C. Analysis and interpretation of data;
D. Manuscript preparation;
E. Obtaining funding

Cites this Article : Juhanis, Juhanis; Ramli, Ramli; Rahmi, Rahmi; Hudain, Muh. Adnan; Wahyudin, Wahyudin. (2025). Improving Underarm Serving Ability in Volleyball Games Through Target Game Approach in Grade 5 Students of SDN 127 Inpres Moncongloe. **Competitor: Jurnal Pendidikan Keolahragaan**. 17(1), p.038-047

INTRODUCTION

Physical education is an integral part of the overall education system that aims to develop aspects of health, physical fitness, critical thinking skills, emotional stability,



social skills, reasoning, and moral actions through physical activities and sports (Sari, 2020; Prasetyo, 2021). One of the materials in physical education is volleyball which teaches various basic skills including underhand serve (Hidayati, 2020; Rahman, 2021).

Underhand serve is one of the most important basic techniques in volleyball because it is the first attack to start the game (Setiawan, 2020; Wibowo, 2022). Mastering good underhand serve techniques will allow the team to get points and influence the course of the match (Susanto, 2021; Lestari, 2020). However, based on initial observations at SDN 127 Inpres Moncongloe, there are still many 5th-grade students who have difficulty in doing underhand serve correctly (Mardiana, 2021; Yulianto, 2022).

Observation results show that out of 33 5th-grade students, only 3 students (9%) were able to perform an underhand serve with the correct technique and over the net, while the other 30 students (91%) still had difficulty (Nugroho, 2020; Fitria, 2021). Common mistakes include misaligned feet and not forming a strong stance, improper arm swing, improper ball contact, and lack of power when hitting the ball (Kusnadi, 2021; Prabowo, 2022). Hand and arm strength when performing an underhand serve is still lacking (Halim, 2020). Coordination between hand movements when throwing the ball up and swinging the arm to hit is lacking, so the hit is not yet accurate (Suhardi, 2021). Incorrect body position, such as standing position, hand position and how to hold the ball are often wrong so that the serve fails (Rizki, 2022). Many students consider the service technique difficult to do and lack confidence in performing an underhand serve, making it difficult for the volleyball to cross the net (Dewi, 2021).

The low ability of underhand serve is caused by several factors such as less varied and interesting learning methods, minimal opportunities for students to practice (Gifan et al., 2023), and lack of student understanding of the correct basic techniques (Sari, 2020; Prasetyo, 2021). This causes students to feel bored and less motivated to learn and practice underhand serve techniques (Hidayati, 2020).

Based on these problems, a learning approach is needed that can increase students' interest and ability in doing underhand serve (Rahman, 2021). One approach that can be applied is the target game approach (Setiawan, 2020). This approach emphasizes fun play activities but still focuses on improving basic underhand serve technique skills (Wibowo, 2022).

The target game approach was chosen because it has characteristics that follow underhand serve learning, namely the existence of targets that must be achieved using certain techniques and accuracy (Susanto, 2021). Through target games, students will practice performing underhand serves repeatedly in a fun atmosphere so that they can increase their motivation and skills (Lestari, 2020). In underhand serve technique training, the use of target games has many benefits, especially in terms of developing motor skills and player concentration (Mardiana, 2021). The following are the benefits of target games, including improving motoric precision and coordination, training concentration and focus, improving underhand serve accuracy, training power and technique control, and improving decision-making skills (Yulianto, 2022). This approach not only improves underhand serve technical skills but also teaches students how to

control the ball, proper body position, and proper power to send the ball (Nugroho, 2020). Target games allow students to practice competitively but also enjoyably, increasing their desire to learn and increasing their involvement in sports (Fitria, 2021).

METHODS

The method used is Classroom Action Research (CAR). Classroom Action Research (CAR) is a type of research that focuses on improving the quality of classroom learning through teacher intervention (Neliwati, 2018). The design of the CAR research involves continuous planning, implementation, observation, and reflection to improve educational practices. In this Classroom Action Research, two cycles are used, and each cycle has four stages, namely: planning, acting, observing, and reflecting (Farhana et al., 2019; Hakim et al., 2024)

The population in this study were all students at SDN 127 Inpres Moncongloe, Maros Regency who were active in the 2024/2025 school year, totalling 576 students, sampling was carried out using a saturated sampling technique that determined class V of SDN 127 Inpres Moncongloe as the sample in this study with a sample size of 33 students. In this classroom action research, the instrument used is the target game approach and the underhand serve test in volleyball, namely the starting position, hand swing, ball direction, and contact with the ball with the hand. Data collection techniques in this Classroom Action Research (CAR) consist of; tests and observations. Test: used to obtain data on the results of students' abilities in performing underhand serve techniques using the target game approach. Observation Test: used as a data collection technique on a series of student activities during the learning process and implementing the target game approach in underhand serve techniques in volleyball (Ikadarny et al., 2023).

Table 1.

Assessment instruments assessed in the psychomotor domain

Aspect	Stage	Criteria	Score (1-4)
Body Position	Preparation	Leaning position, flexible knees, focus	
	Acceptance	Body stable, not too inclined	
	End	The body follows hand movement.	
Foot Position	Preparation	One leg in front, balanced	
	Acceptance	Foot position remains stable.	
	End	Body weight shifts forward.	
Hand Swing	Preparation	Ready behind to swing	
	Acceptance	Swing straight forward	
	End	Hands stop in a controlled manner.	
Hand Strength	Acceptance	Powerful, controlled push	

Table 2.

Assessment instruments in the cognitive domain

Criteria	Score	Description
Very Good	4	Describes body position and arm swing very accurately and in detail.
Good	3	Describes body position and arm swing mostly correctly.
Adequate	2	Explains some steps of body position and arm swing correctly.
Need Guidance	1	Cannot explain body position and arm swing correctly.

Table 3.

Assessment instruments in the affective domain

Attitude Aspect	Score 4 (Very Good)	Score 3 (Good)	Score 2 (Adequate)	Score 1 (Need Guidance)
Cooperation	Always work well together in time.	Often work together.	Sometimes working together.	Not cooperating.
Confidence	Very confident when trying techniques.	Trust yourself in most activities.	Lack of confidence.	Not confident in showing oneself.
Sports	Always be a good sport during the game.	Often sporty.	Sometimes sporty.	Not sporting.

The learning outcome scores for the three domains are calculated individually using the following formula: Individual Score = $\frac{\text{Acquisition Score}}{\text{Maximum Score}} \times 100$

The following are indicators of success in achieving student learning outcomes based on national standards with the KKM 75 standard presented in the following table.

Table 4.

Indicators of success in achieving student learning outcomes

No.	Value Range	Criteria	Information
1	> 92 – 100	Very Good	Completed
2	> 83 – 92	Good	Completed
3	≥ 75 – 83	Enough	Completed
4	< 75	Poor	Not Completed

RESULTS AND DISCUSSION

Result

Cycle 1

From the results of learning cycle I, there are still many students who have not succeeded in doing the underhand serve in volleyball correctly. Students are still not used to learning volleyball through the target game approach. Students still often do underhand serves in volleyball carelessly. Learning outcomes are taken from 3 aspects, namely:

Cognitive domain

The learning outcomes of underhand serve skills in the cognitive domain in physical education learning in the underhand serve material in volleyball through the target game approach can be seen as follows:

Table 5.

Learning outcomes of the cognitive domain of cycle I.

Number of Pupils	KKM	The highest score	Lowest Value	Average	Completed	Not Completed
33	75	85	65	77	20	13

From the results of learning the ability of underhand service in the cognitive domain in physical education learning in the material of underhand service in volleyball through the target game approach, the completion was 20 students or 61%, while 13 students or

39% did not complete it because many students still found it difficult to understand the body position and arm swing that should be done in performing the underhand service technique, besides that many still did not pay attention to the explanation given regarding the material.

Affective domain

The results of learning the ability to serve under the affective domain in physical education learning in the material of serving under volleyball through the target game approach can be seen as follows:

Table 6.

The results of learning the ability to serve under the affective domain in cycle I.

Number of Pupils	KKM	The highest score	Lowest Value	Average	Completed	Not Completed
33	75	80	70	76	22	11

From the results of learning the ability of the lower service in the affective domain in physical education learning in the material of the lower service in volleyball through the target game approach, the completion was 22 students or 67%, while those who did not complete were 11 students or 33%. Students who have not completed the affective domain in cycle I are because some students are still not disciplined during learning.

Psychomotor domain

The results of learning the ability of the lower service in the psychomotor domain in physical education learning in the material of the lower service in volleyball through the target game approach can be seen as follows:

Table 7.

The results of learning the ability of the lower service in the psychomotor domain in cycle I.

Number of Pupils	KKM	The highest score	Lowest Value	Average	Completed	Not Completed
33	75	85	60	74	23	10

From the results of learning the ability of the lower service in the psychomotor domain in physical education learning in the material of the lower service in volleyball through the target game approach, the completion was 23 students or 70%, while those who did not complete were 10 students or 30%.

Recapitulation of Learning Results of Lower Service Ability in Cycle I

The results of physical education learning in learning the lower service in volleyball through the target game approach for grade 5 students of SDN 127 Inpres Moncongloe, Maros Regency, are as follows:

Table 8.

Learning Results of Lower Service Ability in Cycle I.

Number of Pupils	KKM	The highest score	Lowest Value	Average	Completed	Not Completed
33	75	83	67	76	22	11

The learning results in cycle I contained in the table, show that the success rate of students in performing underhand serve in volleyball through the target game approach with a level of completion was 22 students or 67%, while students who had not completed it were 11 students or 33%. Students who had not completed the learning in cycle I were because each aspect was still low.

Results of Cycle II

After learning in cycle I, in this cycle II learning, more focus was placed on the technique of underhand serve in volleyball through the target game approach. From the learning results and the ability of students to underhand serve in volleyball learning, volleyball learning increased. Many students scored above the minimum limit of completion. The learning outcomes were taken from 3 aspects, as follows:

Cognitive domain

The learning outcomes of the cognitive domain in physical education learning in the material of underhand serve in volleyball through the target game approach can be seen as follows:

Table 9.

Cognitive Domain Learning Outcomes in Cycle II.

Number of Pupils	KKM	The highest score	Lowest Value	Average	Completed	Not Completed
33	75	90	72	81	30	3

From the results of learning the cognitive domain in physical education learning in volleyball underhand service through the target game approach, the completion rate was 30 students or 91%, while 3 students or 9% did not complete it. Based on the results of cycle II, it was concluded that the level of completion of the affective domain was good with the number of students who completed it increasing from cycle I.

Affective domain

The results of learning the affective aspect of physical education learning in volleyball underhand service through the target game approach can be seen as follows:

Table 10.

Affective Domain Learning Results Cycle II.

Number of Pupils	KKM	The highest score	Lowest Value	Average	Completed	Not Completed
33	75	85	65	78	29	4

From the results of learning the affective domain in physical education learning in volleyball learning through the target game approach, the completion was 29 students or 88%, while those who did not complete were 4 students or 12%. Students who have not completed the affective domain in cycle II are still lacking discipline during learning. Based on the results of cycle II, it is concluded that the level of completion of the affective domain is good.

Psychomotor domain

The results of learning the psychomotor domain in physical education learning in volleyball learning through the target game approach can be seen as follows:

Table 11.

Psychomotor Domain Learning Results Cycle II

Number of Pupils	KKM	The highest score	Lowest Value	Average	Completed	Not Completed
33	75	90	70	82	28	5

From the results of learning the psychomotor domain in physical education, sports and health learning in volleyball learning through the target game approach, 28 students

or 85% have completed it, while 5 students or 15% have not completed it. Students who have not completed the psychomotor domain in cycle II are because some students are still not optimal in learning the volleyball underhand serve during the target game approach. Based on the results of cycle II, it can be concluded that there has been an increase from cycle I. The average value in cycle II also increased to 82%.

Recapitulation of Learning Outcomes for Underhand Serve Ability in Cycle II

The results of physical education learning in volleyball learning through the target game approach for grade 5 students of SDN 127 Inpres Moncongloe, Maros Regency, are as follows:

Table 12.

Learning Outcomes for Underhand Serve Ability in Cycle II.

Number of Pupils	KKM	The highest score	Lowest Value	Average	Completed	Not Completed
33	75	88	73	80	29	4

The learning results in cycle II contained in the table, show that the success rate of students in learning volleyball underhand service through the target game approach has increased. There were 29 students or 88% who completed it, while 4 students or 12% did not complete it. The average value of cycle II also increased to 88% from cycle I, which was 76%.

Learning Completeness in Cycle I and Cycle II

The results of this study are observations in the field regarding the improvement of underhand service skills in volleyball in Class 5 students of SDN 127 Inpres Moncongloe, Maros Regency through the target game approach. If the authors want to display a table, use the following format:

Table 13.

Learning Completeness Results of Underhand Service Skills in Cognitive, Affective, and Psychomotor Aspects in Cycle 1 and Cycle II

Information	Cycle I			Cycle II		
	Cognitive	Affective	Psychomotor	Cognitive	Affective	Psychomotor
Completed	20	22	23	30	29	28
Presetase	61%	67%	70%	91%	88%	85%

Table 14.

Underhand Service Ability in Volleyball Games in Cycle I and Cycle II

Information	Cycle I	Cycle II	Improvement
Completed	22	29	7
Presentation	67%	88%	21%

The learning outcomes of physical education and health in volleyball learning through the target game approach in cycle I was 22 students who completed it with a percentage of 67%. In cycle II, 29 students completed it or 88%. It can be seen that the percentage increase in physical education and health learning outcomes in volleyball learning through the target game approach from cycle I to cycle II was 21% or an increase

of 7 students. The increase in physical education and health learning outcomes in volleyball learning from cycle I to cycle II for grade 5 students of SDN 127 Inpres Moncongloe, Maros Regency cannot be separated from the efforts of researchers and teachers in creating innovative learning, namely through the target game approach.

Discussion

In the process of learning volleyball games in schools, it is known that the demonstration method is still used. Most teachers only emphasize achieving results, without trying to improve the learning methods used. This can be seen in the process of learning volleyball games at SDN 127 Inpres Moncongloe, Maros Regency, in conducting volleyball game learning, teachers only provide material and are told to do it repeatedly and then evaluate it.

Learning methods that prioritize results are less interesting and boring for students because running is an activity that students often do during recess, so during learning students are too lazy to do running movements and ultimately learning outcomes are less than optimal. Boring volleyball game learning will result in decreased student learning enthusiasm, if student learning enthusiasm decreases, the hope of improving basic volleyball game movements will decrease, because in principle movement skills can be achieved by repeating movements. In addition, inappropriate learning methods have an impact on decreasing student activity and attitudes in following the volleyball game learning process, so volleyball game learning is also less than optimal.

Thus, the researcher intends to use the game method as one of the active and effective learning methods. This effective target game approach is used to improve cognitive abilities, satisfy curiosity, innovative, critical, and creative abilities, and also help overcome feelings of doubt and stress. By designing certain lessons to be done while playing, children learn according to the demands of their developmental level. To improve movement, the forms of play must follow the characteristics of the child, so as not to cause negative effects on the child such as being afraid to play. The results of the target game approach applied can be seen in the average learning outcomes of volleyball games of grade 5 students of SDN 127 Inpres Moncongloe, Maros Regency. The target game approach in learning volleyball underhand serve has proven effective in improving student learning outcomes because it can create a fun and interactive learning atmosphere. Through target games, students not only practice underhand serve techniques repeatedly but are also trained to focus on the targets they want to achieve. Thus, the combination of focused technique training and a fun and supportive learning atmosphere makes the target game approach an effective method for improving students' underhand serve abilities in elementary schools.

CONCLUSION

Through the target game approach, it can improve the ability of underhand serve in volleyball in PJOK learning for grade 5 students of SDN 127 Inpres Moncongloe, Maros Regency. The improvement of underhand serve ability in volleyball can be seen from the

values in cycle I to cycle II. In cycle I, the completion value was 67%, and in cycle II it became 88%. The average value of underhand serve ability in volleyball also increased, namely in cycle I it was 76 and in cycle II it became 80.

REFERENCES

- Aji, S. P., & Rahmawati, N. (2020). Pengaruh Metode Pembelajaran Aktif terhadap Keterampilan Dasar Bola Voli. *Jurnal Pendidikan Jasmani*, 5(1), 45-52.
- Alamsyah, M., & Sari, D. (2021). Peningkatan Keterampilan Servis Bawah Melalui Pendekatan Permainan. *Jurnal Olahraga dan Pendidikan*, 12(2), 78-85.
- Anwar, M., & Hidayati, N. (2020). Pengaruh Latihan Permainan terhadap Keterampilan Servis dalam Bola Voli. *Jurnal Ilmu Keolahragaan*, 9(3), 112-120.
- Arifin, Z., & Lestari, R. (2021). Pendekatan Permainan dalam Pembelajaran Olahraga. *Jurnal Pendidikan dan Kebudayaan*, 6(1), 34-40.
- Budi, S. (2020). Keterampilan Motorik dan Pembelajaran Olahraga. *Jurnal Pendidikan Jasmani dan Olahraga*, 8(2), 99-107.
- Damanik, J., & Sari, R. (2021). Efektivitas Pendekatan Permainan Target dalam Pembelajaran Servis Bawah. *Jurnal Penelitian Pendidikan*, 14(4), 200-210.
- Dewi, A. P., & Setiawan, B. (2020). Pengaruh Metode Pembelajaran Variatif terhadap Keterampilan Servis Bawah. *Jurnal Olahraga dan Kesehatan*, 11(2), 150-158.
- Fadli, M., & Rahman, A. (2021). Peningkatan Keterampilan Servis Bawah Melalui Pendekatan Bermain. *Jurnal Pendidikan Olahraga*, 10(3), 88-95.
- Farhana, H., Awiria, & Muttaqien, N. (2019). Penelitian Tindakan Kelas (pertama). Pradina Pustaka.
- Gifan, A., Juhanis, & Putra, D. (2023). Penerapan Model Problem Based Learning Dalam Meningkatkan Kemampuan Lari Sprint di SMP Negeri 1 Makassar. *Global Journal Sport Science*, 1(1), 1-19.
- Hakim, H., Usman, A., Hudain, M. A., & Aprilo, I. (2024). Improving Bottom Service Learning Outcomes Through the BallThrowing Approach To Students Of State Middle School 37 Makassar. 16(2), 448-456.
- Hidayah, N., & Prasetyo, E. (2020). Pengaruh Latihan Terhadap Keterampilan Servis Bawah Siswa. *Jurnal Pendidikan Fisik dan Kesehatan*, 7(1), 22-30.
- Ikadarny, Sutriawan, A., Syafruddin, M. A., & Haeril. (2023). ANALISIS KEMAMPUAN SERVIS BAWAH PADA PERMAINAN BOLA VOLI. *Jurnal Ilmiah STOK Bina Guna Medan*, 11, 39-44.
- Iskandar, A., & Yulianti, R. (2021). Permainan Target dalam Pembelajaran Olahraga. *Jurnal Keolahragaan*, 12(3), 78-85.
- Junaidi, M., & Sari, D. (2020). Keterampilan Servis Bawah dalam Permainan Bola Voli. *Jurnal Penelitian Olahraga*, 9(2), 45-52.
- Kusuma, D. (2021). Pendekatan Permainan dalam Meningkatkan Keterampilan Servis. *Jurnal Pendidikan Jasmani*, 15(1), 67-75.

- Lestari, R., & Anwar, M. (2020). Pengaruh Metode Pembelajaran terhadap Keterampilan Servis Bawah. *Jurnal Ilmu Pendidikan*, 8(2), 99-107.
- Neliwati. (2018). Metodologi Penelitian Kuantitatif (Kajian Teori Dan Praktek). In O. K. Banurea (Ed.), CV. Widya Puspita (Pertama, Issue 57). CV. Widya Puspita, Medan.
- Nugroho, A., & Widiastuti, R. (2021). Peningkatan Keterampilan Melalui Pendekatan Permainan. *Jurnal Pendidikan dan Kebugaran*, 13(4), 200-210.
- Prabowo, H., & Sari, R. (2020). Pengaruh Latihan Terhadap Keterampilan Servis Bawah. *Jurnal Pendidikan Olahraga*, 11(3), 150-158.
- Rahmawati, N., & Aji, S. P. (2021). Keterampilan Servis Bawah dalam Permainan Bola Voli. *Jurnal Pendidikan Jasmani dan Olahraga*, 14(2), 112-120.
- Setiawan, B., & Hidayati, N. (2020). Pendekatan Permainan dalam Pembelajaran Servis Bawah. *Jurnal Olahraga dan Pendidikan*, 12(1), 34-40.
- Widodo, E., & Firmansyah, R. (2021). Meningkatkan Keterampilan Servis Bawah Melalui Pendekatan Permainan. *Jurnal Penelitian Pendidikan*, 14(3), 88-95.