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Efforts to Improve Learning Outcomes of Volleyball Underwear Passing Through Audio Visual Media For Grade V Students of SDI BTN IKIP 2 Makassar

Syahril Akram^{1A-E*}, Muh. Adnan Hudain^{2B-D}, Saharullah^{3B-D}, Andi Ridwan^{4B-D}, Wahyudin^{5B-D}

^{1,2}Physical Education and Sports Study Program, Postgraduate, Makassar State University, Makassar City, Indonesia

³Sports Science Study Program, Faculty of Sports and Health Sciences, Makassar State University, Makassar City, Indonesia

⁴Elementary School Physical Education, Health and Recreation Study Program, Faculty of Sports and Health Sciences, Makassar State University, Makassar City, Indonesia

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

syahrilakramfikunm17@gmail.com^{1*}, muh.adnan.hudain@unm.ac.id², saharullah@unm.ac.id³, andi.ridwan@unm.ac.id³, wahyudin@unm.ac.id³

ABSTRACT

This study aims to determine the improvement of learning outcomes of underhand passing in volleyball games through audio-visual media for class V SDI BTN IKIP 2 Makassar. This study uses a qualitative approach and descriptive analysis qualitative. The type of research is Classroom Action Research (CAR) which is carried out in two cycles with each cycle including planning, implementation, observation, and reflection. The subjects of this study were 23 students of class V SDI BTN IKIP 2 Makassar. Data collection techniques used in this study were tests, observations, and documentation. Data analysis techniques in this study used quantitative descriptive analysis. The results of this study indicate a change in that audio-visual learning media can improve the learning outcomes of class V students in the PJOK subject of volleyball underhand passing. In the first cycle, it was shown that out of 23 students, the student's learning efforts had begun to show a significant increase because 16 students had completed it with a percentage of 69.56% and 7 students had not completed it with a percentage of 30.43%, which means that it is still far from the expected success indicator and in Cycle II there has been a very significant increase of 23 students completing it with a percentage of 100%. From these results, the research ended in cycle II because it had reached the success indicator.

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INTRODUCTION

Physical education is a planned physical activity that utilizes physical activities that have been systematically arranged to develop and improve individuals organically,



neuromuscularly, perceptually, cognitively, and emotionally, in the national education system (Walton-Fisette & Sutherland, 2018). Physical education aims to form a sporty attitude and increase emotional intelligence (Azalina et al., 2023). Physical education is one of the subjects that involves the most interesting physical activities for students because games are dominant in learning. Therefore, many students are looking forward to interesting and unique physical education learning. In the physical education process in grade V elementary school, there is volleyball game material. According to Nurdin (2021:108), volleyball is a team sport or 3 teams and is played by two teams facing each other, each team consists of 6 players separated by a net and played on a flat field with a length of 18 m and a width of 9 m. This volleyball game can be played by all genders and all ages (children and adults). According to Erianti (Astuti, 2018:55), the main objective of volleyball is to put the volleyball into the opponent's area through obstacles in the form of ropes or nets and try to win the game by putting the volleyball into the opponent's area.

Yunus' opinion (Astuti, 2018:56) is that volleyball technical skills consist of service, passing, bait (set up), smash (spike) and dam (block). In volleyball, elementary school children usually master basic movements first, for example, passing. According to M. Maryanto, Sunardi and Agus Margono (Triyana, 2015:15), underhand passing is a technique for receiving a volleyball using both arms, namely touching the ball with both hands to pass the ball to a teammate so that he can play the ball on the field or as a starting point for making an attacking shot underhand passing is done with both hands involving other body parts such as a slightly squatting leg position, the position of both arms and subsequent movements in its implementation.

It is expected that in all learning activities, students will get a good final learning score, at least they can meet the KKM, but this is different from the reality in the field. Based on the results of observations made during the volleyball learning process at SDI BTN IKIP 2 Makassar, several problems were found in students during volleyball learning, such as low student interest in learning low passes, students are still afraid when doing underhand passes, the hand position is still wrong when doing underhand passes, the body position is still wrong and the arm position is not straight when receiving the ball. These problems are certainly influenced by several factors, namely factors from the students themselves and from outside such as monotonous learning delivery, lack of use of learning media, or students' fear of trying to learn which affects unsatisfactory learning outcomes. In addition, students' ability to perform basic techniques such as passing is still very low (Juhanis et al., 2023). Based on these problems, it is necessary to improve the learning process so that these problems can be overcome.

Interest according to Hardjana (Simbolon, 2014:16) is a strong tendency of the heart towards something that arises because of a need, whether felt or not, or a desire for something particular. Perseverance and achievement can arise from curiosity. Students who like something will try hard to achieve success. Interesting learning can be done by changing the games played, introducing different activities, or utilizing available learning resources. The use of appropriate learning media by teachers can help students understand the learning process more easily and create a pleasant learning environment.

According to Wina Sanjaya (Purwono et al., 2014:130), audio-visual media is media that has elements such as sound and image elements that can be seen, for example, video recordings, slides, sound, and so on. Audio-visual media can be interpreted as a tool that can display sound images simultaneously. This media is in the form of images or sound, both of which are media that are preferred by elementary school students. By including elements of games, animation, and audiovisuals, children can be actively involved in the learning process and feel more motivated to develop their knowledge and skills (Hudain et al., 2023).

Anderson (Fitria, 2014:60) conveys several learning objectives that utilize audio-visual media, including: (a) Cognitive objectives: Audio-visual media can help develop cognitive abilities, including the ability to recognize information and provide well-coordinated responses. (b) Affective objectives: by utilizing various effects and techniques, this media can be an effective means of influencing attitudes and emotions. (c) Psychomotor objectives: this media also allows for detailed explanations of movements, either by slowing down or speeding up the display of movements according to needs. Therefore, one alternative solution is to use audio-visual aids to facilitate students' understanding of the teaching materials provided by the teacher if the material is difficult to understand.

Learning technology that is tailored to meet the needs of each student can help teachers convey knowledge and make it easier for students to understand the information presented. Audio-visual media is the best type of media to use when teaching children because it allows them to absorb and understand information more quickly, especially if it is presented in the form of animated films or cartoons. Students utilize audio-visual media, a technological tool that combines sound and moving images, to enhance their learning experience. With the help of audio-visual media, it is hoped that physical education materials, especially volleyball materials delivered by teachers, will be more easily accepted by students.

METHODS

This study uses a qualitative approach and qualitative descriptive analysis. The type of research is Classroom Action Research (CAR) which aims to improve the learning outcomes of volleyball underhand passing through audio-visual media. This research was conducted in two cycles that took place during November 2024. Each cycle was carried out with stages including planning, implementation, observation and reflection. The subjects of this study were 23 fifth-grade students of SDI BTN IKIP 2 Makassar with 14 females and 9 males.

The data collection techniques used in this study were tests, observations, and documentation. The indicator of success is if at least 75% of all students meet the KKM, namely obtaining a minimum score of 75. The data analysis technique in this study used quantitative descriptive analysis. The final results of student learning were analyzed from cognitive, affective, and psychomotor values.

RESULTS AND DISCUSSION

The use of audio-visual media to improve learning outcomes for underhand passing in volleyball is carried out starting from the pre-cycle and then given an action process in cycles I and II. At the pre-cycle stage, student learning outcomes showed that 23 students or all students had scores that did not match the success indicators, namely below the KKM so that the percentage of completion was still 0%. This means that learning is monotonous and further changes are needed to improve student learning efforts, especially for volleyball underhand passing material. Therefore, further action is needed in cycle I and it is hoped that it will show better results.

In cycle I which was carried out on November 8 and 15, 2024. The use of audio-visual media was carried out by displaying a learning video of volleyball underhand passing material combined with cartoons of playing volleyball. Based on the results of the cycle I, learning outcomes were obtained that showed an increase in the completion of learning outcomes, namely 16 students got scores above the KKM and 7 students were still incomplete. In addition, an average score of 79.82 was also obtained, the highest score was 86, and the lowest score was 70, so the completion percentage had reached 69.56%. When compared to pre-cycle data, student participation has increased. However, this result still does not meet the established success indicators, so it is continued by taking action in cycle II.

Then in cycle II which was carried out on November 22 and 29, 2024. In the implementation of Cycle II, improvements were made based on reflections from previous learning. Several improvement steps include encouraging students to be more active by involving them directly in activities, allowing students to ask questions related to practice, reprimanding students not to take actions that disturb other friends, creating a conducive classroom atmosphere and encouraging students to demonstrate good behaviour. Based on the results of cycle II, learning outcomes were obtained that had shown an increase from cycle I, namely 23 students or all of them had obtained scores above the KKM, an average score of 91.43, the highest score of 95, the lowest score of 88, and a completion percentage of 100%. Thus, audio-visual media can influence the improvement of student learning outcomes which is marked by the increase in student learning outcomes from pre-cycle to cycle II.

A comparison of the percentage of completion of learning outcomes of grade V students implemented using audio-visual media to improve learning outcomes of underhand passing in volleyball games can be seen in Table 1.

Table 1.

Percentage of Learning Outcome Completion

Phases	Total Students	The total number of students who completed	The number of students is not yet complete	Value Average	Completeness Presentation
Pre Cycle	23	0	23	69,30	0%
Cycle I	23	16	7	79,82	69,56%
Cycle II	23	23	0	91,43	100%

The diagram in Figure 1 compares the percentage of completion of the learning outcomes of underhand passing in volleyball.

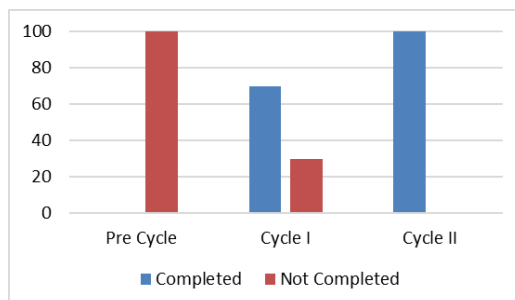


Figure 1.
Percentage of Learning Outcome Completion

Based on the results of the second cycle of research on volleyball underhand passing conducted by researchers in the physical education and health course, it can be concluded that grade V students of SDI BTN IKIP 2 Makassar can utilize audio-visual media to improve their learning outcomes. Based on the results of this study, it can be concluded that learning media provides benefits in improving student learning outcomes. Improving learning outcomes in PJOK subjects can be achieved through various methods and media that are appropriate to student characteristics. One of the important basic skills in volleyball is underhand passing. In line with the results of Nawir et al.'s research (2023), which stated that using audio-visual media improves student learning outcomes, this is evidenced by the initial condition of students who achieved KKM of only 28%, in cycle I it increased to 48% and in cycle II it reached 84% completion.

Learning media is a tool or material used to help the learning process become more effective and interesting. One of the media that has proven effective in PJOK learning is audio-visual media. This media combines elements of sound and moving images that can make it easier for students to understand the concepts and techniques taught. In the context of volleyball underhand passing learning, audio-visual media, such as video tutorials or volleyball game recordings combined with cartoons can help students see the movements directly correctly, making it easier for them to imitate and do them. So, as a teacher, the activities given to elementary school students should be activities that are mixed in the form of games so that students feel happy in doing movement activities (Arga, 2023).

According to Sanaky (Fitria, 2014) the benefits of learning media as a tool in the learning process include: (a) Learning becomes more focused on students so that it can increase student learning motivation, (b) Learning materials will be clearer and also easier for students to understand, making it easier for them to achieve learning goals optimally, (c) Learning methods that vary and do not only rely on verbal communication through words from the teacher make students not feel bored, while the teacher also does not run out of energy, (d) Students are more involved in various learning activities because they not only listen to explanations from the teacher, but are also active in doing other activities such as observing, practising, demonstrating, and so on. With guidance involving direct and practical demonstrations, elementary school students will also be more interested and actively participate (Suwardi et al., 2024).

According to Arsyad (Novita et.al., 2019:66) several criteria must be considered in determining the learning media that will be used in the teaching process. The criteria for

learning media must be following the learning objectives to be achieved. The selection of media is based on the concept that media is part of the overall instructional system.

According to Sudayono (Simbolon, 2016: 17) to evaluate how much effort students make in learning, we can measure it through aspects such as liking, attention and involvement. Varied activities can help maintain student motivation by preventing boredom caused by monotonous routines (Saharullah et al., 2024). Therefore, it is important to find ways that can be done during learning so that students are more interested and can focus on participating in learning. Learning media plays an important role in improving student learning outcomes through external factors, while internal factors come from the students themselves. Thus, researchers seek to improve the process of learning volleyball underhand passing by utilizing audio-visual media as a learning aid. The goal is to make classroom learning more active, interesting, and enjoyable, to avoid boredom. With this approach, it is expected that the time used in learning will be more effective and efficient, which ultimately results in more optimal learning.

CONCLUSION

The use of audio-visual media in volleyball underhand passing learning at SDI BTN IKIP 2 Makassar has been proven to improve student's learning achievement. With clear visualization and examples of correct movements, students find it easier to understand and practice effective underhand passing techniques. The use of this media not only makes learning more interesting but also helps students overcome difficulties in understanding abstract techniques. Consistent implementation and good evaluation will bring optimal results in improving students' sports abilities, especially in volleyball. The use of audio-visual learning media can improve students' underhand passing learning outcomes which include cognitive, affective, and psychomotor aspects, as well as students' learning efforts. This is evident from the results of the study which showed that in Cycle I, out of 23 students, there was a significant increase in learning efforts, with 16 students completing (percentage of completion 69.56%) and 7 students not completing (percentage of completion 30.43%), which is still far from the expected success indicators. However, in Cycle II, there was a very significant increase, with 23 students completing and the completion percentage reaching 100%.

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