COMPETITOR:
JURNAL PENDIDIKAN KEPELATIHAN OLAHRAGA
e-ISSN: 2657-0734 & p-ISSN: 2085-5389 ‖ Volume 17, Number 2, 2025 ‖ P.821-830

Improving the Learning Outcomes of Underhand Passing of Grade V Students of SDN Margomulyo IV in Volleyball Learning Through the Paired Ball Drill Method

Sofi Aprillia Ratna Ningsih[1A-E*], Andy Widhiya Bayu Utomo[2B-D], Budi Rachman[3B-D]

[1,2,3] Physical Education, Health and Recreation, STKIP Modern Ngawi, East Java, Indonesia

sofiaaprillia224@gmail.com[1], andywbu@stkipmodernngawi.ac.id[2], budirachman982@gmail.com[3]

ABSTRACT

This study aims to improve the learning outcomes of volleyball underhand passing through the application of the paired ball drill method to fifth-grade students of SDN Margomulyo IV. This type of research is Classroom Action Research (CAR), which is carried out in two cycles, each consisting of the planning stage, action implementation, observation, and reflection. The subjects of this study were 13 fifth-grade students. The instrument used in this study was a volleyball underhand passing practice test, which was carried out at each stage of the cycle to determine the increase in students' abilities. In the pre-cycle stage, only 2 students (15%) achieved the Minimum Completion Criteria (KKM). After the action was carried out in cycle I, the number of students who completed increased to 9 students (69%). In cycle II, all students (100%) succeeded in achieving the KKM. These results indicate that the paired ball drill method is effective in improving students' underhand passing technique abilities, because it provides opportunities for repeated, interactive practice, and allows students to provide feedback to each other. In addition, this method also increases students' motivation, self-confidence, and active participation in PJOK learning. Thus, it can be concluded that the paired ball drill method can be used as an alternative appropriate learning strategy to improve learning outcomes for basic volleyball skills, especially underhand passing techniques in elementary school students.

ARTICLE HISTORY
Received: 2025/05/21
Accepted: 2025/05/28
Published: 2025/06/15

KEYWORDS
Learning Outcomes;
Underhand Passing;
Volleyball Learning;
Paired Ball;
Drill Method.

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 : Ningsih, Sofi Aprillia Ratna; Utomo, Andy Widhiya Bayu; Rachman, Budi. (2025). Improving the Learning Outcomes of Underhand Passing of Grade V Students of SDN Margomulyo IV in Volleyball Learning Through the Paired Ball Drill Method. **Competitor: Jurnal Pendidikan Kepelatihan Olahraga**. 17 (2), p.821-830

INTRODUCTION

Education is a process that continuously occurs from the form of human adjustment that has developed physically and mentally to increase higher (Alif Junanda et al., 2022). In Law No. 20 of 2003, it is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential, self-control, personality, intelligence, and skills needed by themselves, society, nation, and state. In education, there are various branches of educational science or science and also have different aspects in each of these aspects,

Sofi Aprillia Ratna Ningsih[1A-E*], Andy Widhiya Bayu Utomo[2B-D], Budi Rachman[3B-D]
sofiaaprillia224@gmail.com[1*]

including physical, moral, emotional, intellectual and spiritual development aspects (Rahman et al., 2022). These aspects can develop well if accompanied by good and regular education from schools and the family environment, but for elementary school children, education at school certainly has a great influence on children's growth and development (Arhesa & Rudi, 2020).

Physical education, sports, and health (PJOK) is an educational process that utilises physical activity to produce holistic changes in individual quality, both in physical, mental, and emotional forms (Jumadi et al., 2021). Physical education is an educational process that is systematically planned to develop aspects of physical fitness, motor skills, critical thinking skills, social skills, emotional stability, moral actions, and healthy lifestyles (Azizah & Sudarto, 2021). Physical education plays an important role in the elementary school curriculum, with the aim of developing motor skills, physical fitness, and social values among students (Rahmawati et al., 2015). Physical education is an important component of our education system. More than just playing or exercising, Physical Education invites us to understand the value of physical health, character building, and motor skill development (Khotimah, 2020).

Volleyball is a game played by 2 teams on a field separated by a net, and each team consists of 6 people. The volleyball court is rectangular in shape with dimensions of 18 meters long and 9 meters wide (Riksandi et al., 2024). This game involves 3 touches on each team to return the ball so that it falls on the opponent's field and is declared to have one point when the ball has touched the floor (Astuti et al., 2020). Volleyball is a sport that is widely known by all levels of society, not only in education but also in society. Both men and women, from young to adult, even the elderly, all enjoy this sport (Almunawar, 2020).

There are many types of techniques in volleyball, in elementary school learning that must be mastered by students are passing, smashing, and so on (Astuti et al., 2020) Passing technique is an effort or attempt by a player by using a certain technique whose purpose is to get the ball to a friend as quickly as possible to be played on the same team's field (Suhardianto, 2019). This technique is important to master because it is often used to receive serves, help players direct the ball with precision to the setter to build attacks, and help defend the ball from opponent attacks (Ilham et al., 2022). Good and directed underhand passing has a big influence on the game of volleyball. To master underhand passing requires mastery of foot coordination and hand precision so that underhand passing can be directed and right on target (Firdaus & Fahrizqi, 2023).

Underhand passing in volleyball is one of the basic techniques that is important for students to master in physical education. This technique not only requires good motor coordination but also requires a tactical understanding of the game itself (Alkindi et al., 2021). The basic technique of underhand passing is important to master because it is useful in defence and can function as a strategy to add points for the team in achieving victory (Setia Budi, 2021). Underhand passing is a solid foundation in passing the ball accurately to teammates to start a counterattack on the opposing team (Hadi & Sudijandoko, 2022).

In volleyball, underhand passing requires the right body position and optimal

Sofi Aprillia Ratna Ningsih[1A-E*], Andy Widhiya Bayu Utomo[2B-D], Budi Rachman[3B-D]
sofiaaprillia224@gmail.com[1*]

coordination between the hands and eyes so that the underhand pass can be directed and on target. The body position in doing an underhand pass so that it is directed and on target is achieved by opening the feet shoulder-width apart, and one foot is in front of the body position leaning forward (Marzuki & Setyawan, 2023). If the body position is not right, the reception of the underhanded pass will also not be right on target. The ability to coordinate hand movements with the help of vision plays an important role in the effectiveness of returning the ball through the underhand pass movement. If there is a lack of coordination between the eyes and hands when doing an underhand pass in volleyball, the resulting movement will be stiff (Firdaus & Fahrizqi, 2023). A person is considered to have good coordination if they can move easily and smoothly. This series of movements has a well-maintained rhythm and shows the ability to carry out each movement efficiently (Wahyu Cirana, Arif Rohman Hakim, 2023).

Based on the interview results that I obtained from the fifth-grade teacher of SDN Margomulyo IV, many students have difficulty in implementing the underhand passing technique correctly. From the data that I obtained, none of the 13 students met the maximum completion criteria (KKM); only 2 students got the highest score, which was 60, while the maximum completion criteria at SDN Margomulyo IV was 75. Several obstacles that were identified included inappropriate body position and suboptimal hand-eye coordination. These challenges affect the effectiveness of volleyball learning, which in turn has an impact on low student learning outcomes in underhand passing skills.

This study focuses on improving underhand passing in grade V students of SDN Margomulyo IV through learning using the drill method. According to (Saputra & Indah, 2022), it is stated that drill is an activity of doing a certain movement repeatedly without any other movements interspersed with it. Application of the Drill Method to Improve Volleyball Underhand Passing Learning Outcomes in Grade VIII Students of SMP Negeri 03 Rambah Hilir

The paired ball drill method is one of the training techniques to improve underhand passing. In the context of the paired ball drill method, training is carried out in pairs with the aim of improving coordination, accuracy, speed, and cooperation between players (Hadi & Sudijandoko, 2022). This method not only helps in mastering basic techniques in underhand passing, but also develops responsiveness and communication skills in the game. By using the paired ball drill method, students can be more effective in improving their techniques because of direct interaction with training partners. The advantage of using the drill method is that students gain skills and proficiency in performing a movement according to what they have learned, which will create self-confidence in students who succeed in training, because of special skills that will be useful in the future (Arifin, 2023).

At SDN Margomulyo IV, students' interest in volleyball is quite high. Many students are enthusiastic about participating in volleyball sports learning. However, they still face difficulties in mastering the basic techniques of underhand passing. From the problems above, the researcher hopes that through paired ball drills, underhand passing skills can be significantly improved. With structured and repetitive training, students can develop

coordination, accuracy, and strength in passing the ball. In addition, this training can also improve communication and cooperation between teams, consistency and dedication in training, and underhand passing techniques become more accurate and effective in supporting team strategy.

METHODS

This study uses a Classroom Action Research (CAR) approach that aims to improve the learning outcomes of volleyball underhand passing through the application of the paired ball drill method. CAR was chosen because this study was carried out directly in the classroom with a focus on solving learning problems faced by teachers and students. The CAR model used refers to the Kemmis and McTaggart model, which consists of two cycles. Each cycle is carried out through four stages, namely planning, implementing actions, observing, and reflecting. The first cycle is used as a basis for seeing the initial response to the actions given, while the second cycle is carried out to perfect the learning process and optimise student learning outcomes.

The subjects in this study were all 13 fifth-grade students of SDN Margomulyo IV. The study was conducted for two cycles, each cycle consisting of two meetings. The focus of the action in this study was the use of the paired ball drill method in volleyball underhand passing technique training. The paired ball drill method involves students actively and repeatedly in basic underhand passing technique training in pairs, to improve technical skills and movement consistency.

The data collection instrument used was the underhanded passing practice test. The underhand passing practice test was used to measure student learning outcomes before and after the action was taken. Aspects assessed in the practice test include initial body posture, hand position, execution of passing movements, and accuracy of ball direction. The test was given at the end of each cycle to see the development of student skills. Observation was used to monitor the process of implementing the action and student involvement during the learning process.

The data were analysed descriptively and quantitatively by comparing student learning outcomes from pre-action, cycle I, and cycle II. The success of the action was seen from the increase in the number of students who achieved the Minimum Completion Criteria (KKM), which was 75 and the increase in the average score of the practical test results. With this design, it is expected that the paired ball drill method can significantly improve students' underhand passing skills.

RESULTS AND DISCUSSION

Results

The pre-cycle stage is carried out to determine the initial condition of students' abilities in performing volleyball underhand passing techniques before being given

Sofi Aprillia Ratna Ningsih[1A-E*], Andy Widhiya Bayu Utomo[2B-D], Budi Rachman[3B-D]
sofiaaprillia224@gmail.com[1*]

action through the paired ball drill method. At this stage, learning is still carried out conventionally, namely through theoretical explanations and demonstrations from teachers, without intensive and repeated training in pairs. The underhand passing practice test was given to all 13 students of grade V of SDN Margomulyo IV. The following are the learning outcomes from the pre-cycle stage:

Table 1.
Pre cycle

Value Range	Criteria	Amount	Percentage
>80	Completed	0	0%
75-80	Completed	5	39%
72-74	Not yet finished	0	0%
61-71	Not yet finished	8	61%
<50	Not yet finished	0	0%
Amount		**13**	**100%**

The test results showed that most students were not able to perform the underhand pass movement correctly and consistently. Many students still had difficulty with the initial position of the body, the technique of closing the hands, and the accuracy of the direction of the ball from the pass.

From the results of the practical test conducted, only 5 students (39%) achieved the Minimum Completion Criteria (KKM) that had been set, namely 75. As many as 8 students (62%) scored below the KKM. The results of observations conducted by the researcher showed that students appeared less enthusiastic and less active in participating in learning. Student activities were dominated by listening to the teacher's explanation without much opportunity to practice the movements directly. Some students appeared hesitant when doing the movements, and did not yet have good movement coordination.

The findings in the pre-cycle stage are an important basis for implementing actions in cycle I. The low achievement of learning outcomes in underhand passing indicates that a more interactive learning approach is needed, involving students actively, and providing sufficient practice opportunities. Therefore, the paired ball drill method is designed as a form of intervention to improve students' skills in underhand passing in volleyball. The results at this stage are a benchmark for the success of the actions to be carried out in subsequent cycles.

Table 2.
Cycle I

Value Range	Criteria	Amount	Percentage
>80	Completed	1	8%
75-80	Completed	8	61%
72-74	Not yet finished	0	0%
61-71	Not yet finished	4	31%
<50	Not yet finished	0	0%
Amount		**13**	**100%**

In the first cycle stage, the action taken is the application of the paired ball drill method in volleyball underhand passing learning. Learning activities begin with

Sofi Aprillia Ratna Ningsih[1A-E*], Andy Widhiya Bayu Utomo[2B-D], Budi Rachman[3B-D]
sofiaaprillia224@gmail.com[1*]

apperception and a brief explanation of the basic underhand passing technique material, followed by a demonstration by the teacher, and followed by drill exercises in pairs between students. Students are allowed to practice repeatedly so that they can understand and master the underhand passing technique correctly.

Based on the results of the practical test conducted after the action in cycle I, there was an increase in learning outcomes compared to the pre-cycle stage. Of the 13 students, 9 (69%) had achieved the Minimum Completion Criteria (KKM). The details are that 1 student (8%) obtained a score above 80, and 8 students (61%) obtained scores between 75-80. Meanwhile, there were still 4 students (31%) who had not completed with scores in the range of 61-71. No students obtained scores below 60. The average class score increased from 61.15 in the pre-cycle to 74.23 in cycle I.

The observation results showed that most students began to show increased motivation and enthusiasm in participating in learning. Students appeared more active and confident when practising underhand passing with their partners. Physical activity during learning was also more optimal because each student had the opportunity to practice directly. However, there were still some students who were not able to perform the movements properly and experienced technical errors, such as incorrect hand positions and the direction of the ball that was not yet directed.

Based on the results of reflection on the implementation of cycle I, it can be concluded that the implementation of the paired ball drill method has shown a positive impact on improving student learning outcomes. However, improvements are still needed in the implementation of learning so that the results are more optimal. Therefore, in cycle II several improvements are planned, including: (1) providing more intensive direct feedback from the teacher when students are practicing, (2) selecting training partners who are more balanced in terms of ability so that skill transfer occurs, and (3) using visual aids such as videos of passing technique movements to clarify the concept of movement. With these improvements, it is hoped that all students can achieve learning completion in the next cycle.

Table 3.
Cycle II

Value Range	Criteria	Amount	Percentage
>80	Completed	12	93%
75-80	Completed	1	7%
72-74	Not yet finished	0	0%
61-71	Not yet finished	0	0%
<50	Not yet finished	0	0%
Amount		**13**	**100%**

After reflection on cycle I, several improvements were implemented in cycle II learning. These improvements include providing direct feedback by the teacher when students are doing exercises, selecting training partners that are more balanced in terms of ability, and using visual media in the form of video displays of underhand passing techniques so that students get a picture of the correct movement. Learning still uses

the paired ball drill method, but is accompanied by more intensive reinforcement and supervision from the teacher on student techniques and skills.

The evaluation results in cycle II showed a significant increase in the achievement of volleyball underhand passing learning outcomes. Of the 13 students, 12 students (93%) obtained scores above 80, while 1 student (7%) obtained scores between 75–80. All students were declared complete, and none were in the incomplete category. Thus, the classical completion rate reached 100%, which means that all students have exceeded the Minimum Completion Criteria (KKM) that have been set. The average student score also increased compared to the previous cycle.

Observations during the learning process showed a very good increase in student activity and involvement. Students appeared enthusiastic and confident when doing underhand passing exercises in pairs. Coordination of movement, body position, and accuracy of the direction of the ball produced clear improvements. Cooperation between students in training pairs also ran effectively, providing correction and encouragement to each other. Teachers were also more active in providing technical coaching and appreciation, which had a positive impact on student motivation.

Reflection on the results of cycle II shows that the application of the paired ball drill method with action modification has succeeded in significantly improving student learning outcomes. The purpose of the study was to improve the ability of underhand passing of grade V students of SDN Margomulyo IV, through this method has been achieved. Because all students have achieved completion, no further cycles are needed. The paired ball drill method has proven effective in improving basic underhand passing skills while building students' self-confidence, cooperation, and enthusiasm in PJOK learning.

Discussion

The results of this study indicate that the application of the paired ball drill method systematically in two cycles can improve the learning outcomes of underhand passing of grade V students of SDN Margomulyo IV. This improvement can be seen from the results of the practical test, which shows an increase in the average score of students from pre-cycle to cycle II, as well as an increase in the number of students who achieve the Minimum Completion Criteria (KKM).

This finding is in line with research by Zaini et al. (2023), which shows that paired passing exercises can improve the underhand passing skills of class IXA students at SMP IT MADINA. In the study, the average score of students increased from 13.4 (less category) to 24.31 (good category) after being given treatment in the form of paired passing. Research by Afriyani et al. (2022) also supports this finding, where paired passing exercises improved the underhand passing skills of class X students of SMK S1 Pembangunan Kota Bengkulu. The average student score increased from 29.842 to 39.211 after being given paired passing exercises. In addition, research by Ashar et al. (2023) shows that the paired underhand passing method is more effective than individual training in improving the underhand passing skills of class V students of SD Muhammad

Alif Sejahtera Bontomanai, Takalar Regency. The results showed a significant increase in the group using the paired method.

Based on the results of this study and a review of previous studies, it can be concluded that the paired ball drill method is effective in improving volleyball underhand passing learning outcomes. This method provides students with the opportunity to practice repeatedly and get direct feedback from training partners and teachers, so they can improve their techniques and overall skills.

When compared to these studies, the results of this study are consistent in proving that the paired ball drill method is able to improve learning outcomes of basic underhand passing techniques. The success of this method lies in its ability to provide sufficient practice space, increase interaction between students, and provide direct feedback and opportunities to learn from mistakes repeatedly.

Pedagogically, this method also supports cooperative learning that emphasises cooperation and responsibility between students. This is relevant to the independent curriculum approach that emphasises differentiation and student activity as learning subjects. Thus, the use of the paired ball drill method is highly recommended for widespread application, especially in learning sports skills in elementary schools. PJOK teachers are expected to be able to develop adaptive and interactive learning scenarios so that students gain a more meaningful and enjoyable learning experience.

CONCLUSION

Based on the results of classroom action research conducted in two cycles, it can be concluded that the application of the paired ball drill method has proven effective in improving the learning outcomes of volleyball underhand passing in grade V students of SDN Margomulyo IV. In the pre-cycle stage, only 5 students (35%) achieved learning completion. After the paired ball drill method was applied in cycle I, the number of students who completed it increased to 9 students (69%). A more significant increase occurred in cycle II, where all students (100%) managed to achieve the Minimum Completion Criteria (KKM). These results indicate that pair training is able to create an active, collaborative learning atmosphere and provide direct feedback for students in correcting errors in movement techniques. In addition, students become more enthusiastic and confident when participating in learning because of the interaction and cooperation with their training partners. Learning also becomes more meaningful because each student has the opportunity to practice skills repeatedly with direct guidance. This success is reinforced by the findings of several previous studies, which state that pair training is effective in improving underhand passing techniques while increasing students' learning motivation. Therefore, the paired ball drill method is highly recommended for use in learning basic volleyball skills, especially to improve active participation and learning outcomes of students at the elementary school level.

REFERENCES

Afriyani, T., Sumantri, A., & Martiani, M. (2022). The Effect of Paired Passing Practice on Underhand Passing Skills in Class X Students of SMK S1 Pembangunan Kota Bengkulu. Educative Sportive-EduSport, 2022(1), 67–72. https://doi.org/https://doi.org/10.33258/edusport.v3i01.2201

Alif Junanda, H., Pasundan, S., & Dwi Triono, S. (2022). The Influence of Learning Media on the Courage of Underhand Passing in Volleyball in Deaf Students. Journal of Physical and Outdoor Education, 4(2), 122–129. https://doi.org/https://doi.org/10.37742/jpoe.v4i2.155

Alkindi, M. I., Dwi Pradipta, G., & Zhannisa, U. H. (2021). The Effect of Numbered Heads Together (NHT) and Teaching Games for Understanding (TGfU) Learning Models on Volleyball Underhand Passing Learning Outcomes in Grade XI Students at SMA N 2 Slawi. Jurnal Pendidikan Dasar Dan Menengah, 1(1), 8–14. https://doi.org/https://doi.org/10.53869/jpdm.v1i1.135

Almunawar, A. (2020). Physical Fitness Profile of Volleyball Extracurricular Students. Jurnal Olahraga & Kesehatan Indonesia, 1(1), 37–45. https://doi.org/https://doi.org/10.55081/joki.v1i1.297

Arhesa, S., & Rudi, R. (2020). Volleyball Underhand Pass Learning Model for Elementary School Age. Research Physical Education and Sports, 2(1), 44–49. https://doi.org/10.31949/jr.v2i1.2015

Arifin, Z. (2023). The Effect of Drill Method on Improving Volleyball Underhand Passing Skills. JESA: Jurnal Edukasi Sebelas April, 7(02), 157–160. https://ejournal.unsap.ac.id/index.php/jesa

Ashar, A., Rahmat, Y., & Murni, M. (2023). The Effect of Individual Underhand Passing and Pair Underhand Passing Training Forms on the Underhand Passing Ability of Volleyball Class V Students of Muhammad Alif Sejahtera Elementary School, Bontomanai, Takalar Regency. Jurnal Pendidikan Dan Konseling (JPDK), 4, 217–223. https://doi.org/https://doi.org/10.31004/jpdk.v5i4.17449

Astuti, S. I., Arso, S. P., & Wigati, P. A. (2020). Volleyball Learning. Your Analysis of Minimum Service Standards in Outpatient Installations at Semarang City Hospital (Vol. 3).

Azizah, A. R., & Sudarto, E. P. (2021). Interest in Participating in Volleyball Extracurricular Activities of Students of SMP Negeri 3 Satu Atap Karangsambung, Karangsambung District, 2019/2020 Academic Year. JUMORA: Jurnal Moderasi Olahraga, 1(1), 35–44. https://doi.org/https://doi.org/10.53863/mor.v1i01.132

Firdaus, V. R., & Fahrizqi, E. B. (2023). The Relationship Between Arm Muscle Strength and Eye-Hand Coordination with Underhand Passing Ability in Volleyball Extracurricular Participants of SMA Negeri 2 Kalianda. Journal of Physical Education (JouPE), 4(1), 8–13.

Hadi, A. N., & Sudijandoko, A. (2022). The Effect of Paired Passing and Free Passing Training on the Underhand Passing Ability of Junior High School Students in Tugu Cerme Village, Gresik. Jurnal Kesehatan Olahraga, 10(02), 45–52.

Ilham, F., Shiddiq, A., & Rahayu, T. (2022). Contribution of the Personalised System for Instruction (PSI) Model to Students' Volleyball Underhand Passing. Jurnal Olahraga Dan Kesehatan Indonesia (JOKI), 3(1), 24–31. https://doi.org/https://doi.org/10.55081/joki.v3i1.777

Jumadi, F., Laksana, A. A. N. P., & Prananta, I. G. N. A. C. (2021). The Effectiveness of Physical Education Learning on Basic Underarm Passing Techniques in Volleyball Games Through Online Media during the Covid-19 Pandemic. Jurnal Pendidikan Kesehatan Rekreasi, 7(2), 423–440. https://doi.org/10.5281/zenodo.5027642

Khotimah, N. (2020). Application of the Drill Method to Improve Volleyball Passing Skills of Students of SMPN 4 Tapung Hilir. JETE: Journal of Education and Teaching, 1(1), 16–0. https://doi.org/http://dx.doi.org/10.24014/jete.v1i1.7895

Marzuki, G. A., & Setyawan, A. (2023). Application of Game Methods in Improving Elementary School Students' Volleyball Underhand Passing Techniques. PANDU : Jurnal Pendidikan Anak Dan Pendidikan Umum, 1(2), 58–63. https://doi.org/10.59966/pandu.v1i2.126

Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Definition of Education, Educational Science and Elements of Education. Al Urwatul Wutsqa: Kajian Pendidikan Islam, 2(1), 1–8.

Rahmawati, I. L., Hartono, H., & Nugroho, S. E. (2015). Development of formative assessment to improve students' self-regulation skills on the theme of temperature and its changes. Unnes Science Education Journal, 4(2), 843–850.

Riksandi, S., Permadi, A. A., & Arifin, Z. (2024). Improving underhand passing skills through paired drills in volleyball. Jurnal Porkes, 7(1), 146–156. https://doi.org/10.29408/porkes.v7i1.24008

Saputra, I., & Indah, D. (2022). Application of the Drill Method to Improve Volleyball Underhand Pass Learning Outcomes in Class VIII Students of SMP Negeri 03 Rambah Hilir. Journal Sport Rokania, 2(1), 76–85. https://doi.org/https://doi.org/10.56313/jsr.v2i1.143

Setia Budi, A. (2021). The Effect of Underhand Passing Practice to the Wall and in Pairs on Volleyball Skills of Extracurricular Students at SMP Negeri 13 Tanjung Jabung Timur. Indonesian Journal of Sport Science and Coaching, 03(02), 45–52. https://doi.org/https://doi.org/10.22437/ijssc.v3i2.15626

Suhardianto. (2019). Improving Learning Outcomes of Underhand Passing in Volleyball Games Through Wall Media Learning for Class VIII Students of Smp Negeri 13 Makassar. Exercise : Journal of Physical Education and Sport, 1(1), 25–33. https://doi.org/10.37289/exercise.v1i1.21

Wahyu Cirana, Arif Rohman Hakim, U. N. (2023). Volleyball Smash Skills in Male Athletes Aged 13-15 Years of the Vita Solo Volleyball Club in 2020. Jurnal Ilmiah Penjas, 7(1), 1–10.

Zaini, M., Betty, J., & Jusuf, K. (2023). The Effect of Paired Passing Training on Underhand Passing Skills in Volleyball. Journal Olahraga ReKat (Rekreasi Masyarakat, 2(2), 44–55.