



Efforts to Improve Volleyball Lower Passing Through Paired Drill in STKIP PGRI Bangkalan Students

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ABSTRACT

This study aims to improve the lower passing ability of volleyball class 2021 students at STKIP PGRI Bangkalan through the paired drill method. The background of this study is the low mastery of basic lower-level passing techniques, such as body position, arm contact, and the direction of the ball's bounce. This study used a class action approach, which was carried out in two cycles. In the initial condition (pre-action), the average student score was 62.6, with most of them in the sufficient and insufficient categories. After the action in Cycle I, the average score increased to 72.4, with more students in the good and very good categories. In Cycle II, there was a more significant increase with the average score reaching 82.1, and all students were at least in the sufficient category. The results show that the paired drill method is effective in improving the ability of lower passing, because it increases the intensity of practice, provides immediate feedback, and fosters cooperation and concentration between students. The implication of this study emphasizes the importance of using the paired drill method.

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INTRODUCTION

Volleyball is a team sport that requires solid team coordination and good mastery of basic techniques. Volleyball is a type of sports game played by two teams, where each team consists of two to six players. This game takes place on a field measuring 9 square meters for each team, which is separated by a net in the middle (Kamadi, 2020). The goal of the volleyball game is to direct the ball over the net so that it can touch the floor in the opponent's field area, while preventing the ball from the opponent from touching the floor in its area (Lubis & Agus, 2017). Therefore, in order for a team to play compactly, each player needs to master the basic techniques of volleyball individually (Keswando, Sistiasih, & Marsudiyanto, 2022). Volleyball is one of the sports that requires teamwork and good mastery of basic techniques, one of which is lower



passing. Lower passing is a basic technique that is very important in receiving and controlling the ball from opponents and teammates. However, based on initial observations of STKIP PGRI Bangkalan students, the ability to pass down is still relatively low. This can be seen from the less precise direction of the ball, as well as the control that has not been maximized when receiving the ball from the opponent.

This technique is used to receive serves, attack balls, or wild balls coming from the opponent. The bottom pass is the foundation in building an effective attack, because a good first pass will make it easier for teammates to set up or smash. Mastery of basic passing techniques in volleyball is mandatory for every player because volleyball games generally involve a lot of passing before the ball is smashed (Samsudin & Rahman, 2016). Unfortunately, based on the results of observations of STKIP PGRI Bangkalan students who take volleyball game courses, it was found that their passing skills were still relatively low. This is characterized by a lack of accuracy in the direction of the ball, a posture that does not match the technique, and unstable ball control. Some students also seem not to understand the basic principles of correct passing techniques, such as foot position, hand attitude, and the right time to make contact with the ball. Therefore, teachers are required to have creativity in delivering volleyball lower passing material, so that learning objectives can be achieved. A teacher or coach must also be able to choose and apply appropriate learning methods (Sulastri, 2019). The passing technique in volleyball emphasizes accuracy when making passes (Bernike, Siregar, Rahman, & Affandi, 2024). This low skill, if left unchecked, will certainly affect the effectiveness of the team's overall play, and reflects that the learning process of basic techniques still needs to be improved through a more appropriate training approach.

One training method that has proven effective in improving basic technical skills is paired drills. These drills are repetitive and structured, where two people practice together directly and give each other feedback. In the context of lower passing, paired drills allow students to focus on repetition of technique with high intensity and more observable control. It also provides opportunities for students to learn from their partner's mistakes, improve concentration, and foster a sense of responsibility and cooperation. In addition, paired drills are able to create an interactive and more fun training atmosphere, thus encouraging students to be more active in learning. The drill method is a form of practical exercise that is carried out repeatedly and continuously in order to obtain skills and dexterity in the application of knowledge that has been learned (Fanani, 2020). This exercise provides an opportunity for students to practice techniques repeatedly with a partner, so that they can correct mistakes directly and improve skills gradually. In the implementation of the drill method, no other movements are allowed outside the technique being practiced (Erwin, Rahmad, & Sanusi, 2019). In practice, the two students practicing together not only function as performers of the technique but also as observers and feedback providers.

This study aims to examine the effectiveness of the paired drill method in improving volleyball lower passing skills in STKIP PGRI Bangkalan students. Lower passing is an important basic technique in volleyball games, but there are still many

students who have difficulty in controlling the ball and maintaining movement stability. This shows the need for a more systematic and interesting training method. Paired drills are considered effective because they allow for consistent repetitive practice, provide room for immediate correction, and encourage cooperation and communication between players. In addition to technical skill improvement, this method also strengthens the affective and social aspects of learning. It is hoped that the results of this study can be a reference in developing volleyball learning strategies in the university environment.

METHODS

This study used a quantitative approach with the method of classroom action research (PTK), which was conducted in two cycles. Each cycle consists of planning, action implementation, observation, and reflection (Mustafa, et al., 2022). This research is a class action research (PTK) which aims to improve the ability to pass under volleyball through the paired drill training method. Classroom action research was chosen because it is suitable for solving real problems faced by students in the context of learning sports practices, especially in terms of basic volleyball techniques. Thus, a thorough understanding of the practice and context of its implementation can be obtained more deeply (Arif & Oktafiana, 2023). Through a classroom action approach, researchers can directly evaluate the effectiveness of the paired drill strategy, adjust the form of exercise, and respond to the dynamics of learning contextually. Thus, this research not only produces quantitative data in the form of improved passing scores but also provides reflective insights that can be used as a reference in the development of sports skill teaching methods at the tertiary level.

The population in this study were STKIP PGRI Bangkalan students. While the sample used is purposive sampling, which is a sampling technique based on certain considerations from the researcher, namely students who have basic lower passing skills that are still classified as low based on the results of initial observations and skills tests. The instruments in this study were prepared with the aim of collecting accurate and relevant data on the improvement of lower passing skills through paired drills. The observation sheet contains several aspects of assessment, including: (1) body position when receiving the ball, (2) hand and arm position, (3) coordination of body movements, and (4) direction and accuracy of the passing ball. In addition, a skill test instrument is also used in the form of an assessment of the practice of lower passing, which is carried out directly in the field (Riksandi, Permadi, & Arifin, 2024).

Table 1.
Lower Passing Test Scoring

Boys	Girls	Score
>47	>45	5
40-46	37-44	4
27-39	21-36	3
17-26	13-20	2
<16	<12	1

Data collection techniques in this study used several complementary methods, namely: observation, skill tests, and documentation. The data analysis technique used in this research is quantitative descriptive analysis, which aims to describe changes in students' lower passing skills from cycle to cycle based on observation and test data. Each observation and skill test results were collected, and then the overall average score of the participants in each cycle was calculated. The score was converted into a percentage form for easy interpretation.

RESULTS AND DISCUSSION

This chapter presents the results of research on efforts to improve lower passing skills in volleyball games through the application of the paired drill method for STKIP PGRI Bangkalan students. The research data were obtained from observations, skill tests, and documentation conducted before and after treatment of paired drill exercises. The results displayed include the average value of the lower passing ability at the pre-action (pre-test) and post-action (post-test) stages, as well as an analysis of the improvements that occur. The presentation of this data aims to illustrate the effectiveness of the paired drill method in improving students' lower passing skills. Number of subjects: 24 students. Research type: Classroom Action Research (PTK). Design: Two cycles with stages of planning, implementation, observation, and reflection. Objectives: To improve students' volleyball lower passing skills through paired drill training.

Table 2.
 Recapitulation of Average Value of Lower Passing per Cycle

No	Cycle	Average	Category	Description
1	Pre-Action	62,6	Fair	Many students have not mastered the technique
2	Cycle I	72,4	Good	Here is an increase, but it is not evenly distributed
3	Cycle II	82,1	Very Good	The majority of students have mastered the technique

Table 3.
 Category Distribution of Lower Passing Ability per Cycle (N = 24)

No	Cycle	Average	Category	Description
1	Category	Pre-Action	Cycle I	Cycle II
2	Very Good	0 (0%)	4 (17%)	12 (50%)
3	Good	4 (17%)	10 (42%)	11 (46%)
4	Fair	12 (50%)	8 (33%)	1 (4%)
5	Less	8 (33%)	2 (8%)	0 (0%)
Total		24 (100%)	24	24

Pre-Action

In the initial condition, most students (83%) were in the fair and poor categories. This shows that their lower passing skills are still not optimal. Some common mistakes include improper body position, arms not straight, and a lack of control over the direction of the ball.

Cycle I

After providing action through paired drill exercises, the average score increased from 62.6 to 72.4, and the percentage of good and very good categories rose to 59%.

However, there were still students in the fair and poor categories, which showed that the technique had not been mastered thoroughly.

Cycle II

After learning improvements in Cycle II (with an emphasis on knee, arm, and ball contact time techniques), the results improved significantly. The average score rose to 82.1, and 96% of students were in the good and very good categories. There were no more students in the poor category.

Discussion

This research is motivated by the low ability of basic volleyball lower passing techniques of 2021 students. Based on initial observations, many students do not understand basic techniques correctly, such as body position when receiving the ball, arm contact, and the direction of the ball's bounce. Therefore, learning actions were carried out using the paired drill method through two cycles to improve these abilities.

Improvement of Students' Skills

In the initial condition (pre-action), the average score of students was 62.6, and most of them were in the sufficient (50%) and insufficient (33%) categories, which showed that their skills were still weak. After the application of paired drill exercises in Cycle I, there was an increase in the score to 72.4, and students who were in the good and excellent categories rose to 59%. This shows that the paired drill method began to have a positive influence on improving technique.

In Cycle II, with improvements in learning implementation such as clearer demonstrations, more intensive technique correction, and increased frequency of practice, the average score increased to 82.1. The excellent category rose to 50%, and there were no more students in the less category, signalling the success of the action.

Effectiveness of Paired Drill

The application of the drill training model is an effective approach to improving the lower passing technique in volleyball. Through repetitive and disciplined exercises, students can correct motion errors and form more skilful motor habits (Yulianti, Ningsih, & Dhona, 2024). The paired drill method is proven to be effective because:

1. Increases the intensity of the exercise without waiting too long for a turn.
2. Provides immediate feedback between partners so that technical corrections can be made instantly.
3. Fosters cooperation and concentration, as both students are active in the learning activities.

Practice is done repeatedly with the same technique, making students remember and master the lower passing movement faster automatically. This approach also encourages active learning and deep familiarization with basic volleyball techniques.

Implications for Learning

The results of this study provide evidence that the use of appropriate, hands-on practice-based methods can significantly improve students' sports skills. Paired drills are very suitable for learning basic techniques, especially for classes with a small

number of participants. The use of paired drills in volleyball lower passing training is an effective method to hone basic technical skills optimally (Riksandi, Permadi, & Arifin, 2024). It also reinforces the principle that motor skills in sport require intensive repetition, observation and direct correction, not just theory.

CONCLUSION

Based on the results of the study, it can be concluded that the paired drill method is effectively able to improve students' lower passing skills as shown through an increase in the average score from 62.6 to 82.1, accelerate mastery of techniques through structured and collaborative exercises, and make a positive contribution to physical education learning strategies that emphasize the importance of direct practice in mastering basic motor skills, especially in basic volleyball techniques.

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