

Efforts To Improve Down Passing With The 3 On 3 Game Approach Method at SMP Negeri 13 Palembang

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ABSTRACT

This study aims to improve underhand passing skills in volleyball games through the 3-3 game approach method for seventh-grade students of SMP Negeri 13 Palembang. This study uses the Classroom Action Research (CAR) method of the Kemmis and McTaggart model, which is implemented in two cycles. Each cycle consists of planning, action implementation, observation, and reflection stages. Data were collected through underhand passing skills tests, student activity observations, and activity documentation. The results showed a significant increase in students' underhand passing skills. The percentage of learning completion increased from 32% in the initial observation to 68% in cycle I, and finally reached 84% in cycle II. These findings indicate that the 3 on 3 game approach method is effective in improving students' underhand passing skills.

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

Physical Education, Sports, and Health (PJOK) has an important role in shaping the character, motor skills, and sportsmanship of students and to improve students' physical fitness (speed, strength, balance, coordination and endurance), smooth the blood circulation system, develop basic movement skills and foster an attitude of sportsmanship, discipline and responsibility among students. Through physical education, it is hoped that students can gain various experiences to express personal impressions that are fun, creative, innovative, skilled, improve and maintain physical fitness and understanding of human movement.

In the PJOK curriculum structure, one of the modified materials is volleyball. Within the framework of the PJOK curriculum, volleyball is also included in the category of main material for large ball games. To be able to play this volleyball game, there are at least

two basic techniques that are very fundamental to master, namely, service and passing. Other basic techniques in volleyball are smash and block. In volleyball, the underhand passing technique is a skill that students must master in order to be able to control the ball well in a match situation. Therefore, it is necessary to compile a modified learning media, especially for volleyball games with underhand passing material. A fun volleyball game modification so that students can play and learn at the same time, and are expected to be able to control the ball well in a match situation. The game modification in question is the 3 on 3 game.

The 3 on 3 game is a volleyball game that is modified in such a way from the number of players, the size of the field and the height of the net with the aim of improving students' ability to do underhand passing in volleyball (Indriyani, 2011). With this game modification, in addition to aiming to increase the active participation of students during the volleyball underhand passing learning material at school, which is ultimately expected to improve students' skills in doing underhand passing in volleyball. Learning designed in the form of a game aims to fulfil the desire for movement, which contains elements of learning. The use of game modifications in learning can create a fun teaching and learning process and achieve the objectives of the learning.

Based on the results of initial observations in class VII of SMP Negeri 13 Palembang, it is known that most students have difficulty in doing underhand passing correctly. Common mistakes that occur include an unstable body position, inappropriate hand techniques, and a lack of coordination and accuracy in directing the ball. Based on these problems, researchers are interested in finding a way out so that students can follow the volleyball game material enthusiastically and correctly. Researchers want to apply a volleyball game modification method through a Classroom Action Research (CAR) and a more innovative and effective learning approach.

One of the methods chosen to overcome this problem is the 3 on 3 game approach. The 3 on 3 game in volleyball provides more opportunities for each student to interact with the ball, improve ball touch, and accelerate mastery of basic techniques. This approach also fosters teamwork, communication, and understanding of simple tactics in the game. Previous studies have shown that the application of the 3 on 3 game can significantly improve volleyball underhand passing learning outcomes. A study of grade V Elementary School students found that through the 3 on 3 game, the completion of underhand passing learning outcomes reached 82% which is classified as high in the completion classification (Hanief et al., 2018).

Previous studies, such as those conducted by Lubis et al. (2018), have shown that the demonstration method can significantly improve volleyball underhand passing skills, from 38% to 88% completion after two cycles of action. This strengthens the hypothesis that a direct activity-based approach and small game practice are very effective in improving learning outcomes for basic technical skills.

Based on this background, this study aims to improve the volleyball underhand passing skills of grade VII students of SMP Negeri 13 Palembang through the 3 on 3 game approach method.

METHODS

The method is the main way used to achieve a goal, for example, to test a series of hypotheses, using certain techniques and tools. The main method is used after the investigation takes into account its reasonableness in terms of the purpose of the investigation and the situation of the investigation. Because the definition of the investigation method is broad, it usually needs to be explained more explicitly in each investigation. This study uses the Classroom Action Research (CAR) method of the Kemmis and McTaggart model. The research was carried out in two cycles, with each cycle including four stages, namely planning, implementing actions, observation, and reflection.

Research Subjects

The subjects of the study were 25 students of class VII of SMP Negeri 13 Palembang in the 2024-2025 academic year.

Data Collection Techniques

1. Underhand passing skills test: Assessment based on indicators of body position, hand technique, ball direction, and passing accuracy, which aims to improve player skills, improve passing accuracy, improve consistency and ball control.
2. Observation: Conducted on student activities during the learning process using observation sheets, which aim to collect data and information directly regarding student techniques and abilities in the learning process
3. Documentation: the process of recording, recording, or collecting data and information in the form of writing, photos, videos, or other formats to support data analysis.

Data Analysis Techniques

Data analysis in this study was conducted descriptively quantitatively, namely by processing and interpreting numerical data from the results of the volleyball underhand passing skills test carried out by students. The purpose of this analysis is to determine the level of achievement of students' skills in doing underhand passing, as well as to assess the success of learning based on the minimum completeness criteria (KKM) that have been set.

In the context of this study, KKM is set at 75. Students who get a score equal to or more than 75 are considered "complete", while those who get a score below 75 are considered "incomplete". The study is considered successful if at least 75% of students achieve learning completeness, namely getting a score of 75 or more on the skills test. The benefits of this data analysis are that teachers or trainers can determine the effectiveness of the learning methods used, provide specific feedback to students who have not completed the course, develop remedial learning strategies for students who have not achieved the KKM, and make improvements to the learning implementation plan (RPP) if necessary.

RESULTS AND DISCUSSION

Result

Initial Conditions

Before conducting learning actions or interventions in the form of underhand passing skills training, the researcher conducted initial observations of students'

abilities in basic volleyball techniques. Based on the results of the initial test before the action, only 8 students (32%) achieved minimal completion, while 17 students (68%) had not achieved completion. This condition indicates that most students have not mastered the basic underhand passing technique optimally. This is thought to be caused by several factors, such as minimal basic motor skills training, lack of technical understanding, and low student motivation to learn about the volleyball game material.

By looking at these initial conditions, it is necessary to carry out more structured, systematic learning actions that focus on mastering the basic underhand passing technique, so that students can improve their skills and achieve the expected learning completion. And students need learning interventions to improve the basic underhand passing technique.

Results of Cycle I

In cycle I, the 3 on 3 game approach method began to be applied to provide a more applicable learning experience to students. In this approach, students are divided into small groups, each consisting of three players, who play on a mini volleyball court. This game approach aims to:

1. Improve teamwork and communication between players in the game.
2. Provide real-life situations that motivate students to practice underhand passing skills in the context of the game.
3. Help students better understand the role of underhand passing in the flow of a volleyball game.

In the early stages of the cycle, students are introduced to simple 3 on 3 game rules and are advised to focus on mastering underhand passing techniques. During the game, the teacher or coach provides direct feedback, corrects students' inappropriate techniques, and provides motivation so that they can work together better in a team.

Cycle I Observation Results

1. Number of students who completed (score ≥ 75): 17 students (68%)
2. Number of students who did not complete (score < 75): 8 students (32%)
3. Average class score: 70.5

At the end of cycle I, student learning completion increased to 68%, which shows progress compared to the initial conditions (where only 30% of students completed). However, these results have not met the established success criteria, which is a minimum of 75% of students completing. Based on reflection, it was found that some students still had difficulty with hand coordination and passing direction, as well as a lack of consistency during the game.

Results of Cycle II

In cycle II, action improvements were made based on the results of reflection from cycle I. Based on the previous analysis, several aspects that needed to be improved were:

1. Strengthening basic techniques: Some students still had difficulty with basic techniques, especially in terms of hand locking and body position when

receiving the ball. Therefore, improvements were focused on strengthening these techniques.

2. Variations in the 3 on 3 game: To add challenges and enrich students' learning experiences, variations of the 3 on 3 game were applied, with an emphasis on more dynamic game situations and the use of underhand passing techniques in various scenarios.

Cycle II Planning

To ensure that improvements are effective, the following steps are implemented in cycle II planning:

1. More detailed demonstration: The teacher provides a more in-depth and detailed demonstration of the basic underhand passing technique, with an emphasis on correct hand locking, stable body position, and supporting foot movements.
2. Use of 3 on 3 game variations: The 3 on 3 game is made more varied, such as adding several new rules, such as requiring each team to make an underhand pass before attacking. Training focuses on students who have not completed: Students who have not completed cycle I are given more attention with individual training and intensive repetition of basic techniques.

Implementation of Cycle II

The implementation of learning in cycle II involves two meetings, where the main focus is:

1. Warm-up and basic training: Each session begins with a warm-up sufficient to prepare students physically, followed by basic underhand passing technique training.
2. Detailed demonstration: The teacher provides a more detailed demonstration of the correct technique, with an emphasis on aspects that were still weak in the previous cycle, such as hand locking and body position.
3. 3 on 3 game variations: Students return to playing in small groups of 3 on 3, but this time with additional rules that require underhand passes to be done more often, and each team must try to make underhand passes that are directed to the target.
4. Providing direct feedback: The teacher provides direct feedback, providing individual corrections to students who need technical improvement.

Table 1.

Recapitulation of Learning Outcomes

Cycle	Number of students	Student Completed	Student not completed	Percentage of Completion
initial Observation	25	8	17	32%
Cycle I	25	17	8	68%
Cycle II	25	21	4	84%

Based on the table above, it can be seen that there is an increase in the ability to pass the volleyball through the application of the throw-catch method. More details can be seen in the following table:

Table 2.

Results: Average value and percentage of completion of Upper Passing

Description	Pra Cyclus	Cyclus 1	Cyclus 2
Average value	12	22	30
Percentage of completion	49%	63%	85%

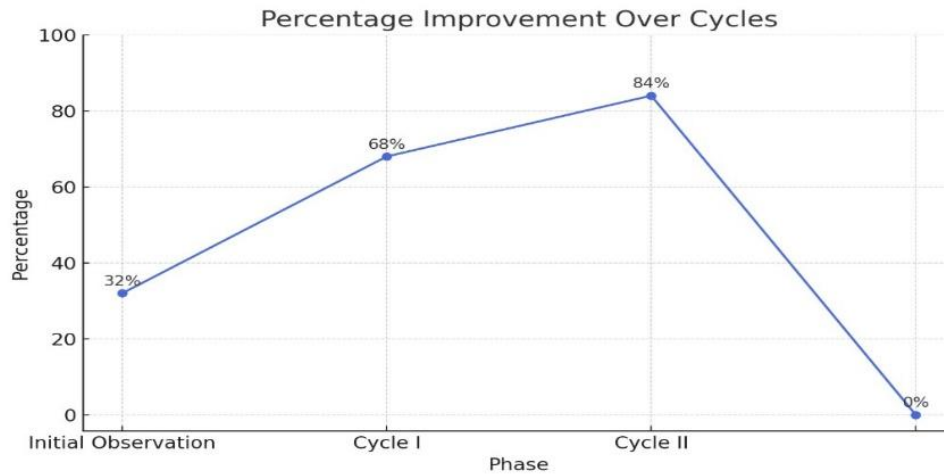


Figure 1.
Completion Improvement Graph

Discussion

In Cycle I, the approach applied was the 3 on 3 game method, where students were divided into small groups to play in simpler matches. This approach aims to provide a more applicable experience, so that students can directly relate the underhand passing technique to real game situations. The results of Cycle I showed an increase in student learning completion. Student completion increased to 68%, which means that 17 students completed and 8 students had not completed. Although there are still some students who have not reached the Minimum Completion Criteria (KKM), these results show significant development compared to the initial conditions (only 30% of students completed).

Several factors that support this increase are:

1. The application of the 3 on 3 game which provides practical experience in the context of a real game. This increases student motivation and makes them more enthusiastic about practising.
2. The use of a game approach that makes students focus more on teamwork and increases their understanding of the importance of underhand passing in volleyball.

However, some things still need to be improved in Cycle I, such as:

1. There are still students who have difficulty in basic techniques, especially in locking hands and correct body position when doing underhand passes.
2. The lack of focus of some students affects the quality of their training and games, so that even though they are involved in activities, their techniques are not optimal.

Based on this, improvements in Cycle II need to be made to improve student learning completion, with a focus on strengthening basic techniques and variations in training.

In Cycle II, improvements were made based on the results of reflection from Cycle I. One of the main changes was an increase in strengthening basic techniques through more detailed demonstrations and the use of more dynamic 3 on 3 game variations. In Cycle II, student learning completion increased to 84%, with 21 students completing and only 4 students not completing. The average class score also increased to 82.6, which showed significant improvement compared to Cycle I.

Some factors that caused the improvement were:

1. More detailed demonstration: The teacher provided a more in-depth explanation and demonstration of the underhand passing technique, especially the correct hand lock and body position. This gave students a clearer understanding and helped them correct incorrect techniques.
2. Variation of the 3 on 3 game: The variation of the game provided new challenges for students, where they had to integrate the underhand passing technique in a more competitive and fast-paced game situation. This variation not only made students more involved but also improved their ability to adapt the technique in the game.
3. Individual and remedial training: Students who had not completed the game were given additional training and special attention. This remedial training proved effective in helping students who had difficulty because they had the opportunity to practice more intensively.

However, despite the significant improvement, there were still 4 students who had not reached the KKM. This shows that further training and intensive mentoring for these students are still needed to achieve optimal results.

Comparison of Cycle I and Cycle II

The comparison between Cycle I and Cycle II shows clear progress in learning the skill of underhand passing:

1. Learning completion: In Cycle I, students' learning completion was 68%, while in Cycle II, it increased to 84%. This shows a significant increase in students' mastery of the technique.
2. Average score: The average class score in Cycle I was 70.5, while in Cycle II it increased to 82.6. This shows that the quality of students' underhand passing skills has also improved overall.
3. Technique improvement: In Cycle I, students still had difficulty with several aspects of basic techniques, such as body position and hand locking. However, after improvements and strengthening of the technique were made in Cycle II, students were better able to master the technique well, as reflected in better test results.

These results are in line with previous studies showing that small game-based learning is effective in improving basic motor skills and performance in volleyball.

CONCLUSION

Based on the results of the implementation of cycle I and cycle II, it can be concluded that the application of the 3 on 3 game approach in learning volleyball underhand passing skills has a positive impact on improving students' skills. Some of the main findings that can be taken from this study are: Increased learning completeness. In Cycle I, students' learning completeness reached 68%. After improvements in Cycle II, learning completeness increased significantly to 84%, exceeding the set KKM. The average value also increased from 70.5 to 82.6. Improved technical skills. Students showed significant development in underhand passing techniques, especially after being given detailed demonstrations and variations of the game. Motivation and teamwork. The 3 on 3 game approach not only improves technical skills but also strengthens teamwork and student motivation in learning. Challenges and follow-up. Although most students have completed it, some students still need remedial training to achieve KKM. Therefore, the 3 on 3 game approach method has proven effective in improving the underhand passing skills of grade VII students of SMP Negeri 13 Palembang.

ACKNOWLEDGMENT

PJOK teachers are advised to use small game variations such as 3 on 3 routinely in volleyball learning because it has proven effective in improving underhand passing skills and students' learning motivation. Students who have not reached the Minimum Completion Criteria (KKM) need to get additional training or special guidance in order to improve their basic techniques. In addition, the use of game variations and visual learning media such as demonstration videos can help students better understand the correct techniques. Continuous evaluation is also important to ensure that skill improvement takes place optimally.

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