

## Improving Service Learning Outcomes In Volleyball Games Through the Strategy of Hitting Training For Students of Grade VI of West Bobo Dolo State Elementary School, Sigi Regency

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### ABSTRACT

This study aims to improve the learning outcomes of the upper service in volleyball through the application of a hitting practice strategy to sixth-grade students of Bobo Dolo Barat Elementary School, Sigi Regency. This study is a classroom action research (CAR) conducted in two cycles, each consisting of planning, action implementation, observation, and reflection. The subjects of the study were 12 students, consisting of 6 male students and 6 female students. The research instruments included observation sheets for teacher and student activities and an upper service skill test. The results showed an increase in the average student learning outcomes from 63.33 in cycle I to 83.33 in cycle II, as well as an increase in classical completeness from 58.33% in cycle I to 100% in cycle II. The application of the hitting practice strategy proved effective in improving students' upper service skills.

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

Volleyball is a team sport that is widely enjoyed and played by various levels of society, both in urban and rural areas. This game is not only popular among professional athletes, but is also part of physical education lessons in schools. According to Ahmadi (2007), volleyball is a game played by two teams, each trying to hit the ball over the net and land it on the opponent's court to score points. In an educational context, volleyball plays an important role in developing students' motor skills, teamwork, and sportsmanship (Suharno, 2010).

One of the basic techniques that plays a crucial role in volleyball is the overhand serve. This technique is used to initiate play by directing the ball from the service area to the opponent's area with a certain amount of power and precision. According to Suharno (2010), an overhand serve requires good coordination between the hands, feet, and eyesight, as well as arm and shoulder muscle strength to produce an optimal shot. Without a good mastery of overhand serve techniques, a team will struggle to control the game and create attacking opportunities.

Based on initial observations at Bobo Dolo Barat Elementary School, sixth-grade students' overhead serve skills remain low. Many students struggle with the run-up, contact, and control of their shot power. Common errors include the ball not crossing the net, going out of bounds, and shots lacking power. Initial skills tests showed that most students had not yet achieved the minimum passing criteria (KKM) set by the school. This indicates the need for improvements in the overhead serve learning process.

The low learning outcomes for upper service can be caused by several factors. First, the learning methods used tend to be conventional, with teachers providing only brief explanations and examples, and then asking students to practice the movements repeatedly without any variation in the exercises. However, according to Mulyasa (2011), effective learning must be active, creative, innovative, and enjoyable to motivate students to learn. Second, the lack of variation in the exercises causes students to quickly become bored and lose focus during the lesson.

To address these issues, appropriate learning strategies are needed, one of which is a hitting practice strategy. According to Harsono (1988), systematic, programmed hitting practice can improve hitting technique in volleyball. This strategy focuses on repeating the correct uppercut movement, allowing students to refine their technique, increase their power, and better control the direction of the ball. Previous research by Rahayu (2020) also showed that intensive hitting practice can significantly improve uppercut skills in elementary school students.

Based on the description, this study aims to improve the learning outcomes of the upper serve through the application of hitting training strategies to sixth-grade students at Bobo Dolo Barat Elementary School in Sigi Regency. The results of this study are expected to provide input for physical education teachers in implementing more varied and effective training methods, thereby improving students' volleyball skills.

## **METHODS**

### **Types of research**

This research is a Classroom Action Research (CAR) conducted to improve the learning process and increase student learning outcomes in the upper service skill in volleyball. The CAR model used refers to the Kemmis and McTaggart model, which consists of four stages: planning, acting, observing, and reflecting. This model was chosen because it provides teachers with the opportunity to continuously improve learning based on the evaluation results from the previous cycle (Kemmis & McTaggart, 1988).

## Research Design

This research was conducted in two cycles, each consisting of four implementation stages. In the planning stage, the researcher developed a Lesson Implementation Plan (RPP), prepared research instruments, and prepared the necessary infrastructure. In the implementation stage, the teacher implemented the stroke training strategy outlined in the RPP. This strategy emphasized repeating the upper serve movement in stages, starting with the initial technique, contacting the ball, and ending with the final movement.

Next, in the observation phase, researchers and collaborators observe the learning process using teacher and student activity observation sheets. These observations aim to identify strengths and weaknesses during the learning process. In the reflection phase, researchers and collaborators discuss the observation results to determine improvements needed for the next cycle.

## Population and Sample

The research subjects were 12 sixth-grade students at Bobo Dolo Barat Public Elementary School in Sigi Regency, consisting of 6 boys and 6 girls. The research subjects were selected using total sampling, with all class members serving as the sample. This selection was based on the consideration that the number of students was relatively small and had heterogeneous ability levels.

## Data collection technique

Data was collected through two main methods, namely:

- 1) Observations are used to observe teacher and student activities during the learning process. These observations include student engagement, the accuracy of movement techniques, and student responses to hitting practice strategies.
- 2) A skills test is used to measure students' service learning outcomes at the end of each cycle. This test assesses the approach, ball contact, and shot result based on a predetermined assessment rubric.

## Research Instruments

The research instruments consist of:

- 1) The teacher's activity observation sheet records the implementation of learning according to the lesson plan and the hitting practice strategy.
- 2) The student activity observation sheet records student participation, enthusiasm, and accuracy of movement.
- 3) The service skills assessment rubric assesses the starting technique, ball contact, and shot result. Scores are awarded based on predetermined criteria.

## Data Analysis Techniques

The skills test results were analyzed descriptively and quantitatively by calculating the average score and the percentage of classical completion. Classical completion was calculated using the formula:

$$\text{Value} = \frac{\text{jumlah skor yang diperoleh}}{\text{jumlah skor maksimal}} \times 100$$

$$\text{Classical Completion} = \frac{\text{jumlah siswa yang tuntas}}{\text{jumlah siswa}} \times 100$$

Information:

P = Percentage of classical completion

The learning completion criteria are set at a minimum of 75% of students achieving the specified Minimum Completion Criteria (KKM) score, namely 75.

The observation data were analyzed descriptively and qualitatively by describing the activities of teachers and students during learning, then used as reflection material for improvement in the next cycle.

## **RESULTS AND DISCUSSION**

### **Result**

#### **Cycle I**

Cycle I begins with a brief explanation by the teacher about the basic upper serve technique, followed by a demonstration of the correct movements. The hitting practice strategy is implemented, focusing on mastering the starting technique, ball contact position, and follow-up movements.

The results of the upper service skills test at the end of cycle I showed that the class average score was 63.33. Of the 12 students, only 7 students (58.33%) achieved a score above the Minimum Completion Criteria (KKM) of 75, while 5 students (41.67%) did not complete the task. Common errors include:

- 1) Inappropriate start, so the ball is not lifted properly.
- 2) The ball is not hit cleanly, so that the ball spins or its direction is uncontrolled.
- 3) A less powerful shot, so the ball does not go over the net.

Observations of student activity revealed that some students lacked focus during practice, tired quickly, and were inconsistent in applying correct techniques. The teacher's activities were deemed to be on schedule, but added variety and more individual practice opportunities were needed.

#### **Cycle I Reflection**

Based on the evaluation results, it was concluded that learning in cycle I had not achieved the classical completion target of 75%. Therefore, improvements were made in cycle II by placing greater emphasis on starting and contact techniques, as well as adding variations in hitting drills to increase student interest and motivation.

#### **Cycle II**

Cycle II begins with reinforcement of the upper serve technique learned in Cycle I. The teacher provides a more detailed demonstration, including showing common mistakes and how to correct them. The hitting practice strategy is modified into several forms, such as paired hitting, target hitting, and mini-competitions between groups.

The results of the upper service skills test at the end of cycle II showed significant improvement. The class average score increased to 83.33. All students (100%) achieved scores above the minimum competency criteria (KKM), indicating maximum classical mastery. Students demonstrated improvements in their starting position, cleaner ball contact, and sufficient power to hit the ball over the net in the correct direction.

Observations of student activity revealed increased participation and enthusiasm. Students were more focused, actively trying out movements, and supporting each other. Teachers also increased their involvement in providing direct feedback and correcting individual student techniques.

## Discussion

The results of the study showed that the application of the hitting practice strategy significantly improved the learning outcomes of the upper serve in volleyball for sixth-grade students at Bobo Dolo Barat Elementary School. The students' average score increased from 63.33 in cycle I to 83.33 in cycle II, with classical completion increasing from 58.33% to 100%. This improvement demonstrates the effectiveness of the hitting practice strategy in improving students' skills, in line with the findings of Widhiasto et al. (2020) that learning service techniques in stages significantly improved students' technical mastery and motivation.

This improvement also aligns with Harsono's (1988) view that structured repetition of movements strengthens muscle memory, allowing for better coordination between the start, ball contact, and follow-up movements. In cycle I, student errors frequently occurred during the start and ball contact stages. This finding aligns with Suharno's (2010) statement that proper start technique is key to a successful overhead serve, as incorrect body positioning reduces the accuracy and power of the shot.

Improvements made in cycle II, such as adding a variety of training methods (target training, pair training, and mini-competitions), proved effective in increasing student engagement. According to Lubis & Agus (2017), varied learning can reduce boredom, increase motivation, and encourage active student participation. The varied training also stimulated positive competition among students, thereby improving the overall quality of their uppercut serves.

Furthermore, increased student motivation in cycle II supported improved learning outcomes. Widiastuti (2018) emphasized that intrinsic motivation plays a crucial role in achieving sports skills. This aligns with Patamani's (2018) research, which showed that using learning methods involving positive social interactions, such as peer tutoring, can improve students' self-confidence and technical consistency.

Compared to conventional learning methods, the hitting drill strategy has advantages because it provides opportunities for directed, repetitive practice and immediate feedback. Yahya & Sufitriyono (2020) also demonstrated that the drill method is more effective than conventional methods in improving basic volleyball technical skills because it allows students to practice at high intensity in a short time.

This study confirms that the hitting practice strategy is an effective method for improving overhead serve skills in volleyball, especially when implemented in a structured, varied manner and accompanied by direct feedback from the teacher. Adequate facilities and infrastructure, and high student motivation will further maximize learning outcomes.

## CONCLUSION

This classroom action research, conducted in two cycles, proved that the application of the hitting practice strategy can improve the learning outcomes of the upper serve in volleyball for sixth-grade students at Bobo Dolo Barat Elementary School, Sigi Regency. The students' average score increased from 63.33 in cycle I to 83.33 in cycle II, while classical completion increased from 58.33% to 100%. This improvement occurred because the hitting practice strategy provided students with the opportunity to repeat the upper serve movement correctly and in various ways, thus improving their starting technique, ball contact, and hitting results.

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