

Bottom Passing Skills in Learning Mini Volleyball in Students of SDN Edungbanteng 02 Bakung

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Abstract

This research aims to determine the ability of underpassing skills in learning mini volleyball among students at SDN Kedungbanteng 02 Bakung. The subjects of this research were 19 class V students of SDN Kedungbanteng 02 Bakung. This research is quantitative descriptive research, the research method is a survey method with data collection techniques using tests and measurements. The data obtained were in the form of test results and measurements of bottom passing skills in learning mini volleyball for students at SDN Kedungbanteng 02 Bakung. It can be concluded that the bottom passing skills in learning mini volleyball among students at SDN Kedungbanteng 02 Bakung fall into the very good category as many as 2 students or 10%, the good category as many as 4 students or 21%, the fair category as many as 7 students or 37% and in the less than category there were 6 students or 32%.

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1. INTRODUCTION

In today's sophisticated and modern era, humans have to adapt to all technology, to influence the way of thinking and activities that influence their individual lifestyles. This has an impact on a person's life, lack of physical activity, lack of awareness of maintaining health, as well as a decrease in a person's sports activity due to a reduced lifestyle or it could be said to be a decrease in the level of sports activity due to advances in science and technology. Basically, now not everyone has a decrease in sports activities, but most nowadays because everything easily causes someone to become lazy about moving. Because basically people who have good sports activities can carry out activities for a long time compared to those who have less sports activities.

Sport is a means that encourages the development of motor skills, physical skills, knowledge and thought processes, appreciation of values (spiritual-emotional-spiritual-social attitudes) and the habit of healthy lifestyles that lead to balanced growth. and development. In physical education, students receive various expressions that are closely related to pleasant personal impressions, as well as various expressions that are creative, innovative, skilled, physical and healthy lifestyle patterns, as well as recognizing and understanding human movements (Rusli et al., 2014).

Physical education has an important role in education and its strategic function in the overall development of students, not only in the physical aspect, but also in terms of mental development and social skills. This means that if this subject is taken seriously, it is not only beneficial for a healthy and strong body, but can also be used as a tool to demonstrate achievements and develop students' skills.

Volleyball is a team or group sport and is one of the sports taught at all school levels, namely Elementary School (SD), Middle School (SMP), and High School (SMA). In elementary schools, this volleyball is called mini volleyball and is played as part of co-curricular and extra-curricular activities. Suherman (2016:9) states that "volleyball is one of the basic materials for games and sports activities in the physical education curriculum".

Volleyball mini is a game played on a small field with four players per team and using simple rules. Mini volleyball training and development is an effort to apply the basic techniques of playing volleyball to children aged 9-13 years as early as possible with mini volleyball games. Apart from that, the purpose of the training and the development of the mini volleyball game is so that children can get to know, enjoy and enjoy the game of volleyball. The mini volleyball game techniques learned in elementary school are the same as adults, only given in the form of exercises adapted to the characteristics of elementary school students who want to play. At this stage of their development, fifth grade children, with an average age of 11 years, are expected to be able to master the basics of volleyball, including down-passing skills.

Passing is a basic volleyball technique that every player must master. Underpassing is done with two hands to pass the ball which is played in one's own court or played directly in the opponent's court. The lower passing movement involves several parts of the body, including foot position, body position, and both arm positions (Wakijo, 2015). However, in practice, several problems are often encountered when students make a bottom pass on mini volleyball.

Underpassing skills in mini volleyball are an important aspect of this game, because precise underpassing can provide accurate passes and make it easier for other players to continue the rally. Students' skills when performing basic volleyball techniques still do not meet the criteria for correct technique. Students still lack the ability to understand the basic techniques of playing volleyball, namely the bottom passing technique. It can be seen that in several educational institutions there is a phenomenon that physical education is taught or given only once a week in one meeting, the lack of time in carrying out physical education causes a lack of understanding among students. In understanding the material and techniques taught in the physical education department, especially in physical education classes, especially passing techniques in volleyball games. However, in Class V at SDN Kedungbanteng 2, problems arose when passing down. Some students experience difficulty in making correct down passes, characterized by inappropriate ball contact and off-target ball bounces.

Several factors that can cause this problem include students' concerns about pain in their hands when making a downward pass, lack of coordination between hand swing and ball impact, and students' inability to maintain the correct stance position. Then the obstacle in playing volleyball is not only a lack of student understanding, but also the impact of the facilities and infrastructure. There are still shortcomings in volleyball learning, starting from inadequate fields and inadequate equipment. In this case, it is important to analyze the level of underpassing skills in teaching mini volleyball to students at SDN Kedung Banteng 02 Bakung.

2. RESEARCH METHOD

This study aims to determine bottom passing skills in learning mini volleyball among students at SDN Kedungbanteng 02 Bakung. The subject of this research is fifth grade students at SDN Kedungbanteng 02 Bakung as many as 19 people. This research is quantitative descriptive research, the research method is a survey method with data collection techniques using tests and measurements. The data obtained is in the form of test and measurement results down passing skills.

3. RESEARCH RESULTS AND DISCUSSION

3.1. Research result

This research is intended to determine skill levelsbottom passing in mini volleyball learning for students at SDN Kedungbanteng 02 Bakung. After data collection is carried out, the data is tabulated, scored and analyzed, so that skill level statistics are obtainedbottom passing in mini volleyball learning for students at SDN Kedungbanteng 02 Bakung. Description of skills research resultsbottom passing in mini volleyball learning for students at SDN Kedungbanteng 02 Bakungas follows:

Table 1 Skill Data DescriptionBottom Passing in Mini Volleyball Learning for Students at SDN Kedungbanteng 02 Bakung.

No.	Intervals	Criteria	Frequency	Percentage
1	$M+ 1.5 SD < X$	Very good	2	10
2	$M+ 0.5 SD < X \leq M+1.5SD$	Good	4	21
3	$M -0.5 SD < X \leq M+0.5 SD$	Enough	7	37
4	$M -1.5 SD < X \leq M -0.5SD$	Not enough	6	32
5	$X \leq M-1.5 SD$	Not enough	0	0

3.2. discussion

Based on table 1 above, the levels can be seenbottom passing skills in learning mini volleyball among students at SDN Kedungbanteng 02 BakungThere were 2 students in the excellent category or 10%, 4 students in the good category or 21%, 7 students in the fair category or 37% and 6 students in the poor category or 32%.

4. CONCLUSION

Can be concludedbottom passing skills in learning mini volleyball among students at SDN Kedungbanteng 02 BakungThere were 2 students in the excellent category or 10%, 4 students in the good category or 21%, 7 students in the fair category or 37% and 6 students in the poor category or 32%.

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