

# Learning Outcomes Improvement in Volleyball Game's Down Passing Technique through Audiovisual Media in Junior High School Students of Laniang Makassar

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## Abstract

Motivated by the low learning outcomes of passing technique in volleyball obtained by Junior High School students of Laniang Makassar, this study aims at improving their learning outcomes specifically in down passing technique through audiovisual media. This study was classroom action research that was carried out in 2 cycles in which 3 meetings were conducted in each cycle. The cycles were designed through 4 stages namely: 1) Planning, 2) Implementation, 3) Observation, and 4) Reflection. There were 25 students in grade VIII in the Junior High School of Laniang Makassar who contributed to the study. The data were collected using psychomotor, affective, and cognitive test instruments in the lesson plan. The indicators of learning success reached 80%-100% classical completeness. The findings in the study showed that there was an increase in students' learning outcomes in volleyball's down passing technique through audiovisual media in which completeness of the first cycle was reached by 19 students with a percentage of 76% and an increase in mastery in the second cycle was gained by 25 students with a percentage of 100%. Therefore, it can be concluded that audiovisual media improves students' learning outcomes in volleyball's down passing technique in the Junior High School of Laniang Makassar.

**Keywords:** audiovisual media, passing, volleyball.

## I. INTRODUCTION

Physical Education is a component of education as a whole that has been widely recognized by many groups. However, its learning implementation at schools has not been as effective as it is expected (Arifin, 2017). Physical Education teachers may consider increasing the amount of time students spend in Physical Education classes or adding learning components to improve the overall quality of Physical Education learning in order to maximize the potential benefits of students' participation in Physical Education classes (Raspberry et al., 2011). So far, the quality of education has been narrowed by involving merely psychomotor abilities and movement skills. The provision of learning experiences should be directed to foster as well as to form healthy and active lifestyles throughout life (Pahliwandari, 2016).

In developing Physical Education, the concentration lies heavily on two key aspects which are sports regulated in schools or Physical Education and club sports (Li et al., 2022). The Physical Education learning process that takes precedence is the understanding of growth and development characteristics that are evenly distributed among the learning aspects, namely cognitive aspects that cover knowledge or insight, affective aspects that deal with attitudes or behavior, and lastly psychomotor aspects that are related to skills. Physical Education is a kind of learning that utilizes physical activities that are structurally carried out aiming to develop both individual abilities and skills cognitively, affectively, and perceptually as well as to develop an individual's neuromuscular (Melyza & Aguss, 2021).

Volleyball is a large ball game played by two teams in which each team consists of two groups. Each group is represented by 6 core players. Along with the development of volleyball games, the players must improve their skills as well such as their basic technical skills and speed

in playing volleyball. The objective of volleyball games is to make the ball touch the opponent's ground in order to score more points and win the game (Xiong, 2021). The volleyball court has a surface area of 18 x 9 meters and the two sides of the court are separated by a rope. The length of the men's nets is 2,43 meters while the women's nets are 2,24 meters in which the height of each men's and women's nets are 2,43 meters and 2,24 meters (Sukarsih et al., 2005). To improve skills in playing volleyball, it is necessary to make efforts in developing volleyball games that involve mentors and coaches to teach the basic techniques of playing volleyball (Arif et al., 2021).

Large ball lessons, which was volleyball, in Junior High School of Laniang Makassar were favorable and enjoyed by the students, yet their learning outcomes dealing with down passing were considered very low. The down passing technique is a basic technique most frequently used in volleyball games. A team will be strong if all of its players master the basic down passing technique very well (Hamdani et al., 2021). Down passing is the pass which is carried out using two hands pressed together with the ball hitting the wrist and swinging from under the forearm (Saputra & Gusniar, 2019).

According to the earlier data gained from the Physical Education teachers, there were still many students whose scores had not reached the minimum completion criteria (KKM) score of 75 as many as 16 students with a percentage of 64% and merely 9 students with a percentage of 36% who had reached the minimum completion criteria score in Junior High School of Laniang Makassar. These poor learning outcomes dealing with down passing lessons were due to the pandemic Covid 19 which made the students have to study from home and they found it difficult to get practical material from online learning resources. Learning carried out by the students was not due to any command or force, yet due to their willingness in trying and feeling the activities in sports (Sukadi, 2021).

Based on the aforementioned issue, this study aims at implementing audiovisual media in the online learning process as the solution. (Simbolon et al., 2021) revealed that "audiovisual media is very suitable to be implemented during the pandemic Covid 19 since it assists the students to understand the material better and thus improve their learning outcomes".

Audiovisual media is a type of media that has sounds and shows pictures as well. Audiovisual media is better used in learning since it can be listened to and seen (Ardyanto, 2018). As for the teachers, this media can be used as a way to develop learning media in the form of teaching materials that can facilitate them in delivering the materials easier (Haris et al., 2018). Due to the widespread use of audiovisual media in students' daily lives, therefore it is necessary to include these tools in the learning process as a part of the curriculum. Using audiovisual media in learning requires new knowledge, skill development, and a new attitude shaping all of which are needed in this growing digitalized era (Papadimitriou, 2022). Audiovisual media that was planned to be implemented was down passing learning video in volleyball games with the explanation of basic techniques in it. This audiovisual media was aimed at improving the learning outcomes of down passing in volleyball games in the Junior High School of Laniang Makassar.

## II. METHODS

This study was conducted under classroom action research. It is an effort in increasing and improving the learning quality and students' learning outcomes (Fitria et al., 2019). All of the students in grade VIII in Junior High School of Laniang Makassar a total of 25 students contributed as subjects in the study. A quantitative analysis was carried out to analyze the findings gained in improving students' learning outcomes in down passing technique in volleyball games in the Junior High School of Laniang Makassar through audiovisual media. The results of the study in cycles I and II were both shown in quantitative data. The description dealing with data analysis in this classroom action research was quantitative data as well. The quantitative data in terms of learning outcomes were analyzed using descriptive analysis techniques with class learning completion and class mean. Accordingly, the score of students' learning completion was achieved through these formulas:

Psychomotor Test

$$\text{Score} = \frac{\text{Obtained total score}}{\text{Maximum total score}} \times 100$$

Affective Test

$$\text{Score} = \frac{\text{Obtained total score}}{\text{Maximum total score}} \times 100$$

Cognitive Test

$$\text{Score} = \frac{\text{Obtained total score}}{\text{Maximum total score}} \times 100$$

The students' final score:

$$\frac{\text{Psychomotor test's score} + \text{Affective tes's score} + \text{Cognitive test's score}}{3}$$

The success indicator of this classroom action research was an improvement of students' learning outcomes in down passing through audiovisual media in grade VIII Junior High School of Laniang Makassar. According to the minimum completion criteria (KKM) set by the school, the minimum standard score of completion for each student was 75 and it had to be achieved classically by as many as 80% of the total students in grade VIII Junior High School of Laniang Makassar.

### III. RESULTS AND DISCUSSION

#### Result in Cycle I

The activity carried out in cycle I was the material presentation of basic down passing technique in volleyball games through audiovisual media which was completed in 2 meetings, while the assessment activity was carried out in the 3rd meeting to score the psychomotor, affective, and cognitive aspects. According to the learning outcomes gained in cycle I, the percentage of students' learning completion in grade VIII Junior High School of Laniang Makassar can be seen in Table 1.

**Table 1. Description of students' learning completion in grade VIII Junior High School of Laniang Makassar**

Completion criteria	Category	Frequency	Percentage
75 – 100	Complete	19	76 %
0 – 74	Incomplete	6	24 %
Total		25	100 %

It can be seen in Table 1 that the completion percentage of students' learning outcomes in cycle I was 76% complete out of the frequency of 19 students while 24% of the total frequency of 6 students was incomplete yet.

The findings gained through observation and evaluation of students' learning outcomes during the implementation of the cycle I revealed that the students who achieved the success indicator classically that had previously been set were 80% of all the total subjects who were given the treatment. Considerations in revising the actions that would be conducted in cycle II as a form of reflection were listed as follow:

- Students' limitations in participating in the learning sessions through zoom media became obstacles in the learning process.
- Students did not focus during the learning process since they were not monitored directly.
- Learning practice of volleyball games' down passing was not maximally conducted since it was still in the pandemic Covid 19 that made offline learning limited by the school.

## Result in Cycle II

The activity carried out in cycle II was the material presentation of basic down passing technique in volleyball games through audiovisual media which was completed in 2 meetings, while assessment activities were carried out in the 3<sup>rd</sup> meeting to score the psychomotor, affective, and cognitive aspects. Table 2 below shows the percentage of students' learning completion in grade VIII Junior High School of Laniang Makassar based on the learning outcomes in cycle II.

**Table 2. Description of students' learning completion in grade VIII Junior High School of Laniang Makassar**

Completion criteria	Category	Frequency	Percentage
75 – 100	Complete	25	100 %
0 – 74	Incomplete	0	0 %
Total		25	100 %

As can be witnessed in Table 2, the completion percentage of students' learning outcomes in cycle II was 100% complete out of the frequency of 25 students and none of them belonged to the incomplete category. The students' learning outcomes of volleyball games' down passing technique in grade VIII Junior High School of Laniang Makassar through audiovisual media in cycle II, therefore, reached a completion percentage of 100%.

In order to do learning improvement and to solve the issues that occurred in cycle I, the teachers did reflection in cycle II based on their observation of the students as follows:

- The students actively participated in the learning process by using WhatsApp media as well as through offline learning even though in its implementation the students were divided into two groups in which each group had a different learning schedule to avoid the spread of the coronavirus.
- During the learning process, students were able to focus since they were monitored directly in terms of correction or even given a direct warning to those who were playing around. Thus, the students could directly practice the materials of down passing in volleyball games delivered by the writers.
- The students were excited during the offline learning process since they could bring out their psychomotor skills.

## The Comparison of Students' Learning Outcomes in Cycle I and Cycle II

The improvement of students' learning outcomes in cycle I reached the average score of 74 while in cycle II it increased to 85. Table 3 below presents a clearer picture of the improvement of students' learning outcomes in volleyball games' down passing technique in grade VIII Junior High School of Laniang Makassar as obtained through the cycle I and II.

**Table 3. Description of students' learning completion in cycles I and II**

No	Completion Criteria	Category	Cycle I		Cycle II	
			Frequency	Percentage (%)	Frequency	Percentage (%)
1.	75 – 100	Complete	19	76	25	100
2.	0 – 74	Incomplete	6	24	0	0
	Total		25	100	25	100

From the data shown in Table 3 consisting of 25 students in grade VIII Junior High School of Laniang Makassar who became the subjects of this study, several things can be described as follow:

- The percentage of students' learning completion after they learned through audiovisual media in cycle I was 76% complete and then increased to 100% in cycle II for down passing materials in volleyball games.
- The percentage of students' learning completion after they learned through audiovisual media in cycle I was 24% incomplete and then decreased to 0% incomplete in cycle II.

The data proved that the number of students who belonged to the category of complete was

increasing from 19 students or 76% in cycle I to 25 students or 100% in cycle II. The completion process in cycle I occurred in 2 meetings during the learning process using audiovisual media and the same materials. Accordingly, cycle II was conducted similarly to cycle I, yet the audiovisual media was made more interesting. This study showed an improvement of class completion classically in cycle II by as much as 100% and reached individual completion in which the students' scores belong to the category of 'very good'.

The learning process in cycle I was conducted in 3 meetings by implementing audiovisual media. Based on the learning outcomes in cycle I, it came up that some students of the Junior High School of Laniang Makassar still found it difficult to learn online by themselves at home due to the pandemic issue. They still did not get used to practicing the learning process online and unfortunately, their lack of access to the internet also contributed as a hindrance to their learning process.

However, in cycle I, the improvement in the learning outcomes of down passing in volleyball games through audiovisual media in students of Junior High School of Laniang Makassar occurred in which the number of students belonged to the complete category were merely 9 with the percentage of 36% in the earlier data then it increased to 19 students with the percentage of 76%. Somehow, cycle I in this study continued to cycle II since the success indicator of 80% classical completion had not been reached.

The learning process in cycle II was also conducted in 3 meetings by implementing audiovisual media. It came up in cycle II that the students of Junior High School of Laniang Makassar had not experienced any difficulties in the learning process anymore due to the school's new policy of offline meetings for the practical learning process by still following health protocols in the school's environment.

According to the learning outcomes in cycle II, there was an increase in terms of down passing in volleyball games through audiovisual media in Junior High School students of Laniang Makassar in which in cycle I there were merely 19 students belonged to the complete category with percentage of 76% turned into 25 students with the percentage of 100% in cycle II. The success of this study was determined by the increase in learning outcomes in each cycle in which the indicator of learning success in cycle I was 76% and increased in cycle II to 100%. In other words, audiovisual media had been successful in improving students' learning outcomes in volleyball games' passing in the Junior High School of Laniang Makassar.

The increase in learning outcomes that occurred in both cycles I and II could not be separated from the implementation of audiovisual media in the learning process. Audiovisual media was a very good medium to be applied during the pandemic since the learning process could still be conducted even though the students were not present at school. Following the nature of its use, this audiovisual media accepted both verbal and non-verbal communication. In communication, verbal messages are spoken language or words, meanwhile, non-verbal messages are sounds and vocalizations such as grunts, mumbles, music, and other similar sounds (Rajulis, 2021). The learning video for the basic down passing technique was made in the form of an audiovisual video and was uploaded to YouTube so that the students could learn independently by repeating the materials given over and over again. Using learning videos could provide a new color to the learning process and could assist teachers in delivering the learning materials to the students in order to improve their learning outcomes (Kurniawan et al., 2017). Videos were the substitutes for teachers in teaching theories that could not be delivered in the class and moreover, videos made it easier for the students in learning the provided materials for they could be repeated during the learning process (Hamdani et al., 2021).

The findings in this study were in line with the research carried out by (Kadek, 2020) who stated that "the implementation of audiovisual learning media in the form of learning video in Physical Education while learning the materials of basic volleyball technique could increase activities and students' learning outcomes of class XI social 3 in public Senior High School 8 Gowa". Furthermore, (Prasetyo & Setiabudi, 2017) revealed that "there was an increase in students'



learning outcomes in terms of psychomotor, affective, and cognitive aspects by applying audiovisual media”.

Audiovisuals could stimulate students’ brains in learning because they would feel like watching a show that could be exemplified by those watching the video. The method of audiovisual media aids could improve students’ abilities which they would become more active in learning and also feel more assisted by using them (Septiadi et al., 2019).

All in all, it can be concluded that audiovisual media is able to improve learning outcomes in down passing in volleyball games of Junior High School students of Laniang Makassar by achieving learning success of 100% in cycle II.

#### IV. CONCLUSION

Based on the described results, it can be summed up that class action research entitled “Learning Outcomes Improvement in Volleyball Game’s Down Passing Technique through Audiovisual Media in Junior High School Students of Laniang Makassar” resulted in the conclusion that the audiovisual method has a positive effect in improving students’ learning outcomes which are proved by the increase of students’ learning completion in each cycle. The cycle I learning outcomes in down passing in volleyball games through audiovisual media showed that there were 19 students with a percentage of 76% belonging to the complete category and increasing to 25 students with a percentage of 100% in cycle II. The findings are following the research problems and can also be a recommendation for further steps.

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