



## AN EFFORT TO IMPROVE THE ABILITY OF BASIC TECHNIQUES IN VOLLEYBALL GAMES WITH MAKE A MATCH

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**Abstract:** Classroom Action Research aims to improve physical education learning in performing basic techniques in volleyball games with make a match. In this study, researchers collaborated with other teachers and with the school principal. Researchers were directly involved in the research from the beginning until the research ended. Researchers try to see, observe, feel, live, reflect and evaluate the learning activities that take place. This research used 2 cycles consisting of planning, acting, observing, and reflecting. Data collection techniques to obtain accurate research results, the data that has been collected is analyzed statistically, namely using the mean or average formula. From the results of the study it was found that the average value of cycle I was 66.14 (46.33%) while Cycle II was 91.29 (96.43%) in cycle II experienced a significant increase. Referring to the action hypothesis proposed in this class action research, it can be concluded that there is an increase in the ability of basic techniques in volleyball games with make a match in class XI students of SMA Negeri 2 Sinjai.

**Keywords:** Basic techniques, Volleyball, Make a match.

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### INTRODUCTION

Classroom Action Research (CAR) is a type of classroom-context learning research conducted by teachers to solve learning problems faced by teachers, improve the quality and results of learning, and try new things in the field of learning in order to improve the quality and results of learning. PTK is a type of research intended to change various conditions, realities, and expectations regarding learning for the better and quality by taking a number of actions that are deemed appropriate. Based on the number and nature of the behavior of its members, PTK can be individual and collaborative. In Individual PTK teachers carry out PTK in their own class or someone else's class, while in Collaborative PTK several teachers synergistically carry out PTK in their respective classes and between members make visits between classes.

Physical Education is basically an integral part of the overall education system, aiming to develop aspects of health, physical fitness, critical thinking skills, emotional stability, social skills, reasoning and moral action through physical activity and sports. In the intensification of education as a lifelong process of human development, the role of Physical Education is very important, which provides opportunities for students to be directly involved in various learning experiences through physical activity, play and sports that are carried out systematically. The provision of learning experiences is directed to foster, as well as form a healthy and active lifestyle throughout life.



Physical Education is a medium to encourage the development of motor skills, physical abilities, knowledge, reasoning, appreciation of values (attitudes-mental-emotional-spiritual-social), and habituation of healthy lifestyles that lead to stimulating balanced growth and development. With Physical Education students will gain various expressions that are closely related to pleasant personal impressions as well as various expressions that are creative, innovative, skilled, have physical fitness, healthy living habits and have knowledge of human movement. In the learning process of Physical Education, teachers are expected to teach a variety of basic movement skills, techniques and strategies of games and sports, internalization of values (sportsmanship, honesty, cooperation, etc.) and habituation of a healthy lifestyle. The implementation is not through conventional teaching in the classroom which is a theoretical study, but involves physical, mental, intellectual, emotional and social elements. The activities provided in teaching must get a didactic-methodic touch, so that the activities carried out can achieve the teaching objectives. There is no education that does not have pedagogical goals, and no education is complete without Physical Education, because motion as a physical activity is the basis for humans to know the world and themselves which naturally develops in line with the times.

The application of learning methods in the teaching and learning process in the classroom is thought to affect the learning outcomes achieved by students. This is because the learning method is related to the full mental involvement between teachers and students in the teaching and learning process (According to Sudirman N, et al: 1991: 111), a method used by the teacher is not always heavy, but depends on how the teacher and students can fully engage mentally. The make a match learning approach is a method that is currently still rarely used by a teacher even though the method is very effective for students because students are more likely to be active and the teacher as a facilitator, if students experience difficulties the teacher acts as a guide. The make a match learning approach is a learning model where in the learning process applies the approach of finding pairs, this learning was developed by Lorna Curran in 1994.

The reality in the educational field is that the learning achievement process at SMA Negeri 2 Sinjai in the 2023/2024 academic year, still uses the old paradigm, although now the curriculum has developed an independent curriculum and has undergone several renewal techniques. There are several findings experienced by researchers that one of the indicators of low student achievement is the lack of student participation, especially boys in participating in volleyball games. Students tend to be passive, lack the courage to make maximum movements and tend to joke or be lazy. So that the learning process seems to show less meaningful activity. Finally, the teacher looks active in the teaching and learning process, while the students are passive. Based on this phenomenon, the researcher will conduct a class action research by changing the teaching and learning strategy in PE subjects by using the make a match learning method.

Based on the description above, the author tries to apply one of the learning methods, namely the make a match learning method to reveal whether this method can improve the ability of basic techniques in volleyball games for class XI students of SMA Negeri 2 Sinjai in the 2023/2024 academic year.

This is in accordance with the results of research by Anik Sri Handayani (2014) showing that learning by using the make a match learning method can improve basic technical skills in students, which is characterized by an increase in student learning achievement in each cycle. By using the make a match learning method there is an increase in students which is characterized by students becoming more active, happy with PE lessons and becoming less boring. From some of these research results, it proves that the make a match learning method is very closely used in learning activities, especially in PE learning.

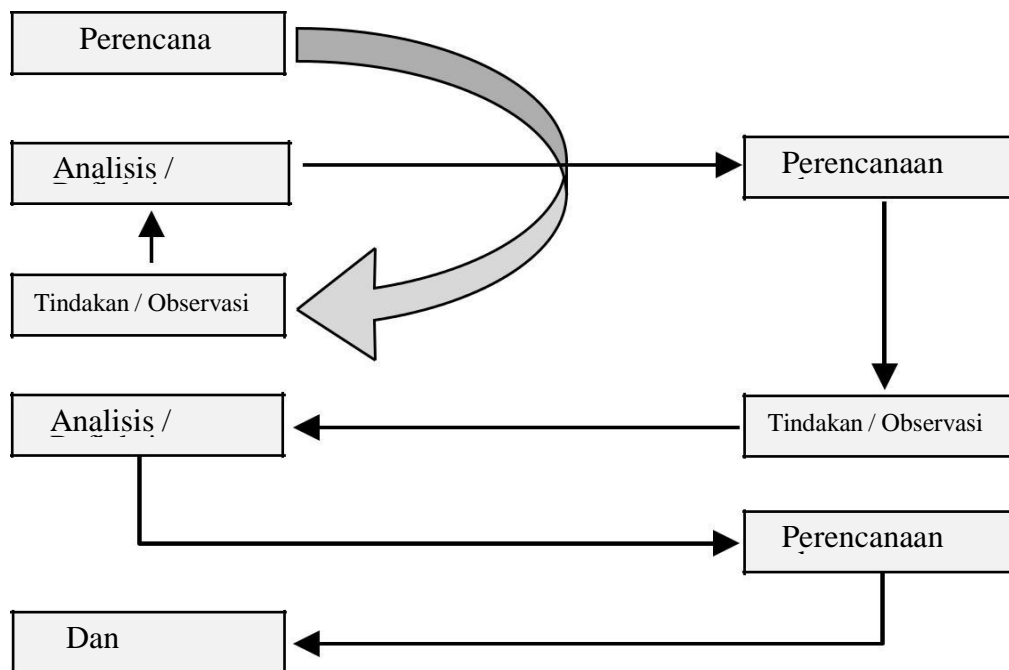


Figure 1. PTK design

Basically, classroom action research consists of several cycles, each cycle consists of planning, acting, observing, and reflecting. The research was conducted by looking at school documentation and found that the number of students in class XI of SMA Negeri 2 Sinjai in the 2023/2024 academic year was 28 students. The learning process used so far is mostly by lecture, demonstration, assignment, practice and question and answer methods.

The steps that will be taken in this stage of class action research are as follows:

1. Planning

The planning stage contains the design of learning activities that will be carried out and can help students to understand and be skilled in playing volleyball. This planning includes the material that will be presented in the lesson, the learning objectives to be achieved, the learning methods and teaching aids used, and the evaluation given after the lesson.

2. Implementation of Action

Implementation of action is the implementation of learning activities as contained in the planning. The learning in question is learning to help students understand and be skilled in playing volleyball. The implementation of this action is not rigid, meaning that it can change depending on the implementation situation in the field. The implementation of PTK is based on theoretical and empirical considerations so that the results obtained in the form of improved performance of optimal program results.

3. Observation

Observation is an observing activity that aims to document something related to the provision of action taken in this case what is observed is the activities of teachers and students during the learning activities. In general, observation is an action that is an interpretation of theory. Observation or observation activities in this study were carried out by researchers and collaborators.

4. Reflection

Reflection is an important part of the action research process step, because reflection activities will solidify activities or actions to overcome problems by modifying previous planning according to what arises in the field. Reflection in PTK is to examine what has and or has not happened, what has been produced by the corrective actions that have been carried out. In this study, reflection activities were carried out at three stages, namely: (1). Problem discovery stage, (2) Action design stage, (3) Implementation stage.

In the problem discovery and identification stage, researchers identify the difficulties encountered in learning or what is experienced in the classroom and formulate these problems operationally, and formulate what improvements will be used to improve learning. The results of this initial reflection are outlined in a more operational problem formulation. At the stage of designing actions, namely making lesson plans using the scheme technique as outlined in the learning unit for semester 1 of the 2023/2024 academic year. From the results of reflection at the action stage followed by improvement of the action plan made and can be used for the implementation of the next action. Reflection at the implementation stage is where researchers summarize the data and information that has been collected. The results obtained are the findings of the volleyball learning design designed and the data can be used as a basis for re-planning.

To collect research data, Learner activity sheets (LKPD) were used to facilitate students in carrying out activities, observation sheets to obtain data on student activities during the learning process and assessment sheets for students' cognitive, affective and psychomotor aspects. The data analysis technique used is data reduction or separation of each indicator, data exposure or describing the analyzed data, data display or showing the results to students, drawing conclusions, verification and reflection. Research conclusions were drawn based on data from observations of student activeness and changes in student behavior during learning with the make a match learning approach process, looking for patterns, themes of relationships or things that often arise. Furthermore, meaning or verification is carried out so that the final conclusion is obtained. The results of the final conclusion are reflected to determine or develop the next action plan.

## **METHODS**

This research is an action research, because the research was conducted to solve learning problems in the classroom. This research also includes descriptive research, because it describes how a learning technique is applied and how the desired results can be achieved. In accordance with the type of research chosen, namely action research, this research uses the action research model of Kemmis and Taggart in Arikunto, which is in the form of a spiral from one cycle to the next. Each cycle includes planning, action, observation, and reflection. The steps in the next cycle are revised planning, action, observation, and reflection. Before entering cycle 1, preliminary actions were carried out in the form of identifying problems to obtain a number of precise, valid and reliable data, so in this class action research the observation method and the test method were used. This analysis is calculated using simple statistics to assess the formative test researchers analyze the test results or student learning outcomes.

This research was conducted at State Senior High School 2 Sinjai in the physical education subject in the first semester of 2023/2024. The average attendance of teachers and students at school is quite high. The background of students has sufficient academic ability and from heterogeneous economic backgrounds. This research was conducted from June to August 2023, in the first semester of the 2023/2024 academic year.

The approach used in this research is a qualitative approach, with the type of action research. In this study, researchers collaborated with other physical education teachers and with the principal. Researchers were directly involved in the research from the beginning until the research ended. Researchers try to see, observe, feel, live, reflect and evaluate the learning activities that take place. In this study, the researcher as a research instrument. Therefore, the implementation of this research requires the full presence of researchers in the field. Researchers act as planners, data collectors, data analyzers, data interpreters and as reporters of research results.

The stages of implementing action research consist of planning, providing action, observation, analysis and reflection. The flow of action implementation stages in classroom action research is as follows.

## **RESULT AND DISCUSSION**

Action plan I is learning to practice serving, passing, smashing and blocking and playing volleyball with modified games through the make a match learning method by grouping students into 5 groups. The actions carried out in learning through the make a match method, the basic competencies that will be carried out in this learning are practicing basic movements of various movements in large and team ball games with modified rules and can assess teamwork, sportsmanship, and honesty. To implement learning, learning scenarios and exercises are used.

The activities carried out are learning through the make a match method which requires an investigation into the basic competencies, practicing basic movements of various movements in team big ball games with modified rules, as well as the value of teamwork, sportsmanship, and honesty which include: 1) understanding the history, tools and size of the volleyball court; 2) serving; 3) passing; 4) smashing; 5) blocking; and 6) playing volleyball with simple rules. In the first stage the teacher gives several examples of pictures of how to do serving, passing, smashing and blocking movements and the last stage the teacher gives a test on volleyball games in practice.

The make a match learning method has advantages and disadvantages, the advantage is that students are more active in learning. In the learning process the class atmosphere becomes fun. The results of the assessment in cycle I are as follows:

**Table 1.** Cycle I Research Results

No.	Nama	Indikator					Jumlah Skor	Nilai
		1	2	3	4	5		
1.	Ardiansyah	5	1	4	4	4	<b>18</b>	<b>72</b>
2.	April Yusuf	1	1	3	3	4	<b>12</b>	<b>48</b>
3.	A. Zuhaer	5	1	4	4	4	<b>18</b>	<b>72</b>
4.	Auliah	1	4	3	4	2	<b>14</b>	<b>56</b>
5.	Badriana Zakwa	4	1	4	4	3	<b>16</b>	<b>64</b>
6.	Fitrah Wardana	5	1	4	4	4	<b>18</b>	<b>72</b>
7.	Febbya Nur Aqsyah	4	3	4	4	4	<b>19</b>	<b>76</b>
8.	Fitriani	5	1	4	4	4	<b>18</b>	<b>72</b>
9.	Hasdini	5	2	4	4	4	<b>19</b>	<b>76</b>
10.	Hasma Sakiah	1	4	3	4	2	<b>14</b>	<b>56</b>
11.	Hariyani	4	1	4	4	3	<b>16</b>	<b>64</b>
12.	Jumiati	4	1	4	4	4	<b>17</b>	<b>68</b>
13.	Muh. Teguh	5	1	4	4	4	<b>18</b>	<b>72</b>
14.	Marsyanda. M	1	1	3	3	4	<b>12</b>	<b>48</b>
15.	Muh. Farhan	5	1	4	4	4	<b>18</b>	<b>72</b>
16.	Muhammad Aidil	5	1	4	4	4	<b>18</b>	<b>72</b>
17.	Muhammad Fitrah	4	1	4	4	3	<b>16</b>	<b>64</b>
18.	Nurmiati Dewi. S	4	1	4	4	4	<b>17</b>	<b>68</b>
19.	Nur Azizah Mahmud	4	1	4	4	4	<b>17</b>	<b>68</b>
20.	Nur Aqila	1	1	3	3	4	<b>12</b>	<b>48</b>
21.	Putri Wulandari	5	1	4	4	4	<b>18</b>	<b>72</b>
22.	Riska Rustang	1	4	3	4	2	<b>14</b>	<b>56</b>
23.	Rahmat Sefti A.	4	1	4	4	3	<b>16</b>	<b>64</b>
24.	Reski Amelia	4	1	4	4	4	<b>17</b>	<b>68</b>
25.	Revendi	5	1	4	4	4	<b>18</b>	<b>72</b>

26.	Suharman	5	1	4	4	4	<b>18</b>	<b>72</b>
27.	Tri Munarti	5	1	4	4	4	<b>18</b>	<b>72</b>
28.	Yusnita Cintiasari	4	1	4	4	4	<b>17</b>	<b>68</b>
<b>Jumlah</b>		<b>106</b>	<b>40</b>	<b>106</b>	<b>109</b>	<b>102</b>	<b>463</b>	<b>1852</b>
<b>Rata-rata</b>		<b>3.79</b>	<b>1.43</b>	<b>3.79</b>	<b>3.89</b>	<b>3.64</b>	<b>16.54</b>	<b>66.14</b>

Description:

Indicator :	Value :
1. Serve	5 = Very Good
2. Passing	4 = Good
3. Smashing	3 = Fair
4. Blocking	2 = Less
5. Playing volleyball with simple rules	1 = Very Less

Based on the table, it can be seen that the assessment results are as follows:

Average service = 3.79

Passing average = 1.43

Smashing average = 3.79

Blocking average = 3.89

Playing volleyball with simple rules average = 3.64

The disadvantages of learning with the make a match method are the limited facilities and library materials at school, requiring a long time. Teachers must first prepare reading materials and media that will be used in learning. Therefore, it needs to be followed up in the next cycle.

The preparation of action II is based on the reflection of cycle I. From reflection I, it was found that students were more active in learning Physical Education, Sports and Health. This causes learning through the make a match method to be maintained, but with improvements in further implementation. Based on reflection I, the teacher has not prepared reading materials and media that will be used in learning. From reflection I, it was also found that students were less careful in learning, so the improvement made was to guide students to be more careful in analyzing the basic technical movements in volleyball games. The teacher gives directions to students, goes around each group more to ask if there are difficulties or not so that there are no problems. In the early stages, all groups are given the opportunity to convey the results of their work.

The activities carried out are learning through the make a match method which requires an investigation into the basic competencies of practicing basic movements of various movements in team big ball games with modified rules, as well as the value of teamwork, sportsmanship, and honesty which include: 1) understanding the history, tools and size of the volleyball court; 2) serving; 3) passing; 4) smashing; 5) blocking; and 6) playing volleyball with simple rules. In the first stage the teacher gave several examples of pictures of how to serve, pass, smashing and blocking movements and demonstrated the movements and the last stage the teacher gave a volleyball game test in practice.

During the learning process students look so active and interested in the lesson of playing volleyball, because so far the learning is always serious and tense so that students are not so active in learning. Identifying is actually considered difficult, it turns out that by learning through the make a match method, students become more active, happy with Physical Education, Sports and Health lessons to be not boring. The results of the research conducted in cycle II are as follows:

**Table 2.** Cycle 2 Research Results

No.	Nama	Indikator					Jumlah Skor	Nilai
		1	2	3	4	5		
1.	Ardiansyah	4	5	5	4	5	<b>23</b>	<b>92</b>

2.	April Yusuf	5	4	5	5	4	<b>23</b>	<b>92</b>
3.	A. Zuhaer	4	5	5	4	5	<b>23</b>	<b>92</b>
4.	Auliah	5	5	4	5	5	<b>24</b>	<b>96</b>
5.	Badriana Zakwa	4	4	4	4	5	<b>21</b>	<b>84</b>
6.	Fitrah Wardana	5	4	5	5	4	<b>23</b>	<b>92</b>
7.	Febbya Nur Aqsy	5	4	5	4	4	<b>22</b>	<b>88</b>
8.	Fitriani	4	5	5	4	5	<b>23</b>	<b>92</b>
9.	Hasdini	5	5	4	5	5	<b>24</b>	<b>96</b>
10.	Hasma Sakiah	4	5	5	4	5	<b>23</b>	<b>92</b>
11.	Hariyani	5	4	5	5	4	<b>23</b>	<b>92</b>
12.	Jumiati	4	5	5	4	5	<b>23</b>	<b>92</b>
13.	Muh. Teguh	4	5	5	4	5	<b>23</b>	<b>92</b>
14.	Marsyanda. M	5	4	5	5	4	<b>23</b>	<b>92</b>
15.	Muh. Farhan	4	5	5	4	5	<b>23</b>	<b>92</b>
16.	Muhammad Aidil	5	5	4	5	5	<b>24</b>	<b>96</b>
17.	Muhammad Fitrah	4	1	4	4	4	<b>17</b>	<b>68</b>
18.	Nurmiati Dewi. S	5	4	5	5	4	<b>23</b>	<b>92</b>
19.	Nur Azizah Mahmud	5	4	5	4	4	<b>22</b>	<b>88</b>
20.	Nur Aqila	4	5	5	4	5	<b>23</b>	<b>92</b>
21.	Putri Wulandari	5	5	4	5	5	<b>24</b>	<b>96</b>
22.	Riska Rustang	4	5	5	4	5	<b>23</b>	<b>92</b>
23.	Rahmat Sefti A.	5	4	5	5	4	<b>23</b>	<b>92</b>
24.	Reski Amelia	4	5	5	4	5	<b>23</b>	<b>92</b>
25.	Revend	5	5	4	5	5	<b>24</b>	<b>96</b>
26.	Suharman	4	5	5	4	5	<b>23</b>	<b>92</b>
27.	Tri Munarti	5	4	5	5	4	<b>23</b>	<b>92</b>
28.	Yusnita Cintiasari	4	5	5	4	5	<b>23</b>	<b>92</b>
<b>Jumlah</b>		<b>126</b>	<b>126</b>	<b>133</b>	<b>124</b>	<b>130</b>	<b>639</b>	<b>2556</b>
<b>Rata-rata</b>		<b>4.50</b>	<b>4.50</b>	<b>4.75</b>	<b>4.43</b>	<b>4.64</b>	<b>22.82</b>	<b>91.29</b>

Description:

Indicator :

- |    |                                      |         |               |
|----|--------------------------------------|---------|---------------|
| 1. | Serve                                | Value : | 5 = Very Good |
| 2. | Passing                              |         | 4 = Good      |
| 3. | Smashing                             |         | 3 = Fair      |
| 4. | Blocking                             |         | 2 = Less      |
| 5. | Playing volleyball with simple rules |         | 1 = Very Less |

Based on the table, it can be seen that the assessment results are as follows:

Average serve = 4.50

Passing average = 4.50

Smashing average = 4.75

Blocking average = 4.43

Playing volleyball with simple rules average = 4.64

The data obtained during the research can be detailed as follows. For each indicator:

1. Service

In cycle I, the average score = 3.79, while for cycle II the average score = 4.50 which means an increase of 0.71%.

2. Passing

In cycle I, the average score = 1.43, while for cycle II the average score = 4.50 which means an increase of 3.07%.

3. Smashing

In cycle I, the average score = 3.79, while for cycle II the average score = 4.75 which means an increase of 0.96%.

4. Blocking

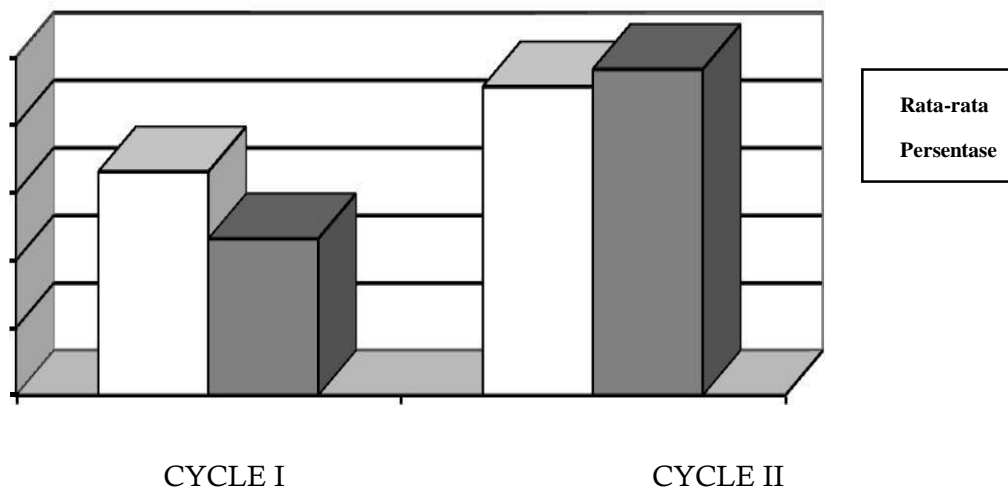
In cycle I, the average score = 3.89, while for cycle II the average score = 4.43, which means an increase of 0.54%.

5. Playing volleyball with simple rules

In cycle I, the average score = 3.64, while for cycle II the average score = 4.67 which means an increase of 1.00%.

**Tabel 3.** Average Assessment Results and Percentages of Cycle I and II

	SIKLUS I	SIKLUS II
Rata-rata	66.14	91.29
Persentase	46.33	96.43



**Figure 2.** Graph of Average and Percentage Assessment of Cycle I and II

Based on the description stated above, it can be seen that there was an increase from cycle I to Cycle II. From the data obtained, it can be concluded that the application of learning through the Make a Match method can improve the ability of basic volleyball techniques in class XI students of SMA Negeri 2 Sinjai in the 2023/2024 academic year.

**CONCLUSION**

The application of the make a match learning method is effective in improving students' abilities in the context of Physical Education learning, especially in the material of basic techniques in volleyball games. This learning process involves steps such as dividing students into groups to discuss the material, delivering material through direct practice, providing opportunities for students to practice the material through discussion with a group of friends, determining pairs randomly, giving instructions and suggestions by the teacher, and teacher direction to make conclusions from the results of the discussion. In addition to improving academic aspects, this method is also able to foster a sense of fun, enthusiasm, courage, activeness, critical attitude, democracy, and cooperation towards students during the learning process. The make a match approach is expected to create a positive learning environment and support the holistic development of students in the field of Physical Education.

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