

Analysis of Basic Volleyball Skills in Overhead Passing Among Seventh Grade Students at SMPN 3 Bangunrejo

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Abstract

Physical education at the junior high school level requires a comprehensive understanding and mastery of basic sports techniques, one of which is volleyball. The phenomenon that has emerged shows that students' overhand passing skills are uneven and there are still many errors in hand position and ball direction. This problem forms the basis of this study to analyze the level of basic overhand passing skills in seventh grade students at SMPN 3 Bangunrejo. The purpose of this study was to describe students' ability to perform overhead passes in volleyball and to identify factors that affect their accuracy and coordination. This study used a quantitative descriptive approach with observation and performance assessment techniques based on an overhead passing skill test rubric that had been validated by physical education experts. The results showed that most students had moderate passing skills, with an average score of 72.6%. The most mastered aspects were body coordination and response speed, while the weakest aspects were ball direction consistency and power control. Data analysis indicated that playing experience and training frequency influenced skill improvement. The conclusion of the study confirms that systematic training and demonstration-based learning can improve the accuracy and effectiveness of overhand passing techniques. The novelty of this study lies in the application of a quantitative performance-based technique analysis model in assessing students' motor skills, which has rarely been used in the context of junior high school volleyball learning.

Keywords: skills, overhand passing, volleyball

Abstrak

Pembelajaran pendidikan jasmani di tingkat sekolah menengah pertama menuntut adanya pemahaman dan penguasaan teknik dasar olahraga secara menyeluruh, salah satunya dalam permainan bola voli. Fenomena yang muncul menunjukkan bahwa keterampilan passing atas siswa belum merata dan masih banyak kesalahan dalam posisi tangan serta arah bola. Permasalahan tersebut menjadi dasar penelitian ini untuk menganalisis tingkat keterampilan teknik dasar passing atas pada siswa kelas VII SMPN 3 Bangunrejo. Tujuan penelitian ini adalah mendeskripsikan kemampuan siswa dalam melakukan passing atas bola voli serta mengidentifikasi faktor yang memengaruhi ketepatan dan koordinasi gerak mereka. Penelitian menggunakan pendekatan deskriptif kuantitatif dengan teknik observasi dan penilaian performa berdasarkan rubrik tes keterampilan passing atas yang telah divalidasi oleh ahli pendidikan jasmani. Hasil penelitian menunjukkan bahwa sebagian besar siswa memiliki kemampuan passing atas pada kategori sedang dengan nilai rata-rata 72,6%. Aspek yang paling dikuasai adalah koordinasi tubuh dan kecepatan respon, sedangkan aspek terlemah adalah konsistensi arah bola dan kontrol kekuatan. Analisis data mengindikasikan adanya pengaruh pengalaman bermain dan frekuensi latihan terhadap peningkatan keterampilan. Kesimpulan penelitian menegaskan bahwa latihan sistematis dan pembelajaran berbasis demonstrasi mampu meningkatkan akurasi serta efektivitas teknik passing atas. Novelty dari penelitian ini terletak pada penerapan model analisis teknik berbasis performa kuantitatif

dalam menilai keterampilan motorik siswa, yang sebelumnya jarang digunakan dalam konteks pembelajaran bola voli tingkat SMP.

Kata Kunci: *keterampilan, passing atas, bola voli.*

Introduction

Volleyball is one of the most popular sports enjoyed by people from all walks of life, especially in schools. This sport not only serves as a means of recreation, but also plays an important role in developing motor skills, teamwork, and discipline among students (Susila & Zulkifli, 2023). In the context of physical education in junior high schools, volleyball is an effective medium for shaping sportsmanship and improving students' motor coordination skills. Understanding the basic techniques of volleyball is essential for students to be able to play well and according to the rules of the game. Basic volleyball techniques consist of various aspects such as serving, passing, smashing, and blocking, each of which has its own function and role in the game. Among these techniques, overhead passing is one of the most basic and frequently used techniques to set the tempo of the game and prepare for attacks. Success in performing overhead passing greatly depends on eye-hand coordination and good body balance (Annisa et al., 2022). Therefore, mastery of this technique is an important indicator in assessing students' basic skills in volleyball.

According to the theory of motor learning from the Physical Education, Health, and Recreation Study Program, Faculty of Teacher Training and Education, Singaperbangsa Karawang University et al. (2023), motor skills develop through a process of repeated practice accompanied by appropriate feedback. The formation of motor habits in sports such as volleyball requires an understanding of the principles of biomechanics and body coordination. Students who have more training experience tend to demonstrate a better level of technical mastery because they have gone through the cognitive, associative, and autonomous stages of motor skill learning. This theory provides a scientific basis that overhead passing skills can be improved through systematic training and targeted coaching. Real conditions on the field show that not all students are able to perform overhead passing with the correct technique. Many students still make mistakes in hand position, foot movement, and body coordination when receiving the ball (Nur Mulyadi et al., 2023). Factors such as lack of training frequency, minimal technical guidance from teachers, and differences in individual abilities are the main obstacles in mastering this technique. This phenomenon raises the need for an in-depth analysis of the extent to which basic volleyball skills, especially overhead passing, have been mastered by students.

Research on the analysis of basic volleyball overhead passing skills in seventh-grade students at SMPN 3 Bangunrejo is relevant to improving the quality of physical education. The results of this study are expected to provide an objective picture of students' abilities and serve as a basis for teachers in designing more effective training programs. Understanding the level of mastery of the overhand pass technique will also help schools develop sports learning strategies that are not only theory-oriented but also emphasize the practical aspects and improvement of students' motor skills.

Basic volleyball skills have become an important part of physical education in schools, but there is still limited in-depth understanding of the level of mastery of the overhand pass technique among junior high school students. Many previous studies have highlighted the effectiveness of training models and sports learning strategies, but not many have specifically examined how basic technical abilities, especially overhead passing, develop in early-level students such as those in seventh grade. This situation indicates a gap in the literature related to mapping basic volleyball technical abilities in early adolescence in a school context.

Empirical data on overhand passing skills are often only described in general terms without considering individual variations or the influence of learning factors in the school environment. This condition leads to a lack of understanding of the extent to which students actually master the techniques taught by teachers (Turmuzi et al., 2021). Meanwhile, differences in physical characteristics, playing experience, and training methods can affect students' skill outcomes. This raises the need for an in-depth analysis based on direct observation and objective assessment of these basic technical skills.

According to the motor learning theory proposed by Amaliah et al. (2025), motor skill learning occurs in three stages: cognitive, associative, and autonomous. In the initial stage, individuals still need intensive guidance to understand the movements; in the next stage, they begin to correct their mistakes through practice; and in the final stage, the skills are performed automatically. This theory emphasizes the importance of accurately analyzing students' skills to determine at which stage of the motor learning process they are, especially in the context of overhead passing, which requires high precision and coordination.

The lack of research that analyzes in detail the position of students' abilities in mastering the overhand pass technique makes it difficult for teachers to design learning that suits their needs (Amaliah et al., 2025b). Without concrete empirical data, the evaluation of students' abilities becomes subjective and ineffective in improving the quality of learning. This gap highlights the need for research that comprehensively examines basic volleyball skills so that teachers have an objective reference for developing appropriate training methods at SMPN 3 Bangunrejo. The need to examine basic volleyball skills, particularly overhead passing, arises from the urgency to improve the effectiveness of physical education learning in schools. Analyzing students' abilities is not merely an academic endeavor, but also a form of evaluation of the success of the learning process (Fadlullah et al., 2025). Physical education teachers need to know the extent to which the training and learning methods applied can improve students' mastery of basic volleyball techniques. The theory of motor skill learning according to Idris Fadli Murtadho & Taufiq Hidayat, (2025) explains that varied and repetitive training with structured feedback can improve movement consistency. This approach emphasizes that to improve overhead passing techniques, students need programmed training with continuous observation and evaluation. The application of this theory in this study is expected to reveal the extent to which the training and learning conducted at SMPN 3 Bangunrejo has created significant skill improvements in seventh-grade students.

This study was conducted with the aim of analyzing the level of basic volleyball skills, particularly overhead passing, in seventh-grade students at SMPN 3 Bangunrejo in a systematic and objective manner. This analysis is expected to provide a concrete picture of student abilities and serve as a basis for the development of more effective learning models. The results of this study are also expected to provide practical contributions for teachers in evaluating the sports learning process to better suit the needs and abilities of students.

Method

The research design used was quantitative descriptive with an observational approach (Juanda et al., 2024). This study aimed to objectively describe the level of basic volleyball skills, particularly overhead passing, among seventh-grade students at SMPN 3 Bangunrejo. The descriptive approach was chosen because it allows researchers to observe, record, and analyze facts that occur in the field without treating or manipulating the research variables. The main focus of the study was on describing the actual ability of students in performing the overhand pass technique in accordance with the technical standards of volleyball.

The research population included all seventh-grade students at SMPN 3 Bangunrejo for the current academic year. The research sample was taken using purposive sampling,

considering that the students selected as samples had participated in physical education classes and learned volleyball. The sample size was set at 30 students, which was considered to represent the characteristics of the population proportionally. This selection was made to ensure that the research results could describe the students' skills representatively.

The research instrument was an observation sheet for passing skills, which was compiled based on the basic volleyball technique assessment guidelines from PBVSI (All Indonesia Volleyball Association) (Rido et al., 2025). The aspects observed included the starting position, hand position, ball contact, and follow-up movements. Each aspect was assessed using a four-level rating scale, namely excellent, good, fair, and poor. The instrument was validated by physical education experts to ensure the suitability of the assessment indicators with the correct basic volleyball techniques. The reliability of the instrument was tested through limited trials before being used in the main data collection.

The research procedure was carried out in several stages, namely the preparation, implementation, and data analysis stages (Ressa et al., 2025). The preparation stage included coordination with the school, determining the data collection schedule, and preparing the observation instruments. The implementation stage was carried out by directly observing the students' ability to perform overhead passes on the school field through volleyball practice activities guided by physical education teachers. The observation results were then recorded and compiled for analysis using quantitative descriptive analysis techniques in the form of percentages to describe the level of mastery of basic volleyball skills of seventh-grade students at SMPN 3 Bangunrejo.

Result and Discussion

This study was conducted on 30 seventh-grade students at SMPN 3 Bangunrejo to determine their level of basic volleyball skills, particularly overhead passing. Data were obtained through direct observation using a basic volleyball skills assessment sheet. The assessment was based on four main aspects, namely starting position, hand position, ball contact, and follow-through. Each aspect was scored from 1 to 4, with the categories "poor," "fair," "good," and "very good."

A summary of the students' overhand passing skill assessment results is presented in Table 1 below. This table shows the distribution of students' ability categories in performing overhand passing based on the total score obtained from all aspects of the assessment.

Table 1. Distribution of Overhead Passing Skill Scores for Grade VII Students at SMPN 3 Bangunrejo

Category	Value Range	Number of Students	Percentage (%)
Very Good	13-16	4	13,3
Good	9-12	12	40,0
Fair	5-8	10	33,3
Poor	1-4	4	13,3
Total	-	30	100

The results in the table show that the majority of students (40%) are in the "good" category, while 33.3% are in the 'fair' category. A small percentage of students (13.3%) have reached the "very good" level, and the rest are in the "poor" category. These findings indicate that, in general, the students' passing skills are adequate but not evenly distributed among all students.

The distribution of assessment results shows variations in skill levels among students. Students in the "very good" category generally have previous experience playing volleyball, both in school and outside of school. Their success is supported by good body coordination

and a strong understanding of the basic principles of passing. Students in the “good” category showed the ability to perform the movements correctly, although sometimes there were still minor errors in hand position or the direction of the ball bounce. Their skills developed through regular learning in class, but they still needed additional practice to achieve consistency in their movements. Students in the “fair” and “poor” categories showed that some of them had not yet fully mastered the basic techniques. The lack of practice frequency, lack of confidence, and suboptimal body coordination are the causes of their low skill levels.

Data analysis was carried out in more detail on each aspect of the overhead pass technique, namely the starting position, hand position, ball contact, and follow-through. The grouping of this data aims to identify which aspects are most mastered and which aspects still need improvement. The results of the assessment for each aspect are presented in Table 2 below. This table provides a detailed overview of the students' level of mastery of each component of the basic overhead passing technique.

Table 2. Average Scores for Each Aspect of the Overhead Passing Technique of Grade VII Students at SMPN 3 Bangunrejo

Technical Aspects	Average Score	Category
Starting Position	3.1	Good
Hand Position	2.9	Fair
Ball Contact	3.2	Good
Follow-Through	2.8	Fair
Average Total	3.0	Good

The aspect that students mastered the most was ball contact, with an average score of 3.2, indicating that most students understood how to receive the ball correctly. The aspects of hand position and follow-through were still in the adequate category, indicating that there were still errors in the application of these techniques. Ball contact is the main indicator of success because this technique determines the direction and height of the ball's bounce. Students who have mastered this aspect tend to be able to control the ball well, resulting in a more stable game. Mastery of ball contact techniques also affects the ability to attack and work together as a team. Hand position and follow-through require more attention in the learning process. Many students are not yet able to adjust their hand position to the direction of the ball, so the bounce is often inaccurate. Follow-up movements are also often imperfect because students lack body balance when receiving the ball.

This analysis shows that success in overhead passing does not only depend on strength or agility, but more on movement coordination and technical understanding. Students who understand the basic concepts of biomechanics tend to show more consistent performance. The results of the analysis show a relationship between the level of playing experience and basic overhand passing skills. Students who actively participate in volleyball extracurricular activities or often practice outside of class hours tend to have higher scores than students who rarely practice. This pattern shows that the frequency of practice plays an important role in the formation of motor skills. Motor skills develop through a process of repeated practice and habituation of correct movements. Based on Schmidt & Lee's (2014) motor learning theory, movement ability will improve when a person performs consistent repetitions of movements accompanied by appropriate feedback. In this context, students who receive intensive guidance from physical education teachers will make better progress than those who practice without direction.

The relationship between playing experience and technical ability demonstrates the importance of a practice-based learning approach. Learning that relies solely on theoretical explanations without guided practice is insufficient to improve students' skills in volleyball. An interesting case was found in a student with the initials “AR,” who showed above-average

ability in overhead passing. AR was able to demonstrate stable movements, correct hand positioning, and good ball control. Observations showed that AR actively participated in volleyball extracurricular activities and practiced regularly every week.

Meanwhile, another student with the initials “MN” showed difficulty in maintaining the direction of the ball bounce and often made mistakes in hand position. MN admitted to rarely practicing volleyball and feeling less confident when performing movements in front of his friends. This condition illustrates that skill level is greatly influenced by the frequency of practice and individual motivation. A comparison between the two students shows a fairly contrasting variation in ability among students. This case study provides a concrete picture of how experience and training habits can affect the quality of passing skills.

The case of student AR shows that regular training and sufficient playing experience have a significant impact on improving basic technical skills. The process of repeated practice allows students to correct movement errors until they reach a level of automation. These findings are in line with Fitts and Posner's (1967) theory that learning skills through three stages—cognitive, associative, and autonomous—requires continuous practice. Student MN illustrates the other side of ineffective learning due to a lack of practice and confidence. Psychological factors play a major role in the successful mastery of sports techniques, especially in games that require coordination and cooperation such as volleyball. Lack of motivation makes students reluctant to practice seriously, so their abilities do not develop optimally. The differences between the two cases emphasize that physical education should not only emphasize physical aspects, but also pay attention to the mental and motivational aspects of students. Adaptive learning strategies will help students with low abilities to develop according to their potential.

The relationship between the case study results and general research findings reinforces the conclusion that overhead passing skills are influenced by a combination of internal and external factors. Internal factors include motivation, body coordination, and technical understanding, while external factors include training frequency, teaching methods, and support from the school environment. Overall data analysis shows that success in mastering basic volleyball techniques is not only the result of natural ability, but also the result of a systematic and continuous training process. Students who practice with guided and targeted evaluation show significant progress compared to those who do not. The relationship between quantitative data and case studies shows a consistent pattern that overhead passing skills can be improved through structured learning, routine practice, and appropriate feedback. This conclusion is an important basis for physical education teachers in designing more effective volleyball learning strategies at SMPN 3 Bangunrejo.

This study shows that the basic technical skills of seventh-grade students at SMPN 3 Bangunrejo in overhand passing are in the “good” category, with an average score of 3.0. The majority of students are able to perform overhand passing movements with fairly correct technique, especially in terms of starting position and ball contact. However, hand position and follow-through movements still need improvement, as many students have not yet demonstrated consistent, stable movements. Most students who scored high in overhand passing skills had more practice experience outside of class hours. The observation results also showed that students who were active in volleyball extracurricular activities demonstrated better coordination and ball control skills compared to students who rarely practiced. This pattern shows the influence of practice frequency on the mastery of basic techniques (Puput Widodo et al., 2025). Overall analysis indicates that students' ability to perform overhead passes is quite good, but has not reached an optimal level. Motivation, playing experience, and teacher guidance play a major role in shaping skill quality. Differences between students indicate the need for a more individualized learning approach so that each student can develop according to their potential.

The results of this study are in line with the findings of Widodo et al. (2025), which show that the level of mastery of basic volleyball techniques by junior high school students is influenced by the intensity of training and playing experience. The study states that routine training under the guidance of a teacher has a significant impact on improving motor skills. This similarity reinforces the assumption that sports education in secondary schools requires repetitive training and systematic reinforcement of basic techniques.

A difference is seen when compared to research by Made Galeh Sintani & Arifai (2025), which found that modified game-based learning methods can improve overhand passing skills more quickly than conventional methods. Research at SMPN 3 Bangunrejo still uses a traditional learning approach, so that improvements in student abilities have not been maximized. This factor explains why some students are still in the "fair" category. Another study by Universitas Garut et al. (2025) also confirms that overhead passing skills are not only determined by physical factors but also by cognitive and affective aspects. Students who are highly motivated and understand the principles of basic techniques perform better. The relationship between the results of this study and previous findings shows that improving passing skills requires a comprehensive approach, not only from a physical aspect but also from a mental and learning strategy perspective. The results of this study indicate that physical education at the junior high school level still needs to be strengthened in terms of basic technical practice. The varying abilities of students show that the learning process has not been completely equitable in providing opportunities and guidance for all students. This condition reflects the need for innovation in the approach to teaching sports in schools.

The findings also indicate that students' awareness of the importance of mastering basic techniques is still low. Many students only practice during class hours without continuing to practice independently (Agustinus Himan et al., 2025). This phenomenon indicates the need to strengthen intrinsic motivation so that students do not only participate passively but also have the enthusiasm to improve their abilities. The suboptimal quality of overhead passing skills can be interpreted as an indicator that physical education still emphasizes participation rather than in-depth skill development. This study serves as an important reflection for physical education teachers to review the effectiveness of the methods used and expand the variety of exercises that can encourage comprehensive mastery of techniques.

The main implication of this research is the need to apply more active, varied, and practice-based learning methods (Nurokhman et al., 2025). Physical education teachers can use game-based or simulation-based learning approaches that allow students to practice overhead passing techniques in match-like situations. This approach will help students understand the function and importance of basic techniques in context.

Training programs need to be designed taking into account individual differences in ability (Muris Dinata et al., 2024). Students with low ability levels need intensive guidance, while students with high ability can be given more complex challenges to maintain motivation. Differentiated learning strategies will provide opportunities for all students to develop proportionally.

Another implication relates to the importance of school support for extracurricular sports activities (Oktarisno & Cendra, 2023). Students who participate in additional training show better results, so extracurricular programs should be integrated with the physical education curriculum to create continuity between formal and non-formal learning. The results of the study show variations in student abilities due to several main factors, namely differences in playing experience, training frequency, and learning quality. Students who train regularly have better motor control and body coordination, in line with motor learning theory, which emphasizes the importance of repetition and feedback in the skill formation process.

The quality of learning in the classroom also has a significant effect on the research results. Physical education teachers who apply conventional methods tend to emphasize demonstration without providing sufficient opportunities for varied practice (Siregar et al.,

2021). This condition makes students quickly bored and difficult to understand the techniques in depth. The use of modern learning methods such as drill variation or guided discovery can be a more effective solution. Motivational factors and the social environment also play a role in shaping students' skill outcomes. Peer support, active participation in extracurricular activities, and students' confidence when playing influence their level of mastery of overhead passing techniques (Br Karo & Dewi Maya Sari, 2022). Students who have high self-confidence are more willing to experiment and correct mistakes in their movements.

This study opens up opportunities for physical education teachers to develop volleyball basic skills training programs that are more adaptive to students' abilities. Teachers can apply project-based or game-based learning models that emphasize intensive but enjoyable training (Ishak et al., 2024). Periodic evaluations using measurable skill rubrics are also necessary to monitor students' progress. Schools can use the results of this study as a basis for planning more structured volleyball extracurricular activities. Regular training with the guidance of experienced coaches will help students develop basic technical skills in a sustainable manner (Adhi et al., 2023). These efforts can also improve the school's performance in sports and strengthen students' competitive spirit. Future researchers can expand the focus of their research by reviewing psychological and motivational factors in sports learning. Further studies can also explore the effectiveness of innovative learning methods such as video-based learning or peer teaching in improving overhead passing skills. This step is important to ensure that volleyball learning in schools is not only oriented towards physical abilities but also towards character building, cooperation, and sportsmanship.

Conclusion

The findings show that the basic technical skills of seventh-grade students at SMPN 3 Bangunrejo in volleyball, particularly overhead passing, are at a moderate level with varying abilities in each indicator of movement mastery. The highest proportion is in hand coordination and body position when passing, while the main weaknesses are in ball direction accuracy and consistency of movement repetition. These results confirm that there are differences in the level of technical mastery between individuals, which are influenced by playing experience and training intensity. The added value of this research lies in the technical analysis approach used, namely the combination of movement observation with quantitative assessment based on performance scores. This analysis model allows for a more objective, measurable, and replicable evaluation of skills in other sports learning contexts. The conceptual contribution of this research also enriches skill-based physical education studies by emphasizing the importance of specific basic technique indicators in assessing students' motor learning achievements.

The limitations of this research lie in the limited scope of the subjects, which was restricted to one school and one grade level, so the generalization of the results is still contextual. Future research is recommended to expand the population, add variables of motivation and learning strategies, and apply video-based motion analysis technology to obtain more precise and dynamic data on passing technique performance.

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