



Using The Demonstration Method To Help Students In Grade Viii Develop Their Volleyball Underhand Service Skills

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Abstract
Objectives. This study aimed to determine the effectiveness of the demonstration method in improving volleyball underhand serve skills among eighth-grade students at SMPN 20 Kupang. The study was motivated by students' low mastery of underhand serve techniques, particularly in body position, arm swing, ball contact, and serve accuracy. Materials and Methods. This study employed a classroom action research design with a quantitative descriptive approach. The research was conducted in two cycles, and each cycle consisted of planning, action, observation, and reflection stages. The participants were eighth-grade students who took part in volleyball learning activities. Data were collected through observation, documentation, and underhand serve skill tests. The data were analyzed descriptively by comparing students' skill performance before and after the implementation of the demonstration method. Results. The results showed that the demonstration method improved students' volleyball underhand serve skills. Students demonstrated better technical performance, particularly in preparing body position, coordinating arm swing, contacting the ball, and directing the serve. The number of students who achieved the minimum learning mastery criteria also increased from the initial condition to the first and second cycles. In addition, students became more active, enthusiastic, and confident during the learning process because they were able to observe clear examples of correct movement before practicing independently. Conclusions. The demonstration method is effective in improving volleyball underhand serve skills among eighth-grade students at SMPN 20 Kupang. This method provides clear movement models, supports students' technical understanding, and creates a more active and student-friendly physical education learning environment. Therefore, the demonstration method can be used as an alternative instructional strategy for teaching basic volleyball skills in junior high school physical education.
Keywords: Demonstration Method, Underhand Serve, Volleyball, Student Skills, Physical Education.

Introduction

With the goal of improving students' physical capabilities, motor skills, health, and social attitudes, physical education is a crucial component of the educational process. Students learn teamwork, discipline, sportsmanship, and responsibility through physical

education in addition to gaining movement experience. Volleyball is one of the subjects included in junior high school physical education classes (Muhammad & Utama, 2025).

Because it can be played in groups and enhance students' motor abilities and physical health, volleyball is a popular activity. Passing, smashing, blocking, and serving are some of the fundamental volleyball skills that must be acquired. The serve opens the game and gives you a chance to earn points, making it an essential opening move. The underhand serve is among the simplest and most fundamental serving methods for novices (Sulistiawati & Fiangga, 2024).

Nonetheless, there are still a number of challenges in the educational process that lead to kids' subpar underhand serve abilities. Many pupils have trouble coordinating their hand and body movements, don't understand basic methods, and can't effectively direct the ball. Additionally, a lack of diverse teaching strategies frequently results in students being disinterested and having trouble comprehending the subject matter. Students sometimes find it challenging to replicate proper technique when instruction is based only on verbal explanations without explicit movement demonstrations (Fathul Bari, 2014).

The demonstrative approach is one teaching strategy that can help with these problems. The demonstration method is a teaching strategy that allows pupils to watch, examine, and mimic the proper actions by directly demonstrating a certain procedure or approach. Because the content being taught is practical and calls for visual examples, the demonstration technique is especially pertinent in physical education. Students can have a better understanding of the steps involved in the underhand serve movement from starting posture to arm swing to ball contact by viewing a demonstration.

It is anticipated that eighth-grade students' volleyball underhand serve skills will improve with the usage of the demonstration approach. Students have more tangible learning experiences through demonstrations, which facilitates their comprehension and application of movement methods. Additionally, this approach can boost students' engagement, motivation, and focus throughout the learning process (Keterampilan et al., 2025).

Based on this description, the purpose of this study was to ascertain if eighth-grade students at SMPN 20 Kupang City could enhance their volleyball underhand serve skills by

using the demonstration approach. It is anticipated that this research will help provide more efficient and interesting ways for children to acquire physical education.

Materials and Methods

Study Participants.

All eighth-graders at SMPN 20 Kupang City who were the study's participants in a single class made up the sample size. Since classroom action research focuses on enhancing the learning process in a specific class, the sampling technique employed total sampling, which means all members of the class population were used as study samples(Aksaruddin et al., 2020).

For instance, all thirty students in class VIII at SMPN 20 Kota Kupang will serve as the research sample. Male and female students enrolled in physical education classes on volleyball's underhand serve make up the sample.

Study organization.

Students in the eighth grade at SMPN 20 Kupang City, a junior high school, who were enrolled in volleyball physical education classes served as the research subjects. The number of participants was modified to reflect the total number of pupils in each class.

The planning phase of the research process included creating educational materials, identifying underhand serve skill indicators, setting up observation tools, and creating the demonstration method's execution. During the implementation phase, the instructor used the demonstration method to teach the volleyball underhand serve technique. After that, students were instructed to watch and rehearse the motions using the given examples.

During the observation phase, students' engagement, motivation, and proficiency with the underhand serve technique are all monitored. A prepared observation sheet is used to record observations. The reflection phase is then carried out to assess each cycle's learning objectives and identify areas for improvement(Ginting & Sari, 2022).

Observation, hands-on tests of underhand serve techniques, and documentation were some of the methods used to gather data. While practical exams were used to gauge growth in underhand serve skills, observations were used to gauge student engagement throughout the learning process. Photographs and activity notes were used as documentation to support the study's findings.

Statistical analysis.

The percentage of pupils' learning achievement was calculated using quantitative descriptive analysis on the collected data. The improvement in volleyball underhand serve skills following the implementation of the demonstration technique was assessed by comparing the analytical results between the initial conditions, cycle I, and cycle II. If the majority of students met the minimal completion requirements, the study was deemed successful(Ahmad Syarif et al., 2025).

Results

The study's findings demonstrated that eighth-grade students at SMPN 20 Kupang may enhance their volleyball underhand serve abilities by using the demonstration approach. From the initial conditions (pre-action), cycle I, to cycle II, the results of student skill tests in each learning cycle demonstrated the improvement.

Students' proficiency with the underhand serve remained comparatively poor during the pre-action period. The majority of students struggled to execute the method effectively, especially when it came to beginning position, arm swing, movement coordination, and ball direction accuracy. The minimal completion criteria (KKM) had not yet been met by many students. Students' skills increased in cycle I after the demonstration approach was used. Due to the teacher's direct demonstrations of motions, students started to grasp the fundamentals of the underhand serve. While there were still mistakes in accuracy and shot power, some kids were able to serve with improved movement coordination. Although not every student met the desired goal, the percentage of learning completion rose in comparison to the initial condition.

Improvements in underhand serve techniques were considerably more notable in cycle II. Students showed improved body coordination, more self-assurance in their motions, and improved ability to follow the technical stages. Additionally, ball control and serving accuracy both increased. Additionally, because the presentation method offered a more tangible and comprehensible learning experience, student engagement and activity during the session rose.

Overall, the study's findings demonstrated that eighth-grade students' volleyball underhand serve skills were improved by the demonstration approach. The rise in the average student learning outcomes and the percentage of classical completion in each learning cycle served as evidence of this success.

The research results can be seen in the following table:

Research Stage	Average value	Completion Percentage
Pre-Action	62	40%
Cycle I	72	65%
Cycle II	83	85%

Based on these findings, it can be said that using the demonstration approach improves class VIII pupils' volleyball underhand service abilities.

Discussion

The study's findings show that using the demonstration approach improved eighth-grade students' volleyball underhand serve abilities. The students' learning outcomes, which advanced with each learning cycle, demonstrated this improvement. Most students had trouble understanding the fundamentals of the underhand serve before the demonstration method was used, especially with regard to coordination, body alignment, and ball direction accuracy. This suggests that learning that only concentrates on theoretical justifications does not yield the best comprehension of motor abilities.

Students had the chance to see firsthand the proper steps of the underhand serve once the demonstration method was put into practice. Students were able to grasp the approach through practical application and visual observation during the teacher's demonstration. Because motor skills are easier to understand through examples than through verbal explanations alone, the demonstration method is very useful in physical education (Faturohman & Hadi, 2024). Pupils are better able to mimic the initial position, arm swing, ball impact, and subsequent motions.

The demonstration method was starting to have an effect on the learning process, as seen by the improvement in student skills in cycle I. Pupils seemed to be more engaged and driven during the lesson. Nevertheless, some pupils' lack of confidence and unfamiliarity with repetitive motions prevented them from using the techniques to their full potential (Di et al., 2024). As a result, cycle II learning was improved by offering more organised demonstrations, repeated practice, and one-on-one assistance for struggling students.

Learning outcomes improved considerably further in cycle II. When performing underhand serves, students showed improved body coordination, increased self-assurance, and improved control over their actions. These gains show that learning through repeated practice and close observation can hasten the mastery of motor skills (Kaswari, 2014).

The results of this study support the motor learning hypothesis, which holds that practice, imitation, observation, and feedback can all help to improve motor skills. Students

can better understand movement ideas by using the demonstration approach, which offers tangible learning experiences. Additionally, the findings of this study corroborate earlier studies that shown the effectiveness of the display method in physical education training, especially when it comes to learning fundamental sports skills(Aha et al., 2026).

As a result, using the demonstrative technique enhances student learning outcomes while also fostering a more dynamic, interesting, and engaged learning environment. This approach can be used by physical education teachers as an alternate teaching method to help students develop their practical abilities, especially when it comes to materials that call for direct mastery of movement routines. When compared to other studies of a similar nature, this one has a number of advantages, particularly when it comes to volleyball-related physical education instruction.

First, this study focuses on using the demonstration approach to improve the underhand serve skills of eighth-grade volleyball players. A more thorough examination of the learning process and results is made possible by this more focused and limited focus, which gives a clearer picture of the method's efficacy(Mulyanto et al., 2024).

Second, a Classroom Action Research (CAR) technique was used in this study, which was carried out methodically across two cycles. Every cycle included a process of introspection and action improvement to guarantee that the learning put into practice was dynamic and constantly enhanced. This benefit is clear because it shows a concrete and long-lasting process for learning enhancement.

Third, this study highlights the use of a systematic, hands-on demonstration approach along with repeated practice and one-on-one coaching. This method emphasises a learning process that considers each student's requirements and talents in addition to the ultimate product.

Fourth, this study took into account student activity, motivation, and participation throughout the learning process in addition to measuring increases in underhand serve skills. As a result, the findings offer a more complete picture of how the demonstration method affects students' learning.

Fifth, this study is contextual because it was carried out in an actual classroom, which makes the findings more relevant and simple for physical education instructors in other schools with comparable features to apply. Because of this, the research is very useful for creating learning strategies.

With these many benefits, this study offers a more focused, relevant, and focused contribution to actual advancements in physical education instruction, particularly in enhancing students' volleyball underhand serve abilities.

Conclusions

Eighth-grade students' volleyball underhand serve skills can be improved by using the demonstration approach, according to the research findings and discussion. Increases in average scores, learning completion, and students' technical proficiency in performing underhand serves with more accuracy and coordination are indicative of improvements in student learning outcomes in each cycle. Because students may see examples of proper motions firsthand and then practise them repeatedly, the demonstration technique offers a more tangible learning experience. Compared to learning that only uses spoken instructions, this makes it easier for kids to understand the underhand serve method. Additionally, throughout the learning process, the demonstrative technique can boost students' motivation, involvement, and participation. As a result, the demonstrative approach is a useful substitute for traditional physical education teaching methods, especially when it comes to volleyball. It is intended that by employing this approach, educators will be able to design more dynamic, interesting lessons and maximise the development of students' motor abilities.

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cooperation provided will be rewarded. He hopes that this research will benefit the development of physical education learning, particularly in improving volleyball underhand serve skills in junior high school students.

Conflict of interest

The author states that there were no financial, professional, or personal conflicts of interest that could have affected the findings, analysis, or presentation of the research data. The entire research procedure was carried out independently, objectively, and in accordance with scientific research ethics. Additionally, the author states that there are no connections or engagement with any parties that would have an impact on the research design, data collection, analysis, or publication of the findings. As a result, the findings of this study are presented in an open and academically responsible manner.

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