

A PERSPECTIVE REVIEW ON VOLLEYBALL SKILLS FOR STUDENTS: VALIDITY AND RELIABILITY

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ABSTRACT

This paper is to demonstrate skill importance for teams' volleyball in particular. A division (serve, pass, set, etc.) and recorded rally outcomes during all home games in a competitive season. Deals with fundamental volleyball techniques' Regulations and abilities---etc. The skills were only rated when the ball was on the home team's side of the net. Events followed one of these three patterns: serve-outcome, pass-set-attack outcome, or block-dig-set-attack-outcome. These sequences of events were assumed. Present paper based on secondary data sources only.

Keywords: Attack, Serve, Blocking, Skills.

I. INTRODUCTION

The volleyball sport's regulations state that each team can play the ball one to two times before it crosses the net, but three times is the maximum. A one-handed serve that sends the ball over the net initiates plays (Oliinyk et al., 2021). Before the ball touches the ground, leaves the pitch, or is mishandled by a player, it can be played once more (Hu et al., 2022; Muharram et al., 2023; Soytürk, 2019; Yudasmara & Fadhli, 2018).

II. Volleyball Regulations:

According to the regulations, volleyball games start with a service technique. This method can be accepted by a forearm pass technique (forearm pass) or overhead passing technique (overhead pass), fed by forearm pass or overhead pass techniques, followed by a punch (technic spike), and finally a block (technic block) (Dewanti et al., 2023).

According to Nasrulloh, players in this game must jump vertically while spiking and blocking to make contact with the ball from a height of their choosing (Nasrulloh et al., 2021).

III. Fundamental volleyball techniques:

The fundamental volleyball tactics of serving, forearm pass, overhand Pass, smashing, and blocking are used as test materials. And accuracy of volleyball sports techniques, including serve, underpass, overpass, smash, and block, fundamental volleyball techniques:

A sports team's success is determined by the number of contests won during a season. Winning a contest generally means scoring more points than the opponent. The number of points that a team scores during a game is primarily based on how well the team performs key skills. Understanding how the performance of skills relates to the scoring of points is useful for athletes and coaches in all sports. If a coach can quantitatively understand how the performance of various skills relates to the number of points scored, the coach can then adjust the team's practice schedule to focus on improving the performance of key skills that are more

closely tied to point scoring. To determine the impact of each skill in scoring a point, Fellingham and Reese (2004) suggest the use of importance scores. An importance score would be a measure that could account for both the impact and the amount of uncertainty associated with the performance of a skill relative to the probability of scoring a point. Importance scores would be useful to coaches since they indicate how the impact of a particular skill relates to the probability of a successful outcome. Importance scores would also allow coaches to compare skill performance across teams.

IV. Volleyball critical motion abilities:

Volleyball critical motion abilities of primary school pupils through effective and efficient game-centered strategies is the conclusion of Samsudin's research (Samsudin et al., 2021).

The principles of sports coaching, in Bompa's opinion, start at the multilateral level, the specialization stage, and the pinnacle stage of achievement (Bompa & Buzzichelli, 2019). The emphasis of the multilateral/novice stage, which starts with volleyball at the age of 11–12, is on preparation for introducing numerous sports. The specialization stage, which occurs between the ages of 14 and 15, emphasizes the choice of a specific subject that is actively pursued and has the potential for peak performance, such as volleyball. Athletes play volleyball at the peak of their abilities, typically between the ages of 20 and 25.

(a) Forearm pass: Students pass to the wall for one minute. The score is determined by the touch of the ball on the predetermined target with the position to make a bottom pass behind the line (a distance of 3 meters from the target wall) with a target height of 2.5 meters and the Scoring according to the touch of the ball in the target area of 1.2 and 3 with a target distance of 30 cm each;

(b) Top Pass: For one minute, the students make top passes to the wall.

(c) Top and bottom serve: Students perform ten upper serves, scoring based on the ball's fall on a predetermined target. The score is given according to the touch of the ball to the predetermined target with the position to perform a bottom pass behind the line (a distance of 3 meters from the target wall) with a target height of 3.5 meters and a Score according to the touch of the ball in the target area of 1.2 and 3 with a target distance of 30 cm each. The rating is based on the touch of the ball in the target area of 1, 2, 3, 4, and 5 with a size of 2.5 meters with a value of 2; the size of the line with a distance of 5 meters is given a value of 1, and 3 and line sizes with the princess 2.24 meters. The position to serve behind the line (9 meters from the target) has been used to determine the ball's fall in the target area. With an assessment based on the touch of the ball in the target area of 1, 2, 3, and 4 with a size of 3 meters can be a value of 2, the size of the line with a distance of 4.5 meters is given a value of 1, and 3. The size of 4.24 meters, the score is given according to the ball's fall in the target area that has been set with a position to smash behind the attack line (a distance of 3 meters from the target). The chance was presented ten times. The ball's descent to a predetermined target determines the score. The rating is given according to the touch of the ball in the target area of 1, 2, 3, and 4 with the provision that it can be scored four if the ball falls on the target line 2 0.75 meters, and can be three if the ball falls on the target size of 1 me. The position to block behind the attack line (3 meters from the target) has a net height of 2.43 meters, and the princess has a height of 2.24 meters. Each test's implementation and intended.

V. Markov chain analysis:

Since a four-point serve is an ace, it cannot be included in the Markov analysis as the rating is exactly the same as the outcome. However, the four-point serve can be included in the logistic analysis, and this raises the importance score for serving. This point to the necessity of an appropriate rating system if importance scores are going to be compared across skills.

VI. Judges point of view:

How to judge a player's talent during a game and selecting a good volleyball player are two challenges that coaches must overcome (Indrakasih et al., 2022). To plan training for athlete progress, coaches must have the proper guidance and resources (Budiarti et al., 2019). The measuring process is crucial because it enables the trainer to assess the training plan's effectiveness (Juditya et al., 2020). Based on the evaluation findings, numerous initiatives and improvements will be undertaken to enhance the training program's quality (Lima et al., 2021). Additionally, the coach can only analyze volleyball skills using the tools already used for student assessment, not the actual movements. Due to age and talent discrepancies, senior volleyball players cannot be evaluated using student skill assessments.

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