



Analysis of Student Confidence in Performing Volleyball Bottom Serves in Elementary School

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Abstract

This study aimed to analyze elementary school students' confidence in performing volleyball underhand serves and to identify the factors influencing their confidence during physical education learning. The study employed a qualitative descriptive approach with a case study design. The participants consisted of five elementary school students, one physical education teacher, and one parent from SDN Pasirbiru. Data were collected through classroom observations, semi-structured interviews, and documentation. The data were analyzed using NVivo software through coding, data reduction, data presentation, and conclusion drawing. The findings revealed that students' confidence levels were categorized into high, moderate, and low levels. Students with high confidence demonstrated greater participation, courage to perform underhand serves, and persistence when encountering difficulties. In contrast, students with low confidence tended to be passive, hesitant, and afraid of making mistakes during learning activities. The study also identified several factors influencing students' confidence, including self-belief, emotional control, teacher support, peer support, and the learning environment. The novelty of this study lies in its focus on the psychological aspects of elementary school students in volleyball learning, particularly confidence in performing underhand serves. The findings indicate that supportive and enjoyable physical education learning environments can enhance students' confidence and participation in volleyball activities.

Keywords: Confidence, Bottom Serve, Volleyball, Physical Education, Elementary School

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A. Introduction

Physical, Sports, and Health Education (PJOK) has an important role in developing students' physical, motor, cognitive, and affective abilities in elementary school (Anggoro et al., 2024; Sahabuddin, 2024). Having a good physical condition is beneficial, not only the appearance on the field when competing but for the body itself there are many benefits such as the body being healthy and fit (Arni & Indrayana, 2024; Sudrazat, 2020; Supriady, 2024). In PJOK learning, students are not only required to master movement skills, but also have psychological readiness such as courage and confidence (Sari, 2024). One of the materials taught in PJOK is the game of volleyball, especially the bottom serve technique which is a basic technique and is relatively easy for elementary school students to learn.

Basic motor skills are the initial foundation for developing more complex movement and exercise skills (Budiman & Pasaribu, 2024; Fauzi, 2023). Physical education greatly affects social skills because many activities are carried out outdoors that encourage students to collaborate and communicate well (Fauzi, 2025). However, in learning practice, there are still students who feel doubtful, afraid of making mistakes, and lack confidence when performing lower serves. Low confidence can affect students' courage to try moves and impact the skills they have. Confidence is an important factor that supports students' success in sports activities and movement learning (Laksana et al., 2024; Yulianto, 2025). Physical education not only affects physical activity, but also on the affective and cognitive aspects of students (Fauzi, 2018). In the context of physical education, self-confidence affects students' motivation, active participation, and courage in doing sports activities. Students who have high self-confidence tend to be more active and able to develop motor skills better than students who lack

confidence (Prasetyo et al., 2025; Safitri, 2023). Therefore, confidence becomes an essential aspect that needs to be developed in order to improve students' engagement and skill mastery during PJOK learning.

This study is supported by Bandura's Self-Efficacy Theory, which explains that individuals' beliefs in their own abilities influence their motivation, effort, persistence, and performance in completing tasks (Dami et al., 2022; Zhang & Qian, 2024). Students with high self-efficacy tend to show greater confidence in trying movement activities and are more resilient when experiencing failure during practice. In addition, Social Cognitive Theory emphasizes that behavior is shaped through interactions among personal factors, environmental influences, and learning experiences. Teacher encouragement, peer support, and positive classroom environments can strengthen students' confidence and participation during sports learning activities.

Furthermore, Motor Learning Theory explains that movement skills are developed through repeated practice, feedback, and continuous learning experiences (Nainggolan et al., 2025). Students who receive positive reinforcement and supportive learning opportunities are more likely to develop better motor performance and greater confidence in performing sports skills. In volleyball learning, repeated practice and constructive feedback are important in helping students improve their underhand serve abilities and overcome fear or hesitation during practice activities.

Previous research has mostly discussed technical aspects and physical skills in volleyball learning, while studies on psychological aspects, especially elementary school students' confidence in performing volleyball bottom serves, are still limited. Therefore, this study aims to analyze student confidence levels, influencing factors, as well as reflections of student confidence in behavior during volleyball bottom serve learning (Baehaqi,

2021).

B. Methods

Research Design

This study employed a qualitative approach with a case study design. A qualitative approach was used to explore social phenomena in depth based on the experiences, behaviors, and perspectives of the research participants (Waruwu, 2024). The case study design was chosen because it allows researchers to investigate students' confidence in performing volleyball underhand serves within a real educational setting.

Participants

The study was conducted at SDN Pasirbiru. The participants consisted of five elementary school students, one PJOK teacher, and one parent of a student. Participants were selected using purposive sampling techniques because the researcher intentionally chose individuals who were considered capable of providing relevant and meaningful information related to students' confidence in volleyball learning (Suriani, 2023). The selected students represented different levels of confidence observed during PJOK learning activities.

Research Instruments

The main instrument in this study was the researcher, supported by observation guidelines, semi-structured interview protocols, and documentation sheets. Observation guidelines were used to identify students' behaviors, participation, emotional responses, and confidence levels during volleyball underhand serve practice. Semi-structured interviews were conducted to obtain deeper information regarding students' feelings, experiences, and factors influencing their confidence. Documentation in the form of photographs, field notes, and learning records was used to support and strengthen the research findings.

Data Collection Procedures

Data collection was conducted through observations, interviews, and documentation. Observations were carried out during PJOK learning activities to examine students' behavior while practicing volleyball underhand serves. The researcher observed students' participation, courage to perform movements, emotional responses, and interaction patterns during learning activities. Semi-structured interviews were conducted with students, PJOK teachers, and parents to obtain detailed information regarding students' confidence and the factors affecting it. Documentation was collected in the form of activity photographs and learning notes to support the observational and interview data. The use of observation and interview techniques in qualitative research is considered effective in obtaining in-depth and contextual information (Muid, 2025).

Data Analysis

The collected data were analyzed through several stages, namely data reduction, data presentation, coding, and conclusion drawing. The researcher organized and classified the data according to themes related to students' confidence in volleyball underhand serves. NVivo software was used to assist the coding process and identify emerging categories and patterns from the interview and observation data. The results were then interpreted descriptively to explain the levels of confidence and the factors influencing students' behavior during PJOK learning activities.

Trustworthiness and Credibility

To ensure the trustworthiness and credibility of the findings, this study applied source triangulation and technique triangulation. Data obtained from observations, interviews, and documentation were compared and verified to strengthen the consistency of the findings. In addition, information from

students, teachers, and parents was cross-checked to improve the accuracy and credibility of the data (Susanto, 2023).

Ethical Considerations

Ethical considerations were carefully maintained throughout the research process. The researcher obtained permission from the school before conducting the study. Participants were informed about the purpose of the research, and their participation was voluntary. The identities of participants were kept confidential to protect their privacy. In addition, the researcher ensured that all research activities were conducted respectfully and did not interfere with the teaching and learning process at the school.

C. Result and Discussion

Based on the results of observations during volleyball bottom serve learning at

SDN Pasirbiru, it can be seen that students' confidence levels vary. These differences can be seen from students' courage in trying movements, participation during learning, the ability to control emotions, and responses to failures (Ariffani, 2024).

Some students show high confidence with active behavior, dare to try, and do not give up easily when they make mistakes. Meanwhile, students with moderate confidence still seem indecisive and need encouragement from teachers or friends. On the other hand, students with low confidence tend to be passive, afraid of making mistakes, and less courageous to try to serve bottoms. The results of the observation also showed that teacher support, learning atmosphere, and success experience affected students' confidence in PJOK learning.

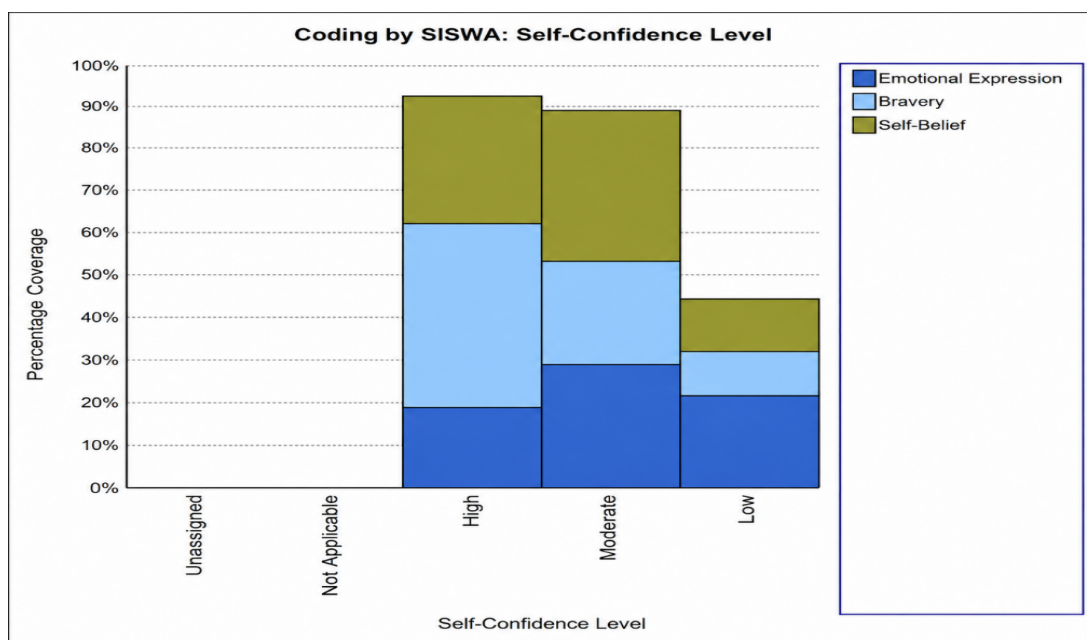


Figure 1. Diagram of Student Self-Confidence Levels
 Source: Data Processing Results (2026)

Based on the image of NVivo coding results "Student Confidence Level", it can be seen that student confidence levels are divided into three categories, namely high, medium, and low. Students with a high level of confidence

seem to be active in participating in learning, dare to try to do lower serves, and do not give up easily when experiencing failure. Students with a moderate level of confidence show the courage to try to perform lower serves, but still need

direction, motivation, and support from teachers and peers. Students in this category sometimes still feel hesitant and less consistent in performing movements, but still have the willingness to participate in learning. Meanwhile, students with low confidence levels tend to be indecisive, afraid of making mistakes, and less active during learning.

Students who have high self-confidence tend to be more courageous to try and have better motivation in developing volleyball bottom serving

skills. High confidence can increase individual motivation, effort, and performance in sports activities (Ariffani, 2024). On the other hand, students with a moderate level of confidence still need positive reinforcement and repeated practice opportunities to be able to increase courage and consistency in performing lower serves. Meanwhile, students with low confidence levels need more intensive attention and mentoring to help reduce fear and increase participation during learning.

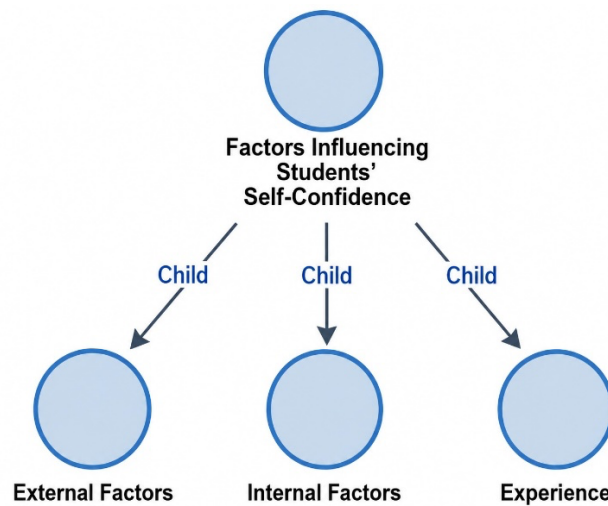


Figure 2. Basic Concepts of Self-Confidence Factors
Source: Data processing results (2026)

Students' confidence in performing volleyball bottom serves is influenced by internal and external factors. Internal factors include self-confidence, courage, and the ability to control emotions during practice. Students who are able to manage nervousness look calmer and more confident when performing lower services (Abdillah, 2025) In addition, the experience of success and failure also affects students' level of confidence in learning.

External factors include the support

of teachers, peers, and the learning environment. PJOK teachers have an important role in providing motivation, direction, and positive reinforcement so that students feel more daring to try. Peer support and a comfortable learning atmosphere also help increase student participation and confidence during learning. Social interaction and environmental support have a great influence on the development of skills and confidence (Nabila, 2025).

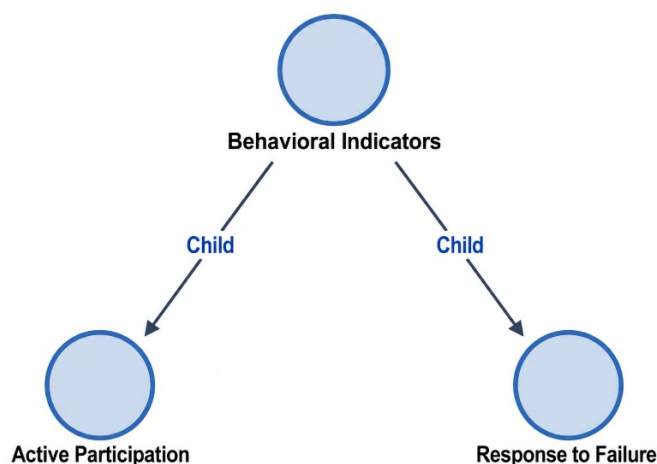


Figure 3. Concept Map of Reflection in Behavior
Source: Data Processing Results (2026)

Student confidence can be seen from the behavior shown during the PJOK learning process, especially when servicing under volleyball. Students who have high confidence seem to be more active in participating in learning, dare to appear in front of their friends, and are not afraid to try to make lower serve movements even though they still make mistakes. In addition, confident students tend to keep trying and do not give up easily when they experience failure during practice. They also look more enthusiastic and have the passion to improve their movements to be better.

In contrast, students with low confidence levels tend to show a passive attitude during learning. Students look hesitant, afraid of making mistakes, and lack the courage to try to do bottom service in front of their teachers and friends. When experiencing failure, some students also seem to give up easily and are less motivated to try again. This condition causes student involvement in learning to be less optimal and affects the development of their movement skills.

The findings of this study show that self-confidence not only affects the psychological aspects of students, but also has an impact on motor skills, courage to try, and the level of student participation in PJOK learning. Students who have high

confidence tend to be more active and easily develop volleyball bottom service skills than students who have low confidence (Baehaqi, 2021).

Discussion

The findings of this study indicate that confidence plays an important role in supporting students' success in performing volleyball underhand serves at the elementary school level. Students with high levels of confidence were observed to be more active during learning activities, more willing to try movements, and more persistent when experiencing mistakes during practice. In contrast, students with low confidence tended to be passive, hesitant, and afraid of making mistakes during PJOK learning. High confidence contributes positively to students' motivation, courage, and performance in sports activities (Arifin, 2021; Liu & Li, 2023). Therefore, confidence can be considered one of the important psychological aspects influencing students' participation and engagement in volleyball learning activities.

Psychologically, students' fear of performing volleyball underhand serves may be associated with fear of failure, peer judgment, and low self-efficacy (Gómez-López et al., 2025). Many elementary school students feel anxious about making

mistakes in front of their classmates because they are worried about negative reactions, embarrassment, or being laughed at by peers. These feelings often reduce students' willingness to participate actively during PJOK practice sessions. Fear of failure can negatively affect students' emotional readiness and confidence in performing movement tasks. Students with low self-efficacy tend to doubt their abilities and avoid challenging activities because they believe they may fail (Talsma et al., 2019). As a result, they become less active and show lower participation during volleyball learning.

The findings of this study are closely related to Bandura's Self-Efficacy Theory, which explains that individuals' beliefs in their abilities influence their behavior, effort, persistence, and emotional responses during learning activities. Bandura identifies several important sources of self-efficacy, including mastery experience, verbal persuasion, and emotional state. In this study, students who successfully performed volleyball underhand serves repeatedly developed greater confidence through mastery experiences. Positive reinforcement, encouragement, and motivation provided by teachers and peers also strengthened students' confidence through verbal persuasion. In addition, students who were able to manage nervousness and anxiety during practice showed more positive emotional states, which contributed to higher confidence levels when performing movement tasks.

The results also demonstrate that students' confidence is influenced by both internal and external factors. Internal factors include self-confidence, emotional control, courage, and previous experiences of success or failure during practice. Students who were able to manage nervousness appeared calmer and more confident during volleyball activities. Emotional control is closely related to the development of confidence in sports learning (Hassan & Abdulkareem, 2025; Hidayat, 2025). This finding emphasizes

the importance of considering students' psychological conditions during PJOK learning in order to maximize participation and learning outcomes.

External factors such as teacher support, peer interaction, and learning environment also contributed significantly to students' confidence development. PJOK teachers play an important role in providing motivation, guidance, and positive reinforcement during learning activities. Peer support and a comfortable classroom atmosphere help students feel safer and more confident when performing volleyball underhand serves. Social interaction and supportive learning environments can increase students' courage and participation during PJOK learning activities (Nabila, 2025). Therefore, creating enjoyable and supportive learning environments is essential to improving students' confidence and participation in sports learning.

From the perspective of elementary school education, students at this developmental stage are highly sensitive to social evaluation and peer responses. Elementary school students generally have emotional characteristics that make them easily influenced by praise, criticism, acceptance, or rejection from their classmates and teachers. Because of this sensitivity, negative comments or ridicule from peers may reduce students' confidence and willingness to participate in physical activities. Conversely, positive feedback, encouragement, and appreciation can strengthen students' self-confidence and increase their motivation to participate actively during PJOK learning. This indicates that psychological support and positive classroom interactions are essential components of effective physical education learning at the elementary school level.

Student confidence was also reflected in their behavior during learning activities. Students with high confidence levels were more active in asking questions, more willing to demonstrate movements in front of their classmates, and more persistent

when experiencing difficulties during volleyball practice. In contrast, students with low confidence tended to hesitate, avoid participation, and give up more easily after making mistakes. These findings support previous studies suggesting that students with higher confidence levels tend to develop motor skills more effectively than students with lower confidence levels (Rifka, 2024). This indicates that confidence not only affects students psychologically but also contributes to the development of movement skills and active participation during PJOK learning.

Overall, the findings suggest that confidence is a crucial factor in volleyball underhand serve learning at the elementary school level. Students' confidence is formed through interactions between internal psychological factors and external environmental support. PJOK learning that provides positive reinforcement, repeated practice opportunities, emotional support, and enjoyable learning experiences can help improve students' courage and confidence in performing volleyball skills. These findings reinforce the importance of integrating psychological support into physical education learning to optimize both students' motor skill development and learning participation.

This study has several limitations that should be acknowledged. First, the number of participants was relatively small and limited to one elementary school, which may reduce the generalizability of the findings to broader educational contexts. Second, the study focused primarily on qualitative exploration, so the findings rely heavily on participants' perceptions and researcher interpretation. Third, the research examined students' confidence only in the context of volleyball underhand serve learning and did not investigate other sports skills or psychological variables that may influence participation in PJOK learning. Therefore, future studies are recommended to involve larger participant groups, apply mixed-method approaches, and examine additional psychological

factors related to sports learning in elementary schools.

D. Conclusion

This study concludes that students' confidence plays an important role in supporting their participation and performance in volleyball underhand serve learning at the elementary school level. Students with higher confidence levels tended to be more active, courageous, and persistent during PJOK activities, while students with lower confidence showed more hesitation and fear of making mistakes. Students' confidence was influenced by both internal factors, such as self-belief and emotional control, and external factors, including teacher support, peer interaction, and learning environment. The findings highlight the importance of creating supportive, enjoyable, and psychologically safe PJOK learning environments to improve students' confidence and participation in sports activities. Practically, this study provides insights for PJOK teachers to apply positive reinforcement, emotional support, and repeated practice opportunities in order to strengthen students' confidence during learning. Scientifically, this study contributes to the development of research on psychological aspects in physical education, particularly regarding elementary school students' confidence in volleyball learning. The findings also reinforce the relevance of self-efficacy and social cognitive perspectives in understanding students' behavior and participation in sports learning contexts.

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confidence in volleyball underhand serves in elementary schools.

F. Conflict of Interest

There is no conflict of interest.

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