

Volleyball Skills-Oriented Physical Education Learning: A Literature Review

Hikmad Hakim  ^{1A-E*}, **Sahabuddin**  ^{2B-D}

^{1,2} Study Program of Sports Coaching Education, Faculty of Sports and Health Sciences,
Makassar State University, Makassar City, Sout Sulawesi, Indonesia

hikmad.hakim@unm.ac.id¹, sahabuddin@unm.ac.id²

Authors' contribution:

A. Conception and design of the study; **B.** Acquisition of data;
C. Analysis and interpretation of data; **D.** Manuscript preparation; **E.** Obtaining funding

Received: 2025-01-21

Accepted: 2025-02-15

Published: 2025-03-21

ABSTRACT

This literature review examines recent research on volleyball skills-oriented physical education learning, focusing on methods, outcomes, and pedagogical innovations over the past decade. Analysis of 30 peer-reviewed studies from national and Scopus-indexed journals reveals that play-based learning methods consistently improve volleyball fundamental skills, particularly underhand passing, with skill acquisition gains ranging from 18% to 35% (Iqbal et al., 2025; Agustina et al., 2023). Movement coordination learning models contribute to enhanced motor control and game performance, reporting improvements in reaction time and accuracy by approximately 22% (Risma et al., 2024). Technological interventions such as e-books and visual imagery are validated as practical tools to increase skill proficiency and student engagement, showing up to 28% enhancement in learning outcomes (Endriani et al., 2022; Risma et al., 2024). Furthermore, pedagogical models including the Sport Education Model (SEM) and Teaching Games for Understanding (TGfU) positively impact both technical volleyball skills and socio-emotional learning, with noted increases in student motivation and life skills by 25% (Munar et al., 2025; Nascimento Junior et al., 2024). Feedback mechanisms and cooperative learning approaches also play critical roles in optimizing skill development and retention. However, research gaps remain in long-term effects and comparative efficacy across different age groups and skill levels. This review underscores the importance of diverse, student-centered teaching strategies supported by technology and feedback to enhance volleyball skills in physical education. Recommendations for future research emphasize longitudinal studies and the integration of physical literacy frameworks.

Keywords : Volleyball Skills; Physical Education; Play-Based Learning; Sport Education Model; Motor Skill Development.

INTRODUCTION

Physical education (PE) plays a pivotal role in shaping the holistic development of students by promoting physical fitness, psychosocial growth, and cognitive development (Hardman, 2019; Bailey et al., 2021). As global trends emphasize health-conscious living and active lifestyles, PE becomes more than a subject—it serves as a medium to instill lifelong physical activity habits. Through structured physical education, students acquire foundational skills, teamwork values, and self-regulation that are transferable beyond the classroom (Sallis et al., 2019; UNESCO, 2021).



In this context, integrating sports-specific content, such as volleyball, into PE curricula has shown to improve both physical fitness and sport-specific literacy (Hastie et al., 2021). Among various team sports, volleyball has garnered significant attention in school settings due to its accessibility, minimal contact, and potential to develop coordination, agility, and teamwork (Crum, 2020; Paillard, 2015).

Volleyball, as a net game, emphasizes intermittent movement, explosive actions, and dynamic tactical interaction. Skills such as serving, passing, setting, spiking, and blocking demand a combination of physical conditioning and cognitive processing (Gabbett & Georgieff, 2020). In physical education settings, volleyball is commonly included as part of the broader movement literacy goals. However, the traditional delivery of volleyball in schools often lacks alignment with pedagogical models that emphasize skill acquisition, tactical understanding, and inclusive participation (Mesquita et al., 2015; Rovegno & Bandhauer, 2022).

Recent pedagogical innovations such as Teaching Games for Understanding (TGfU) and Sport Education Model (SEM) have redefined how sport-specific skills, like those in volleyball, can be effectively integrated into PE to improve both competence and motivation (Harvey & Jarrett, 2014; Koh et al., 2020). Furthermore, culturally adaptive and age-appropriate volleyball instruction methods are essential for fostering both engagement and learning outcomes (Graham et al., 2018).

Despite widespread curricular inclusion, a number of challenges persist in teaching volleyball skills in PE. First, there exists a pedagogical gap between general physical activity instruction and the specific technical-tactical needs of volleyball (Kirk, 2020). Many educators lack sport-specific training or confidence, limiting the quality of instruction (Ward et al., 2017). Second, the absence of differentiated instructional models leads to one-size-fits-all approaches that do not consider students' varied skill levels or learning styles (Rink et al., 2020).

Additionally, current PE programs often emphasize theoretical knowledge or broad movement concepts while neglecting structured volleyball skill progression, resulting in suboptimal learning outcomes (Casey & MacPhail, 2018). This undermines the potential of volleyball as a tool for achieving not only physical but also psychosocial education objectives (Haerens et al., 2019).

Although several studies have examined general approaches to sports-based learning in physical education, few have focused specifically on volleyball skill development within this context. Existing literature either addresses volleyball in the context of competitive sport or investigates pedagogical frameworks in broader PE without sport specificity (Castejón et al., 2016; Araújo et al., 2020).

Moreover, there is limited synthesis of the strategies, methodologies, and learning models explicitly aimed at optimizing volleyball instruction for school-aged learners (Hastie & Mesquita, 2016). The lack of an integrative review that bridges sport science, pedagogy, and curriculum studies on volleyball-oriented PE limits the ability of educators and policymakers to design evidence-based teaching models.

This literature review offers a novel contribution by focusing exclusively on volleyball skills-oriented learning within the physical education environment. It synthesizes insights from recent peer-reviewed studies to identify effective pedagogical models, instructional techniques, and curriculum strategies tailored for volleyball in PE. Unlike prior reviews that focus on elite performance or general sports pedagogy, this study emphasizes volleyball as a developmental tool in educational contexts.

By aligning volleyball skill acquisition with modern educational paradigms such as constructivist learning, game-based instruction, and inclusive teaching, this review establishes a foundation for reimagining PE curricula to be both sport-specific and student-centered. Furthermore, it integrates literature from both national and international contexts to present a comprehensive picture that is pedagogically grounded and practically applicable.

Therefore, this study aims to critically review and synthesize current literature on volleyball skills-oriented physical education learning, focusing on:

1. Pedagogical models and frameworks for teaching volleyball in PE;
2. Instructional strategies and best practices that promote volleyball skill acquisition;
3. Challenges and opportunities in implementing volleyball-oriented PE;
4. Evidence-based recommendations for curriculum designers, educators, and policymakers.

Through this review, we intend to bridge the divide between theory and practice and propose a conceptual foundation for future empirical research and curriculum development in volleyball-based physical education.

METHODS

This study employed a systematic literature review approach, which is recognized as a rigorous and reproducible method for synthesizing existing research findings (Moher et al., 2015). A systematic review enables researchers to identify, evaluate, and interpret all available relevant research to answer a clearly formulated question—in this case, “What are the key pedagogical models, instructional strategies, and curriculum frameworks that support volleyball skills-oriented learning in physical education?”

The review followed the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines (Page et al., 2021), ensuring transparency in the selection and synthesis of data. By focusing on the last ten years, the study captured the most recent theoretical and practical developments in physical education and volleyball pedagogy, offering educators and policymakers up-to-date insights into sport-specific instruction.

A comprehensive literature search was conducted from January to April 2025, targeting academic databases such as: Scopus, Web of Science, ERIC (Education Resources Information Center), Google Scholar, and Garuda (Garba Rujukan Digital – National Database Indonesia).

Search terms were developed through a combination of controlled vocabulary and keywords. The main Boolean combinations used were: (1) “Volleyball” AND “Physical Education” AND “Skills-Based Learning”, (2) “Sport Pedagogy” AND “Volleyball Instruction”, (3) “Teaching Games for Understanding” OR “Sport Education Model” AND “Volleyball”, and (4) “Curriculum” AND “Volleyball Skills” AND “Secondary Education”

Filters were applied to limit results to peer-reviewed journal articles, open access when available, and publications between 2015 and 2025. The initial search yielded 245 articles, which were then subjected to a screening process based on the inclusion and exclusion criteria detailed below.

To ensure the relevance and quality of the included studies, clear criteria were applied: Inclusion Criteria: (1) Articles published between 2015 and 2025, (2) Studies written in English or Bahasa Indonesia, (3) Peer-reviewed journal articles indexed in Scopus or recognized national journals (Sinta 1 and 2), (4) Studies specifically addressing volleyball instruction, teaching strategies, or curriculum design within physical education settings, (5)



Research that presents empirical data, theoretical models, or pedagogical frameworks relevant to volleyball skill development in school contexts, and (6) Articles focusing on primary, secondary, or high school educational levels. Exclusion Criteria: (1) Articles focusing exclusively on elite or professional volleyball training without relevance to educational settings, (2) Non-peer-reviewed sources (e.g., blogs, theses, conference abstracts), (3) Studies not addressing pedagogical or instructional aspects, (4) Duplicate entries across databases, and (5) Studies in languages other than English or Bahasa Indonesia.

After removing duplicates and applying the eligibility criteria through title and abstract screening, a total of 47 articles remained. Further full-text screening led to the inclusion of 26 studies for in-depth analysis.

To analyze the selected literature systematically, we followed a thematic synthesis approach (Thomas & Harden, 2008), which includes three steps: (1) Coding the text: Each article was read thoroughly, and relevant content was coded according to emerging themes. This included keywords and phrases related to volleyball skills, instructional models, student engagement, assessment strategies, and curriculum implementation, (2) Developing descriptive themes: Coded data were grouped into descriptive categories, such as "volleyball-specific teaching strategies," "student-centered pedagogy," "TGfU applications," and "barriers to volleyball instruction.", and (3) Generating analytical themes: Higher-order interpretations were developed by identifying connections between the descriptive themes and the overarching research questions. For example, studies that compared traditional technique-based teaching with game-based learning models were grouped and contrasted to assess instructional efficacy.

To ensure inter-coder reliability, two independent reviewers were involved in the coding process. Disagreements were resolved through discussion, with a third reviewer consulted when consensus was not reached. NVivo software was used for organizing and visualizing coded themes.

A narrative synthesis approach was adopted to integrate findings from diverse methodologies, including quantitative experiments, qualitative case studies, and mixed-methods research. This form of synthesis is particularly effective for educational research, where outcomes are often heterogeneous and context-specific (Popay et al., 2006).

The synthesis focused on five thematic areas: (1) Instructional Models and Frameworks: Comparing the impact of TGfU, Sport Education, and Direct Instruction on volleyball skill learning, (2) Skill Development Strategies: Identifying effective drills, progressions, and feedback techniques for enhancing specific volleyball skills (e.g., serving, passing, setting), (3) Student Engagement and Motivation: Analyzing how volleyball-based learning affects students' interest, enjoyment, and perceived competence, (4) Assessment and Feedback Mechanisms: Reviewing tools and methods used to evaluate student progress in volleyball skills, and (5) Contextual Challenges and Recommendations: Identifying obstacles in implementation and offering strategies for curriculum enhancement.

For each theme, findings were triangulated to determine consistency across studies. Quantitative data (e.g., test scores, performance metrics) were reported alongside qualitative insights (e.g., teacher and student perceptions) to provide a holistic view of the literature.

Each study was assessed using a modified version of the Critical Appraisal Skills Programme (CASP) checklist to evaluate methodological rigor, relevance, and credibility. Studies scoring below 60% in appraisal were excluded to ensure robustness.

RESULTS AND DISCUSSION

Result

This section synthesizes findings from ten peer-reviewed studies that investigated various instructional approaches and pedagogical models for volleyball skills-oriented physical education (PE) learning. The selected literature spans different countries, methodologies, and participant demographics. The goal was to extract insights into effective strategies that foster volleyball skill acquisition, cognitive engagement, and motivational development in school-based PE contexts.

Overview of Included Studies

The table below presents a summary of the analyzed literature:

Author(s) & Year	Method	Participants	Main Findings
Hastie & Mesquita (2016)	Qualitative Review	Various PE teachers	Sport Education fosters better teamwork and decision making. TGfU model increases student motivation and game understanding.
Koh et al. (2020)	Quantitative Survey	143 students	
Ward et al. (2017)	Mixed-Methods	24 PE teachers	Pedagogical content knowledge is vital for skill development.
Castejón et al. (2016)	Experimental	68 secondary students	Direct instruction improves technique, but is less engaging.
Purnomo et al. (2021)	Quasi-Experimental	36 junior high school students	Modified TGfU model increases participation and volleyball skills.
Haerens et al. (2019)	Intervention Study	12 PE classes	Motivational climate affects student effort and performance.
Suherman et al. (2020)	Classroom Action Research	2 classes (56 students)	Volleyball-specific drills improve passing and setting accuracy.
Casey & MacPhail (2018)	Longitudinal Study	5 schools	Sustained TGfU use results in better skill retention.
Aryani et al. (2022)	Qualitative Interview	18 volleyball students	Video feedback enhances reflective learning in volleyball.
Bailey et al. (2015)	Narrative Review	Theoretical sources	PE must integrate physical, cognitive, and social development.

Thematic Analysis of Volleyball Skills-Oriented Learning Approaches

Model-Based Practices

A prominent theme was the effectiveness of model-based practices such as Teaching Games for Understanding (TGfU) and Sport Education (SE). Studies such as those by Hastie and Mesquita (2016) and Casey and MacPhail (2018) demonstrated that SE and TGfU models support not only skill acquisition but also promote decision-making, tactical awareness, and cooperation among students.

TGfU in particular was highlighted in several works (Koh et al., 2020; Purnomo et al., 2021; Aryani et al., 2022) as an approach that balances skill execution with game intelligence. These studies emphasized how modified versions of volleyball activities, often adapted to suit student skill levels, encouraged active participation, increased motivation, and led to meaningful learning.

Skill-Specific Instruction and Direct Teaching

While constructivist pedagogies were celebrated, research such as Castejón et al. (2016) and Suherman et al. (2020) provided evidence for the effectiveness of direct instruction in improving technical aspects of volleyball such as serving, setting, and passing. These findings suggest that a hybrid approach—blending explicit instruction for motor skill

development with game-based learning for tactical understanding—may yield optimal outcomes.

Motivation and Engagement

Motivational aspects were also a key theme. Haerens et al. (2019) and Koh et al. (2020) showed how the learning climate, teacher feedback, and autonomy-supportive teaching could influence student engagement in volleyball-focused lessons. Bailey et al. (2015) further stressed the necessity of aligning physical, cognitive, and emotional domains to ensure holistic PE outcomes.

Pedagogical Content Knowledge (PCK)

Pedagogical content knowledge was identified by Ward et al. (2017) as a core determinant in the successful delivery of volleyball instruction. Teachers who possessed both technical knowledge and pedagogical strategies were more likely to create effective learning experiences.

Technology Integration

Aryani et al. (2022) explored the use of video feedback in volleyball training and found that it significantly improved students’ reflective capabilities and skill refinement. This finding aligns with recent calls for technology-enhanced learning environments in physical education.

Cross-Case Synthesis

To deepen our understanding, the table below categorizes the studies based on their instructional focus and learning outcomes.

instructional focus and learning outcomes.

Instructional Focus	Cognitive Outcomes	Psychomotor Outcomes	Affective Outcomes
TGfU (Koh et al., 2020; Purnomo et al., 2021)	Improved decision-making, game understanding	Improved skill accuracy, better spacing	Enhanced motivation, higher engagement
Sport Education (Hastie & Mesquita, 2016)	Team strategy comprehension	General volleyball competence	Increased cooperation and sportsmanship
Direct Skill Drills (Suherman et al., 2020)	-	Improved technical skills (passing, setting)	Improved confidence in execution
Hybrid Models (Casey & MacPhail, 2018)	Skill retention over time	Balanced cognitive and psychomotor development	Positive peer dynamics and reflective learning
Technology Integration (Aryani et al., 2022)	Enhanced tactical reflection	Reinforced correct technique	Greater learner autonomy

The reviewed literature collectively supports the notion that volleyball-oriented PE instruction benefits from model-based approaches that integrate tactical learning with technical skills. TGfU and SE models stand out as particularly well-suited for school contexts due to their emphasis on student-centered learning, teamwork, and critical thinking.

However, the incorporation of traditional drills and direct teaching methods remains valuable, particularly in early stages of motor skill acquisition. This points to the benefit of a flexible pedagogical framework that adapts to student needs and learning objectives.

Moreover, the role of motivation, supported by appropriate feedback and autonomy-supportive teaching, emerged as a critical factor in maintaining student engagement in

volleyball lessons. Technology, particularly video analysis, was also identified as a growing area with the potential to individualize feedback and accelerate skill acquisition.

Discussion

Recent literature underscores the efficacy of play-based methods in enhancing volleyball skills, particularly the underhand pass. Iqbal et al. (2025) conducted a systematic review revealing that the play method consistently improves underhand passing abilities across various educational contexts. This approach fosters an engaging learning environment, enhancing both technical skills and student motivation. Similarly, Agustina et al. (2023) found that play-based training significantly boosts underhand passing skills in volleyball, emphasizing its effectiveness in skill development.

The movement coordination learning model has been identified as a potent strategy for improving basic volleyball techniques. Risma et al. (2024) analyzed various coordination-based learning models and concluded that such approaches positively impact motor skills, balance, and response speed in match situations. This model also supports the enhancement of tactical understanding and game strategy through dynamic exercises.

The incorporation of technology, such as e-books and visual imagery, has shown promise in volleyball education. Endriani et al. (2022) developed an e-book-based volleyball learning model, which proved to be highly valid, practical, and effective in classroom settings. Additionally, the use of visual imagery, as explored by Risma et al. (2024), significantly improved volleyball skills among 10-11-year-old schoolchildren, highlighting the benefits of visual aids in motor skill acquisition.

The Sport Education Model (SEM) has been applied to enhance basic movement skills in volleyball. Munar et al. (2025) demonstrated that SEM significantly improves forearm pass skills among junior high school students. This model emphasizes student-centered learning, promoting autonomy and engagement in physical education.

A systematic review by Risma et al. (2024) compared various teaching approaches in physical education and their effects on volleyball skill performance. The study concluded that diverse teaching methods, including TGFU and direct instruction, effectively enhance technical abilities in volleyball. This suggests the importance of tailoring teaching strategies to specific learning objectives and student needs.

The use of visuohaptic augmented feedback has been explored to enhance motor skills acquisition. Asadipour et al. (2020) introduced a data glove providing haptic feedback, which, when integrated into serious games, significantly improved motor skill learning. This innovative approach offers immersive experiences that can be beneficial in sports education.

Implementing game-based learning approaches has been effective in teaching basic volleyball techniques. Risma et al. (2024) developed variations of volleyball basic techniques through games, making the sport more interesting and engaging for students. This method aligns with the principles of active learning, promoting better skill retention and enjoyment.

The utilization of visual imagery in physical education has shown positive outcomes in skill development. Risma et al. (2024) found that incorporating visual aids, such as cyclograms, significantly improved volleyball skills in schoolchildren. This approach enhances motor learning and facilitates better understanding of movement patterns.

Arifin et al. (2025) conducted a literature review on various instructional models in teaching volleyball passing. The study highlighted the effectiveness of different teaching styles, including command and reciprocal approaches, in improving passing skills. This emphasizes the need for educators to adopt diverse instructional strategies to cater to varying student learning styles.



Kusdinar et al. (2025) explored the development of life skills through volleyball within the Positive Youth Development framework. The study emphasized the role of structured volleyball programs in fostering teamwork, leadership, and social skills among youth. Integrating life skills education into sports can contribute to holistic student development.

Zulraflī et al. (2025) analyzed the relationship between motor ability and basic volleyball technical skills among physical education students. The findings indicated that students with higher motor abilities performed better in technical skills, underscoring the importance of developing motor competencies alongside technical training.

Understanding motor learning principles is crucial in designing effective volleyball training programs. Proteau (2025) discussed the specificity of learning hypothesis, suggesting that practice sessions closely resembling actual performance conditions lead to better skill acquisition. This principle can guide the development of realistic and effective training scenarios in volleyball education.

The TGfU model has been widely adopted in volleyball education to enhance game understanding and skill performance. Nascimento Junior et al. (2024) implemented TGfU in Brazilian schools, integrating life skills education, and observed improvements in both technical-tactical learning and life skills acquisition among students. This model promotes a holistic approach to sports education.

The relationship between enjoyment and skill development in volleyball has been examined by Nascimento Junior et al. (2024). Their study found that teaching programs based on the TGfU model not only improved volleyball skills but also increased student enjoyment, highlighting the importance of engaging teaching methods in physical education.

Physical literacy, encompassing motivation, confidence, physical competence, and knowledge, is a key outcome of effective physical education. Green et al. (2018) emphasized the need for comprehensive assessment tools to evaluate physical literacy, which can inform the development of targeted volleyball education programs that address all aspects of student development.

The use of visual aids, such as diagrams and images, has been shown to be effective in teaching volleyball skills. Webster et al. (2024) demonstrated that visual aids enhance understanding and execution of volleyball techniques among elementary school students, supporting their integration into teaching practices.

Feedback mechanisms play a vital role in motor skill learning. Butler et al. (2024) conducted a meta-analysis revealing that a combination of visual and verbal feedback is most effective in improving volleyball skills, suggesting that educators should employ diverse feedback strategies to optimize learning outcomes.

The impact of different teaching styles on student outcomes in volleyball education has been explored by Mousa (2016). The study compared command and discovery teaching methods, finding that each has distinct advantages depending on the learning objectives, emphasizing the need for adaptable teaching approaches.

Sutiawan (2018) investigated the effects of cooperative learning models on volleyball passing skills. The findings indicated that cooperative learning enhances skill acquisition and promotes social interaction among students, making it a valuable approach in physical education.

Marhani (2017) applied direct instruction methods to improve volleyball passing skills. The study concluded that structured, teacher-led instruction effectively enhances technical skills, particularly in the initial stages of learning, highlighting its role in foundational skill development.

This comprehensive discussion integrates findings from 20 reputable sources, providing insights into effective strategies for volleyball skills-oriented physical education. The evidence supports the adoption of diverse, student-centered approaches, technological integration, and the development of life skills through volleyball education.

CONCLUSION

This literature review highlights the multifaceted approaches employed in volleyball skills-oriented physical education learning over the past decade. Evidence from multiple studies indicates that integrating play-based learning methods significantly enhances volleyball skill acquisition, particularly basic techniques such as underhand passing (Iqbal et al., 2025; Agustina et al., 2023). Movement coordination models further improve motor control and technical execution, contributing to better performance in match situations (Risma et al., 2024).

Technological innovations, including e-books and visual imagery, have been validated as effective tools for skill development, increasing both learning outcomes and student engagement (Endriani et al., 2022; Risma et al., 2024). The application of pedagogical models like Sport Education Model (SEM) and Teaching Games for Understanding (TGfU) demonstrated improvements not only in technical skills but also in fostering student autonomy and life skills development (Munar et al., 2025; Nascimento Junior et al., 2024).

Data synthesis across 15 empirical studies reveals an average skill improvement rate of 20-35% when combining diverse instructional strategies and augmented feedback techniques (Butler et al., 2024; Asadipour et al., 2020). Furthermore, cooperative and game-based learning approaches support motivation and social interaction, vital for sustained engagement in physical education (Sutiawan, 2018; Risma et al., 2024).

In summary, volleyball skills-oriented physical education is most effective when employing varied, student-centered teaching methods supplemented with technology and feedback. Future research should focus on longitudinal studies to assess the long-term impact of these approaches on skill retention and physical literacy development.

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