



A Comparison of Tactic and Technical Approaches to Student Basketball Skills

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Article Info

Article History :

Received : May 2023

Revised : June 2023

Accepted : June 2023

Keywords:

Basketball,
Tactical Approach Model,

Abstract

The tactical and technical approach model is an approach model that is often used in physical education, especially in game sports, one of which is basketball. This study aims to determine the different effects of tactical and technical learning models on students' understanding and skills in basketball. The method and design of this study used an experimental method with pre-test and post-test design groups. The research sample is composed of high school students, with a total of 48 students. 12 students using a technical approach and 12 tactical students. The instrument uses GPAI (Games Performance Instrument Analysis). The results obtained (1) test the similarity of the average of the two skills obtained. 0.000 for technical and 0.000 for tactical, it can be concluded that the two models have significant differences in basketball playing skills. (2) Then the two models have different average values; the playing skills score of the tactical approach model is 0.67 and the technical approach model is 0.55. The difference between the two approach models shows that the tactical approach model has a significantly greater effect than the technical approach model.



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INTRODUCTION

Physical education is an educational process through physical activity designed to improve physical fitness, develop motor skills, knowledge, and behavior for healthy, active living, sportsmanship, and emotional intelligence. This is in accordance with what was stated by (Penney & Chandler 2000) that physical education can also develop students towards a healthy lifestyle and can increase spiritual, moral, social, and cultural awareness. This is in line with what has happened, as expressed by (Abduljabar 2011), who argues that "physical education uses physical media to develop the total welfare of everyone and is, in essence, an educational process that utilizes physical activity to produce changes in individuals, both physically, mentally, and emotionally." Based on these expressions, physical education learning can make a positive contribution to student growth and development, namely by producing changes in cognitive, affective, and psychomotor aspects. Physical education learning in schools, especially in junior high schools, is dominated by movement, both individual games and team games, which are usually modified by teachers to encourage understanding, attitudes, and movement skills (Haris & Ghazali 2018).

Movement skills, according to (Mahendra 2007), are defined as movements that depend on motion training and experience. Movement learning specialists are primarily interested in the effects of various types of training, experience, or learning situations on human movement. In addition to improving students' physical fitness and movement skills, learning physical education also functions to build discipline, sportsmanship, and so on, as well as train students' cognition in understanding the material so that they get

a comprehensive understanding of its meaning and benefits (Suherman 2018).

Physical education learning that contains many elements of skills and gestures, such as running, jumping, throwing, catching, and hitting the ball on target, training concentration or requiring high concentration, and making quick decisions for children, is a game of basketball. This is also reinforced that many elements of skills and gestures, such as running, jumping, throwing, catching, and hitting the ball on target, training concentration or requiring high concentration, and making quick decisions for children, is a game of basketball. This is also reinforced by (Sitepu 2018), who argues that through playing basketball, children will move more actively, improve and optimize their basic movement abilities, and receive health benefits. In addition, playing basketball can provide a fun experience for children. This is in line with what is stated (Lubay 2016). The game of basketball is fun, competitive, educational, entertaining, and a healthy sport. The characteristics of the game are very fast, so that each player's skills can be displayed as if they were exploring themselves like actors on the field. Movements such as shooting, passing, dribbles, and rebounds, as well as teamwork to attack or defend, are movements that are displayed in sports games. This. Basketball is described by (Lubay 2016) as a game of two opposing teams, played with five players who aim to put as many balls into the opponent's basket and prevent them from conceding in their own basket. So that it can be concluded, the game of basketball is a game that uses a ball and is played in groups consisting of two teams, each consisting of five people competing to score points by entering the ball with their hands. At school, the basketball game is one of the materials provided in physical education learning. Students' progress in

learning basketball games can be seen through learning outcomes. Because the activity of playing basketball can increase the correlation between kinesthetic intelligence, motor skills, and motivation (Akbar 2015), Therefore, to implement an effective learning process, teachers need to choose the right learning approach so that learning objectives and learning activities can run as expected and effectively. The success of learning activities is marked by students who are actively learning, accompanied by teachers, so that these learning activities remain at the level of ability and development of the students (Rink 2013; Rink J 1993). In choosing a learning approach, there are still physical education teachers who emphasize that students must master certain skills before they gain competence in games (Ennis 2011). As a result, many physical education teachers only focus on traditional methodologies for teaching skill development without teaching students how to play (Nur et al. 2021). Furthermore, previous research revealed that there were obstacles that were commonly encountered by teachers during physical learning. rest and do other activities. Preferred (Haris and Ghazali 2018). Therefore, the teacher's ability to understand students and determine the right learning approach. The technical approach model, according to Forest et al. (2006), is a game learning model in which the process prioritizes learning basic techniques first and then playing games. The technical approach is the same as the traditional one. According to (Griffin, L. L. ; Mitchell, S. A. ; Oslin 1997; Sucipto et al. 2021), the technical approach tends to be a traditional approach in teaching and training. The technical approach is the most widely used teaching method in sports lessons (Ferrans et al. 2005; Komariyah et al. 2021) because it focuses on developing teacher-centered content, skills, and decisions (Metzler 2017).

The application of a technical approach prioritizes learning the basic movements and technical exercises in the field separately (Priklerová & Kucharik 2015), which is very useful for improving the technical basis of an athlete as well as the skills of students who require special learning. Previously, research conducted by (Jayanti, Suntoda, and Budiman n.d.) entitled Application of a Technical Approach to Improving Basic Manipulative Movements in Simple Fielding Games Learning revealed that: research in cycle I showed that students with basic manipulative movements achieved results (63.88%); research in cycle II showed that the basic manipulative movements increased to reach (80.55%). This study concludes that the application of a technical approach can improve basic manipulative movements in a simple field learning game. A technical approach can improve skills in several aspects, such as passing, dribbling, and shooting, with a combination of the small sides of the game (Sgrò et al. 2018). However, this technical approach has been criticized, stating that teaching basic technical skills before individuals understand their relationship to the actual game situation on the pitch simply misses the essence of the game itself (Kirk & MacPhail 2002). Disadvantages According to the technical approach, the model (Werner, Thorpe, and Bunker 1996) does not stimulate students' interest in learning; it does not even increase their ability to play. Results from previous studies revealed that the teacher-centered learning approach has drawbacks regarding student engagement due to limited responsibilities, where students will eventually get bored with physical exercises and basic techniques that are carried out continuously, especially for students who cannot exercise or play games effectively (Himberg, Hutchinson, & Roussell 2003). The tactical approach to learning through games is known as the

Tactical Game Approach (Griffin, Mitchell, & Oslin 1997). The tactical approach is basically an approach that emphasizes playing situations and skills. According to (Mitchell et al. 2020), the tactical approach is a learning model using game situations where there are problems related to game tactics with a certain level of difficulty. The purpose of this tactical approach is to increase students' awareness and understanding of the concept of playing through the application of appropriate techniques according to the problem or situation in the game. This is in accordance with what is said (Subroto 2003), which states that tactical approach emphasizes (1) playing and placement learning technical skills and playing contexts; (2) providing many opportunities for students to see the technical relevance of skills in real situations.

The tactical approach can improve students' understanding and movement activities so as to make them aware of the motion tasks they are doing. According to (Sucipto 2019), the advantage of the tactical approach model is that students can master playing skills through the link between tactics and game development, providing fun through various game activities. will experience boredom while learning. For students who have a low understanding of this tactical approach, it is very appropriate because it does not emphasize technical skills; what is prioritized is tactical development or solutions that occur in playing situations. However, the tactical approach also has its drawbacks (Shintiya and Basiran n.d.). Although this approach has advantages, on the other hand, there are also weaknesses, namely: 1) if there are one or more students who do not master the techniques or skills of a movement, it will harm other students in the group, so learning will stagnate a bit. 2) Technical errors made by students are difficult to correct immediately because students are excited about the game and

sometimes do not notice that they actually have to demonstrate correct technique. The findings also (Turner & Martinek 1999) provide suggestions for further research, namely using teaching strategies in existing technical exercises in game situations as well as technical improvisation to support the game. Good decision-making and technical execution cannot improve through play alone. Game understanding needs to be supported with good technical skills so that students can answer the questions "what to do?" and "how to do it?" that they find in playing situations by using good games. Based on the explanation of the problem above, the authors are interested in conducting research on two approaches that are physically applied to educational learning where basketball is used as a tool to achieve maximum learning outcomes. So here the author wants to do research on a comparison of tactical approaches and technical approaches because these two approaches are generally used today by physical education teachers in the game learning process. Besides that, these two approaches have their respective advantages in the learning process. To know this, it needs to be studied more deeply, so here's how the researchers explain the Comparison of Models of Tactical and Technical Approaches for Skills in Playing Basketball in Lower Secondary Schools.

METHOD

Research methods In this study, the authors wanted to compare certain variables to other variables. So the method that, according to the author, is the most appropriate is the experimental method. Experimental research is research that is used to determine the causal relationship between variables. The design in this study is the pretest-posttest group design, that in this design, there is a pretest, so before

being given treatment, it can be known more accurately because it can be compared with the situation before being given treatment (Sugiyono 2013).

Populasi

A population is a general object that is the entire source of data from a study and has the general characteristics of the object to be studied. Thus, the population will provide information about the needs for research. The population in this study was made up of high school students, totaling 315 students.

Sampling Procedures

The total population in this study was 315 students, and then the research sample was taken using random selection so that the sample size was 48 students.

Instrument

In this study, using documentation (video) and playing the observations made

by (Griffin, L. L. ; Mitchell, S. A. ; Oslin 1997), the GPAI (Games Performance Assessment Instrument) was used, which consists of seven components, namely: Basic Home, Adjusted, Marking Decisions, Execution Skills, Support, Closing, and Guard Sign. In this study, researchers focused on three aspects of performance in each component: decisions made (accepting or not), execution of abilities (accepting or not), and support (accepting or not). Then observe each student in the game lesson and record the appropriateness or discrepancy and efficiency or inefficiency of an event based on their knowledge and performance of specific tactical components. This research focuses on the types of basketball games that are included in the invasion game or attacking game. The researcher takes an assessment of three of the seven components in the GPAI (Oslin, Mitchell, & Griffin 1998).

Table 1. GPAI components

Indicator	Appearance Assessment Criteria
Decision marking	Players try to pass the ball to players who are open or in good positions. Players try to dribble when there is an opportunity to damage the opponent's defense. Players try to enter the ball whenever possible.
Skill Execution	Controlling passing and managing the ball Passing: the ball reaches the target. Dribble into the opponent's goal. Shoot: The ball enters the goal.
Support	Placement in the appropriate position to receive passes or ball feeds from friends. Executes/closes the opponent's move for the guard system

Design or Data Analysis

The data collected in this research activity was then analyzed using the Microsoft Excel 2016 assistance program and the Social Sciences Package Statistics (SPSS) version 26. In this study, normality tests, homogeneity tests, and hypothesis

testing were used, and the analysis used the t-test.

RESULT

The Implementation Of This Research Treatment Was Carried Out For 12 Meetings Outside Of The Pre-

Test And Post-Test. Then The Pre-Test And Post-Test Data Were Analyzed To Find Out How Tactical And Technical

Learning Compares To Basketball Playing Skills.

Table 2. Results of the analysis of paired samples by t-test

		Paired Samples Test Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-test Tactical Post-test Tactical	-.14083	.118649	.02497	-.19479	.08588	-5.640	11	.000
Pair 2	Pre-test Technical Post-test Technical	-.15583	.07051	.20063	-.20063	.11103	-7.656	11	.000

Based on the results of calculations with the tactical group t test (table 2), the significance value of the sig (2-tailed) probability is 0.000 because $p < 0.05$ means H_0 is rejected or H_1 is accepted. So it can be said that there is a significant effect on the treatment carried out through a tactical approach to improving basketball playing skills. While technically the data group has a probability (0.000) smaller than 0.05, Then H_0 is rejected, so it can be concluded that there is a significant influence on the technical group.

DISCUSSION

The purpose of this research is to examine the comparison of tactical and technical approaches to basketball skills. From the results and testing of the data that has been carried out, there is a significant difference and influence between the tactical approach and the technical approach to learning basketball skills. Using a tactical approach to learn basketball game skills is more effective than the technical model approach. With a tactical approach, students are taught to value play by participating in modified games that are appropriate for physical,

social, and mental development (Hopper 2002). The application of a tactical approach to learning physical education aims to motivate students and foster their interest in being actively involved in learning and being able to carry out various basic game techniques through playing activities. This finding is supported by research that has been done before, as presented by (Güneş and YILMAZ 2019), which says that the tactical approach provides significant results for the game performance achievement component of the game performance level; therefore, it suggests that a tactical game approach may be more precise than conventional approaches at increasing game performance. Another statement that also supports the findings in this study is conveyed by (Chatzopoulos et al. 2006), who assert that the tactical approach has a positive impact on students because involvement in games can increase understanding and motivation to play.

The involvement of students in games during learning directly makes students understand the need for tactics and teamwork, which means that students are not only trained in motor skills but also in cognitive and affective aspects. In a study conducted by (Chatzipanteli et al.

2016), it was found that a tactical approach can increase metacognitive behavior in the physical education classroom. Other findings also state that the tactical approach involves students' social development, as conveyed by (Wright, McNeill, and Fry 2009). The social constructivist perspective is partly due to student-centered learning; they like to play authentic game settings. This is in line with what was stated by (Sucipto et al. 2021) directly makes students understand the need for tactics and teamwork, which means that students are not only trained in motor skills but also in cognitive and affective aspects (Yudiana et al. 2021). In a study conducted by (Chatzipanteli et al. 2016), it was found that a tactical approach can increase metacognitive behavior in the physical education classroom. Other findings also state that the tactical approach involves students' social development, as conveyed by (Wright, McNeill, and Fry 2009). The social constructivist perspective is partly due to student-centered learning; they like to play authentic game settings. This is in line with what was stated by (Sucipto et al. 2019), that the tactical approach to this is to increase students' understanding of the concept of play through the application of appropriate techniques in game situations and increase the sense of fun when learning takes place. In the application of learning techniques, researchers found that students tend to get tired quickly and feel bored with monotonous learning situations, so they are not enthusiastic about participating in learning and lack concentration and motivation to develop their basketball skills. During the learning process, which mostly contains drill exercises, students often ask the teacher, "When do we start playing?" as if they can't wait to play games. This is in line with previous research, which revealed that learning through games is more fun for students than technically oriented training

or drill training, where students often ask, "When are we going to go play a game?" (Jones, Marshall, and Peters 2010).

The concept of the technical approach itself tends to emphasize mastery of basic techniques, which are carried out separately and repeatedly until their teacher deems them sufficient and students have mastered them, before playing games, so that they have their own challenges in the learning process because the process of repeated movements is done too often, potentially boring for students (Quay and Peters 2008). Previous research revealed that game-based training and technical instruction training have advantages and disadvantages in their implementation. For example, game-based training, which may be suitable for team conditioning in team sports competition, may not be suitable for simulating the demands of a running race, such as repetition and high intensity, so the application of the method depends on the goals envisioned by the coach or teacher (Gabbett, Jenkins, and Abernethy 2009).

CONCLUSION

Based on the results of the research that has been conducted, the authors can conclude that there is a significant comparison between tactical and technical approaches to basketball game skills after being given the treatment. In the learning process, two models of learning approaches have their respective advantages for learning basketball skills. One of them is that technical learning can help individuals better understand the differences between techniques and tactics in actual games; besides that, students are also not bored with the learning process and are enthusiastic about ongoing learning. In this study, it was found that students felt bored when given treatment with techniques, and they tended to wait for

rounds long enough to make them ineffective. The authors see that students need to be supported to be able to continue to actively participate in teaching basketball, especially female students.

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