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Learning Model of Basketball Dribbling Skills for Grades of 4-6 Elementary School

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Abstract

This research was motivated by the low level of student activity in carrying out basketball dribbling movements during basketball learning. The aim of this research is to produce a product and determine the effectiveness of the basketball dribbling learning model for grades 4-6 of elementary school. research method with research and development of the ADDIE model. This research was conducted at SDN Duren Sawit 18 East Jakarta with research subjects being 60 students in grades 4 - 6 of elementary school, in March - June 2024. The results of this research are test results obtained before and after being given treatment with the basketball dribbling skills learning model. grade 4-6 elementary school, in the Paired T test the mean value = -13.267 shows the difference between the pre-test and post-test, with the t-count = -15.725, and p-value = 0.000 < 0.05 which shows that there was a significant difference between before and after the treatment model for learning basketball dribbling skills was given to students in grades 4-6 of elementary school. Thus, it can be concluded that the model for learning basketball dribbling skills is effective and can be applied in learning basketball dribbling for grades 4-6 of elementary school.

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INTRODUCTION

Sport is a daily activity that humans often do which is useful for forming physical and spiritual health. Until now, sport has made a positive and real contribution to improving public health. Apart from that, sport also has a role in increasing the nation's ability to implement a sustainable development system. In its development, sport has become a very important need for society to maintain and improve physical condition so that they remain enthusiastic in carrying out daily activities and have the ability to excel (Pranata & Kumaat, 2022).

One type of sport that is currently popular and much in demand among teenagers, especially students abroad and within the country at the moment, is the game of basketball. Currently, the development of the sport of basketball is increasingly rapid in the world, in Indonesia itself, basketball is one of the sports that is well developed in society in all circles and ages. Basketball can also be played on open fields (outdoors) or closed fields (indoors). Basketball has a fairly complex level of motor coordination. Such as walking, running, jumping, shooting, throwing and catching (Gottlieb et al., 2021). The concept in the game of basketball is to put the ball into the opponent's basket as many times as possible. This game is played by two teams, each consisting of five players. The goal of each team is to score points into the opponent's basket and try to prevent the opposing team from scoring. To score points in a basketball game, you must put the ball into your opponent's basket (Yuliandra & Fahrizqi, 2019).

In general, physical education learning activities involve physical activity, as does learning the game of basketball. Physical education has advantages in developing multiple intelligences, especially Visual-Spatial Intelligence and Body Kinesthetic Intelligence (Julianti et al., 2021). These activities are divided into several sports which are a learning medium for students at school.

The activities provided in learning must have a methodical and psychological touch, so that the activities carried out can achieve the learning objectives (Kustrapsila & Hartati, 2013). So that the basic competencies in physical education learning can be implemented according to the guidelines, aims and objectives as stated in the curriculum, physical education teachers must be able to design learning that suits the abilities and maturity of students, so that the learning process can run smoothly. This includes the teacher's success in delivering the material being taught, which is influenced by the approach, teaching method or learning model. Approach, teaching method or learning model is defined as the way the teacher chooses to interact with students in the learning process, so that the material taught can be mastered by students well. (Ilyas & Syahid, 2018).

Through physical education, it is hoped that students can gain various experiences to express personal impressions that are fun, creative, innovative, skilled, improve and maintain physical fitness and understanding of human movement. (Prianto et al., 2022). There is no education that does not have a pedagogical target, and no education is complete without physical education, because movement as physical activity is the basis for humans to know the world and themselves which naturally develops in line with the times. To be able to play big ball games requires several factors such as physical, tactical, technical and mental factors (Guntoro et al., 2020). Physical factors are very determining in playing basketball, such as the student's

endurance ability to play the game in real time. One of them is the basketball game which requires several facilities and infrastructure such as: basketball, court, basketball hoop, backboard and support poles (Koryahin et al., 2021).

The game of basketball is generally taught at every school level in Indonesia. Basketball is a sport that can be used as a positive recreational sport to fill your free time (Pomohaci & Sopa, 2018). From this goal, it often develops towards other goals such as: wanting to improve physical fitness and health through playing basketball or aspiring to become a high-achieving basketball player by mastering basic techniques and good and perfect abilities/skills. In physical education subjects, students must have goals that must be achieved from various sports activities, one of which is the game of basketball. (Idham et al., 2023).

In this sport of basketball, there are several basic techniques that children must master to support good play in a match. In general, there are at least several types of skills in the sport of basketball, such as passing, dribbling and shooting (Vencúrik et al., 2021). Basketball for elementary school children in grades 4-6 is a sport that is quite popular, this sport is popular among elementary school students. In the game of basketball, dribbling is a very important skill (Arifianto & Fardi, 2021). By mastering dribbling skills, children can play well, avoid opposing players, and defend the ball while playing. Mastery of skills in the game of basketball can have a good effect in perfecting playing patterns, both when the team is defending and when attacking. Therefore, this skill needs to be trained intensively starting from the lowest age, so that later they will have fundamental skills in basketball. (Soedarjad dkk, 2022).

From the results of observations at SDN Duren Sawit 18, East Jakarta, in the basketball dribbling material, it turns out that there are still many students in grades 4-6 of elementary school who have difficulty mastering dribbling well. There are students who cannot dribble correctly, the mistakes or difficulties experienced by these students lie in the wrist when it comes into contact with the ball, the student's fingers and wrist are stiff when hitting the ball, and are not in the correct position. It should be, so that students don't understand and think it is very difficult to dribble basketball. Then, students are lazy about moving their bodies optimally and if they do dribbling, students are just dribbling without using physical agility, even though if they develop this dribbling game with physical agility, it will greatly influence optimal dribbling results in basketball games. With fairly good facilities (having a basketball court but at least a few basketballs for each teacher) students' learning opportunities are limited. Because the number of facilities in schools is not balanced with the number of students, due to the lack of these facilities, many students are less active and do not master the material during learning, resulting in each student not having enough time to practice, and teachers not taking advantage of the surroundings.

Based on these problems, it seems necessary to make a new breakthrough in terms of training, especially in training basic technical skills. Coaches must be able to make innovations in training, especially in this digital era, so that later training can still be carried out professionally by athletes (Cañadas Alonso et al., 2015). Moreover, in teaching skills, variations or various learning models are needed, starting from aspects of each stage of movement to movement patterns. This seems to be a

challenge in the current era, where teachers must be able to present various forms of models or variations that can be done by students in grades 4-6 years. Several research results state that to improve skills, various learning models are needed (Amiruddin et al., 2020). The use of learning models with the help of applications has been proven to improve students' skills (Rachman et al., 2020). Then, success in using playing methods can improve basketball dribbling skills (Widiastuti et al., 2019). Success in improving students' skills in learning is of course supported by the existence of science or often called sports science.

Therefore, it is important to understand the factors that influence basketball dribbling skills in students in grades 4-6 and develop effective learning models to improve these skills. Thus, this research will focus on identifying factors in designing an appropriate model to improve basketball dribbling skills in grades 4-6 at SDN Duren Sawit 18, East Jakarta. The focus of the problem is a model for learning basketball dribbling skills for grades 4-6 in elementary schools. So, the aims are: 1) to produce a design model for learning basketball dribbling skills for grades 4-6 of elementary school; and also 2) determine the effectiveness of the product results from the model for learning basketball dribbling skills for grades 4-6 elementary school.

METHODS

The method that will be used is research and development with a model design from ADDIE. Development research is also research used to create new products and develop existing products based on needs analysis in the field (observations, interviews, initial needs questionnaires) (Tangkudung, 2016).

Participants

This research was carried out in several stages, namely: Instrument testing with expert judgment validation, and effectiveness testing where the subjects of this research were 60 students in grades 4-6 at SDN Duren Sawit 18 Jakarta.

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Sampling Procedures

Determining the number of samples was carried out using a purposive sampling technique. Purposive sampling is a technique for determining samples based on certain considerations, which are considered suitable for the characteristics of the sample that is determined to be used as a sample (Sugiyono, 2017). The sample characteristics that researchers consider suitable for this research are: athletes aged 13-15 years.

Materials and Apparatus

Data collection in the research was carried out using a research instrument, namely basketball dribbling skills using a Likert scale which was carried out at SDN Duren Sawit 18, East Jakarta. This instrument has been validated by learning experts in elementary school, measurement tests and experts in the field of basketball which has been declared valid and can then be used.

Procedures

The research and development stage uses the design model that will be used in this research using the ADDIE model from Reiser and Mollenda, where each step is divided into five steps, namely: 1) Analysis, 2) Design, 3) Development, 4) implementation, and 5) Evaluation (Zhang, 2020).

Design or Data Analysis

The data analysis technique for measuring effectiveness uses the t-test

(Sugiyono, 2017). To determine the effectiveness of the results of basketball dribbling skills after being given a variety of learning models to students in grades 4-6 of elementary school.

RESULT

After carrying out several series of processes for developing this learning model, starting from the needs analysis stage, the learning model variation design stage, the development stage and the evaluation stage, as well as carrying out a series of expert tests and instrument feasibility tests. The next stage is to test the effectiveness of the model created. The effectiveness test of this model was carried out to see whether the results of applying the model developed were effective in achieving the research objectives. The effectiveness of the model uses a pre-experimental research design in the form of a one group pretest-posttest design (Sugiyono, 2018). The steps taken are as follows: (1) determine the research subject group; (2) carry out initial tests; (3) providing treatment; (4) carry out post-test; (5) find the average score of the pre-test and post-test results, then compare the two; and (6) carry out a difference test with the Paired T test. Based on the data obtained regarding the calculation results of the normality test, average, and average difference test, the results are presented in the following table:

Table 1. Tests of Normality

	Kolmogorov-Smirnov		
	Statistic	**df**	**Sig.**
Pretest	.106	60	.090
Posttest	.109	60	.072

a. Lilliefors Significance Correction

Based on the output table above, it is known that the significance value is greater than 0.05, both for the pre-test 0.090 and post-test 0.072. So in accordance with the basis for decision making in the Kolmogorov-Minorv normality test above, it can be concluded that the data is normally distributed. Next, compare the results of the average value, namely the average value during the pretest and after being given treatment, namely the post-test value.

Table 2. Paired Samples Statistics

		Mean	**N**	**Std. Deviation**	**Std. Error Mean**
Pair 1	Pre test	22.27	60	3.768	.486
	Post-test	35.53	60	4.474	.578

Based on the table above, it can be seen that there is an increase in the average score during the pre-test and posttest. The average score during the pre-test was 22.27, then the post-test score increased by 35.53. Thus, there is a difference in the average score results between the pre-test and post-test, so it can be concluded that the model for learning ball dribbling skills that was developed is effective and can improve basketball dribbling skills in students in grades 4-6 of elementary school.Next, calculate the difference test using the paired T test. Based on calculations using the paired T test, it can be seen that the mean value = -13.267 shows the difference between the pre-test and post-test, with the t-count result = -15.725, and p-value = 0.000 < 0.05 which means there is significant difference between before and after being given the basketball dribbling skills learning model treatment. Thus, it can be seen that the model for learning basketball dribbling skills is effective for students in grades 4-6 of elementary school.

DISCUSSION

Based on a series of studies based on the development research stages of the ADDIE model, it can be concluded that the model for learning basketball dribbling skills for grades 4-6 elementary school which was developed and created by researchers is a product that aims to help improve basketball dribbling skills, in addition to maintaining stability. hand movements in dribbling skills and as a reference learning model in studying the material of the big ball game, namely basketball, especially dribbling. The model for learning basketball dribbling skills was created based on the level of needs of students in grades 4-6 in elementary school in improving basketball dribbling skills.

This research also shows the results that there is an increase in basketball dribbling skills in grades 4-6 in elementary school after these students apply a variety of learning models developed by researchers. The increase in dribbling skills experienced by students occurs because in the learning process they are actively involved in carrying out basketball dribbling movements and are guided well by the teacher. In this case, the teacher acts as an instructor who provides examples of movements, as well as being a facilitator and goal setter and acting in improving basketball dribbling movements carried out by students (Salters & Scharoun Benson, 2022). The results of this research are supported by previous research, that these learning models for basic Basketball Dribble techniques meet the criteria of being very valid, very practical and very effective so that these learning models for basic Basketball Dribble techniques are suitable for use in the learning process (Farias et al., 2022).

The results of previous research also show that the direct training model is an approach that is designed in a structured manner and implemented in stages, so that the delivery of knowledge or knowledge becomes effective and efficient (Coman et al., 2020). From the results of the research above, researchers stated that the ability to move is a very important activity for humans, because with movement humans can achieve something they hope for (Hopkins, 2015). The concept of movement learning is the basis for implementing the learning process and movement training or movement skills. as Schoenfeld (2019) said, "Some extended patterns of motion or behavior can be called skills, for example walking, running, jumping".

The actual playing ability of basketball players comes from good technical skills, which have been acquired during the training process from the start (Guimarães et al., 2021). Basic techniques are the most important part that every basketball player must master, however this game can run well if a player can master the basic techniques correctly. Because this game requires teamwork, the role of basic techniques will greatly influence the results of the final performance displayed. The game of basketball has skills that require practice, training and teaching. A very important one is dribbling skills, because this skill attracts a lot of attention and is used as a first step in game management. Playing basketball and handling the ball in different situations are important skills for developing young players. In fact, dribbling the ball is the first skill that players need to develop to level up (Kurnia, 2016).

Dribbling is one of the basics of the game of basketball that is first introduced to beginners, because this skill is very important for every player involved in the game of basketball (Goodson, 2016; Oliver, 2007). The task of dribbling is to look for opportunities to

attack, break through the opponent's defense or slow down the pace of play games (Aboma & Tolera, 2020). There are several studies that say that due to repetitive dribbling training, several studies show that dribbling can reduce running speed in submaximal and repetitive sprint training (Attene et al., 2014). Basketball dribbling is the practice of moving forward by bouncing the ball off the ground with one hand or alternatively by stopping, walking, or running. Dribbling is one of the basketball skills that is first introduced to novice players, because dribbling skills are very important for every player who plays basketball. Players not only learn how to dribble the ball well, but they also need to know when to dribble and not (Sulaiman & Fajrin, 2018).

CONCLUSION

Based on the results of the analysis, it can be concluded that the basketball dribbling skills learning model can be used effectively. Thus, students in grades 4-6 of elementary school who have initial technical skills in basketball can apply learning with a variety of learning models to improve their basketball dribbling skills.

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