



Implementation of Game Modifications to Improve Basketball Learning Outcomes at Junior High School 1 Pakis Malang

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Abstract

This study aims to examine and evaluate the impact of modifying basketball games in physical education learning on improving basketball learning outcomes for class 7D students at Junior High School 1 Pakis. This study used an action research method that took place in two cycles: Cycle I on April 14, 2025, and Cycle II on April 21, 2025. Cycle I was implemented in the even semester of the 2024/2025 academic year. The results of Cycle I showed that the average dribbling and passing skill scores were 70.2 and 68.9, respectively, with 21 students achieving the KKM and 9 students not yet completing it. In Cycle II, there was an increase with an average dribbling score of 72.7 and passing of 73.8. This shows a significant increase. The results of the study showed an increase in passing and dribbling skills in basketball, with an average initial observation score of 57.2, increasing to 69.6 in Cycle I, and 73.3 in Cycle II. This proves that the modification of the basketball game is effective in improving student learning outcomes.



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INTRODUCTION

This Education is a crucial aspect in developing quality human resources. Educational success is the achievement of educational goals with optimal learning outcomes by students. Optimal learning outcomes are determined not only by students' cognitive abilities but also by the teaching methods. Innovative and interactive learning methods can help improve student interest, motivation, and learning outcomes. The quality of education in schools is strongly influenced by the curriculum implemented in the teaching and learning process. The teaching and learning process itself depends on an interconnected curriculum system that allows for interactive learning (Zulfiani, 2021). Learning carried out in schools is inseparable from all subjects included in the curriculum, one of which is Physical Education. Suharyanto (2012) stated that physical education, sports, and health are vital fields of study for developing student fitness. In line with this, Nugraha (2015) added that physical education is a crucial component of overall education, playing a role in individual development through various physical activities, which are natural human movements. This is systematically structured and designed from learning experiences to meet the development, growth, and behavioral needs of each child. Wati et al. (2018) further stated that physical education is not just a regular sports lesson, but rather a learning process designed to shape physically and mentally healthy individuals. Through various physical

activities, students are encouraged to improve fitness, develop motor skills, instill knowledge about an active lifestyle, and foster a sporty attitude. According to Budi (2021), the goal of physical education is to achieve effectiveness, which is evident in the learning process within students. Through physical education learning, students are expected to be encouraged to participate in sports activities, thereby creating a healthy and strong generation. One of the most popular materials in physical education is basketball.

Meyfidianti et al., (2013) stated that basketball is a sport that is increasingly popular and sought after by various groups, especially among students. In addition to its benefits for physical health, this game can also be an interesting learning medium. In schools, basketball games not only aim to produce professional athletes, but also to foster interest in sports, develop skills, and improve the health and fitness of students. Thus, basketball can be an effective means to shape a healthy, active, and high-achieving young generation (Prasetyo & Sukarmin, 2017). The game of basketball has basic techniques, one of which is dribbling and passing. The definition of dribbling and passing according to (Putri & Umar, 2020) dribbling is a technique in which a player carries the ball from one place to another by dribbling the ball with his hands and bouncing it on the floor. Saichudin & Munawar (2020:16) added that dribbling the ball in basketball can only be done with one hand, so you can use your right

or left hand to do it. The purpose of dribbling is to avoid opponents or find a better position for passing or shooting the ball. Passing is the most effective way to transfer the ball from one player to another, aiming to accelerate movement toward the opponent's area or the basket. Candra & Wahyuni (2025:23) said that one of the training methods to improve basketball dribbling skills and passing skills is circuit training where when practicing dribbling you have to focus on dribbling the ball past obstacles and when passing the ball must provide accurate passes in dynamic situations. The ideal result of a series of effective movements is to pass the ball to a teammate in a free position near the basket, allowing for easy inbounds. However, many students still struggle to master this basic technique, considering it difficult. Therefore, engaging and appropriate training models are needed to improve basic passing and dribbling skills.

One way to improve basic basketball technical skills is to modify the playing style. One relevant innovative approach to addressing these issues is the concept of game modification in physical education (PJOK) learning. In line with the findings of (Al-Aviv et al., 2025), the application of game modification can be a model of renewal for PJOK teachers in creating a fun, safe, and effective learning experience in schools. By adjusting the rules, media, and difficulty level of activities, learning not only focuses on mastering motor skills but also contributes to increasing active participation, self-confidence, and

student learning motivation. These findings are reinforced by (Fadillah & Novita, 2025) who stated that game modification is effective in increasing active participation while creating a more inclusive and conducive learning atmosphere. In line with this, (Amanullah et al., 2024) showed that game modification can build an interactive and fun learning environment, so that students are more motivated to develop skills and knowledge. Thus, game modification can be seen as an adaptive and comprehensive pedagogical strategy in improving the quality of PJOK learning. In general, (Budi, 2021) argues that modification means an effort to change or adapt something. Specifically, modification is an effort to produce and demonstrate something new, unique, and interesting without eliminating the basic elements of the modified object. In the context of learning, modifying a basketball game can provide variation in the learning process, thereby improving student learning outcomes. Furthermore, (Husdarta, 2009) adds that modification is an effort to make changes through adjustments, both in terms of facilities and infrastructure, as well as in terms of goals and methods (methods, styles, approaches, rules, and assessments). So it can be concluded that by modifying the way of playing basketball, it makes it easier for students to learn to play basketball because it is not bound by official rules, is easy to do, interesting and fun.

Research conducted by (Akhror & Tuasikal, 2019) stated that learning to

dribble a basketball using a modified size 5 ball can improve the ability to dribble with the right hand and left hand. In line with this, research conducted by (Purwiyanto & Sudarso, 2024) the results of the study showed that through the application of modifications and a play approach in learning, it influences the learning outcomes of dribbling in basketball games in grade VII students of Junior High School 1 Ponorogo. Kurniawati, et al. (2025) added the results of their research where modifying a basketball has a positive impact and a significant influence on improving basic basketball dribbling skills in PJOK learning. Based on the results of the study above, it can be concluded that the game modification approach in the basketball dribbling learning process provides good results in mastering basketball dribbling skills. Research conducted by (Suharyanto, 2012) showed an increase in student learning outcomes, namely achieving a score of 70 or above, indicating significant progress through various stages of learning improvement. In the pre-cycle phase, of 30 fifth-grade students, only 15 (50%) had achieved learning completion, while another 15 (50%) had not yet achieved it. In the improvement phase, an increase occurred, with 21 students (70%) having completed the learning, while 9 students (30%) had not yet achieved it. In the advanced improvement phase, results showed further improvement, with only 2 students (6.6%) achieving a score below 70, while 28 students (93.4%) had achieved learning completion.

Based on initial observations on October 24, 2025, at Junior High School 1 Pakis, Malang Regency, it was found that the majority of 7th-grade students in the basketball learning process still experienced difficulties and therefore had not achieved optimal learning outcomes. One cause is the learning model, which is less engaging and less motivating for students to learn effectively. This requires innovation in learning models that can improve student learning outcomes.

This study aims to improve the learning outcomes of 7D grade students at Junior High School 1 Pakis, Malang Regency, by modifying the basketball game into the learning process. This will encourage students to be more enthusiastic, active, and motivated to learn, thus improving their learning outcomes.

METHODS

This research method uses the Classroom Action Research (CAR) method. According to (Winarno, 2013), CAR is used to increase the efficiency of teaching methods, assignments, student evaluation, and other factors involved in the learning process. The Classroom Action Research (CAR) method used consists of several cycles. Each cycle has three stages: planning, action implementation, and reflection. The following is the cycle of implementing classroom action research using the KEMMIS AND TAGGART theory.

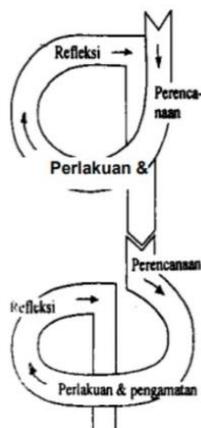


Image source: (Winarno M E, 2013)

Participants

This research was conducted at Junior High School 1 Pakis, Malang Regency. The subjects were class 7D, with 30 students. This study consisted of two cycles to observe improvements in basketball learning outcomes through the passive play model. The research was conducted as follows: The first step (Cycle I) was conducted on Thursday, April 14, 2025. The second step (Cycle II) was conducted at a meeting two weeks later on the same day, April 21, 2025.

Procedures

In the planning phase, several activities needed to be prepared, including determining the topic or needs analysis, preparing learning materials, preparing facilities and infrastructure, and preparing the teaching and learning model to be used. This research was scheduled for the even semester of the 2024/2025 academic year, specifically in April 2025. In the reflection phase, after implementing the model in learning activities in the field, an evaluation was conducted to assess the effectiveness of the model developed in Cycle I. Identified

deficiencies will be addressed in the next cycle. If the results are satisfactory, the cycle can be terminated. This is in line with research (Suharyanto, 2012) which shows that satisfactory results refer to results with an average that meets certain criteria, namely an average above 70%. If the results obtained meet these criteria, then the research is considered successful in improving and enhancing the learning process, so the research can be stopped. The average percentage qualifications are outlined in table 1. As follows:

Table 1. Average Qualifications

Score %	Criteria
0-50%	Bad
51-70%	Curently
70-100%	Good

The data collection method used in this study was observation. Observation is a data collection method carried out by systematically examining the phenomena being studied. Syamsudin (2015) stated that observations can be conducted by both laypeople and scientists. Scientists' observations are systematic and have predetermined goals. In contrast, observations conducted by laypeople tend to be spontaneous and have no specific purpose. Observations are conducted during the learning process to directly monitor activities within the process. This method is used to observe student interactions and motivation during learning. These observations specifically focus on basic basketball techniques that support the game, namely passing and dribbling.

RESULT

The research, conducted at Junior High School 1 Pakis, Malang Regency,

aimed to improve basketball learning outcomes for 7th-grade junior high school students through the application of the Passible play model.

In basketball, basic techniques are essential. These include passing, dribbling, and shooting, which are essential foundations for mastering the game. By mastering these techniques, students can play more effectively and efficiently, increasing their chances of success in matches (Prasetyo & Sukarmin, 2017).

Table 2. Observation Results

	Score		
	<i>Dribbel</i>	<i>Passing</i>	Total
Amount	1663	1768	1715
Average	55,4	58,9	57,2

Based on the observation results, the basketball dribbling and passing skills observed during the learning process showed that the average dribbling score was 55.4 and passing was 58.9, with an overall average of 57.2. These results indicate that students' dribbling and passing skills are still below the Minimum Completion Criteria (KKM). Individually, there are 15 students who have achieved the KKM, for the other 15 students the KKM score has not yet been met, therefore 50% have completed the learning and 50% have not completed it. Therefore, their learning outcomes are still lacking in dribbling and passing skills. This deficiency is seen from their performance during the learning process. Cycle i:

Table 3. Observation results in cycle 1

	Score		
	<i>Dribble</i>	<i>Passing</i>	Jumlah
Amount	2105	2067	2086
Average	70,2	68,9	69,6

There were 21 students who had achieved the minimum competency criteria (KKM) of 70, while 9 students had not yet

achieved the learning completion criteria. From these results, it can be concluded that although the students' overall dribbling skills had met the KKM, their passing skills still needed improvement as they had not yet reached the set standard. Therefore, despite the progress, further efforts were needed to improve passing skills so that all students could meet the KKM.

Cycle II:

Table 4. Observation results in cycle 2

	Score		
	<i>Dribble</i>	<i>Passing</i>	Jumlah
Amount	2180	2215	2197
Average	72,7	73,8	73,3

In cycle 2, the treatment used was not only the passable game but also an additional game, namely Lashoote. The results of cycle 2 were that 28 students had completed the KKM (Minimum Completion Criteria) which was the benchmark of 70, and there were 2 students whose learning completeness had not been met. Therefore, in terms of qualifications, the KKM had been met for both skills, both dribbling and passing. This shows that the additional treatment of the Lashoote game was effective in improving students' skills in basketball.

Based on the research results, the following data was obtained:

Table 5. Comparison of the results of observations of skills in games in observations, cycle I, and cycle II

	Score		
	Ket	Observasi	Siklus I Siklus II
Amount	1715	2086	2197
Average	57,2	69,6	73,3

From the table data, it can be seen that the average score has increased. During the observation period, the average score was 57.2; in cycle I, the average score increased to 69.6; and in cycle II, the average score reached 73.3. This indicates that throwing skills in basketball have improved.

DISCUSSION

This study aimed to evaluate the improvement of basketball skills, specifically dribbling and passing, through the application of the Passible playing model in grade 7D students at Junior High School 1 Pakis, Malang Regency. The results showed a significant improvement in dribbling and passing skills from the initial observation to Cycle II. In Cycle I, the average dribbling and passing skill scores reached 70.2 and 68.9, respectively. These results indicate that 21 students successfully met the Minimum Completion Criteria (KKM), while 9 students still did not achieve completion. Nevertheless, these results indicate an improvement compared to the initial conditions. In Cycle II, there was further improvement, with the average dribbling score reaching 72.7 and passing score reaching 73.8. At this stage, 28 students successfully met the KKM, while only 2 students did not achieve completion. This improvement indicates that the techniques and methods used were effective in improving students' dribbling and passing skills.

Based on initial observations, the average score for students' dribbling and passing skills was 57.2. In Cycle I, this

score increased to 69.6 and again in Cycle II to 73.3. This significant increase indicates that the Passible basketball game modification was highly effective in improving students' basic basketball skills. Therefore, this game modification was highly effective. The effectiveness of the game modification, namely the application of the Passible basketball game modification, was proven effective in improving students' dribbling and passing skills learning outcomes. This method succeeded in gradually and significantly improving students' skills from the initial observation to Cycle II, where: 1) Dribbling skills increased from 55.4 in the initial observation to 72.7 in Cycle II, 2) Passing skills increased from 58.9 in the initial observation to 73.8 in Cycle II.

Kusmahendra & Zaitun (2024) in their research related to efforts to improve basketball dribbling skills through playing methods of class VIII students at SMP Labschool FIP UMJ also showed that there was an increase in basketball dribbling learning outcomes in cycle I, namely 50% with 10 students completing learning with an average score of 75, experiencing an increase in cycle II reaching 80% with 14 students completing learning basketball dribbling with an average score of 90. Another study conducted by (Lau, et al. 2023) on efforts to improve basketball dribbling skills with a modified 3 on 3 game showed an increase from cycle I to cycle II in class VII A students of Junior High School 3 Paron Ngawi. Strengthened by research (Agustiawan, et al. 2022) the results of the study showed that in cycle I the learning outcomes of basketball playing skills of students of Junior High School 40 Palembang were 63.63% with an average

score of 80, then increased in cycle II, namely 86.36% with an average score of 90. From several research results above, it can be concluded that the implementation of game modifications can improve the learning outcomes of basic basketball dribbling skills in junior high school students.

Perfect basic basketball technical skills are not only achieved through instant learning but also through consistent and disciplined practice. Therefore, it is important for educators to apply various models and approaches, especially game modifications, to help optimize skill mastery in basketball. This is supported by the development product (Silaen, et al., 2022) on a model of attacking and defensive basketball training based on a modification of the traditional game of gobak sodor, which was declared suitable for use in Physical Education (PJOK) learning. In addition to game modifications, educators can also modify school facilities, strengthening this product (Machfud, et al., 2022), a basketball shooting training model with a modified ring for junior high school students, which was declared valid and suitable for use. Furthermore, the results of the product (Jayanto, et al., 2022) on the development of a dribbling training tool using a four-way pole in basketball games showed that the product was suitable for use and included a user guide. Therefore, it can be concluded that the modification approach, whether related to learning materials or facilities and infrastructure, has a positive impact on learning outcomes in basketball skills.

CONCLUSION

The conclusion of this study indicates that the Passible game modification was effective in improving dribbling and passing skills in basketball among 7D grade students at JUNIOR HIGH SCHOOL 1 Pakis. In Cycle I, the average dribbling skill score was 70.2 and passing was 68.9. Of the 30 students, 21 met the Minimum Completion Criteria (KKM), while 9 students failed. In Cycle II, a significant improvement was seen, with an average dribbling score of 72.7 and passing of 73.8. This improvement indicates significant improvement in students' dribbling and passing skills. In comparison, the average score at the initial observation was 57.2, which increased to 69.6 in Cycle I and reached 73.3 in Cycle II.

These changes demonstrate that the basketball game modification using the Passible and Lashoote methods is highly effective in improving student learning outcomes. The techniques used in this modification helped students improve their fundamental basketball skills, enabling most students to meet the KKM.

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