Improving Bounce Pass Skills in Basketball Games Using the Problem Based Learning Method

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Abstract ←

This research uses a problem-based learning approach with a learning sequence of observation, evaluation, and progress monitoring to measure the improvement of individual bounce pass skills. During the learning process, learners are invited to identify problems or difficulties they face in performing the bounce pass. Collaborate in finding solutions to overcome these problems. Conduct learning and simulation of game situations that allow the application of the "bounce pass" technique with the help and direction of the teacher. The method in this study uses a classroom action research (PTK) approach of observation, evaluation, and progress monitoring to measure the improvement of individual bounce pass skills. The results of this study contribute to the development of effective learning methods in improving technical skills in sports, especially in the context of basketball games, with the skill completeness value increasing from pre 61.5% to 73.1% and increasing 100%. The PBL method has an effect on the development of effective learning methods in improving technical skills in sports, especially in the context of basketball games.

Keywords: bounce pass skills, basketball, problem based learning

INTRODUCTION

Basketball is a sport that requires good technical skills, teamwork, and an understanding of strategy to succeed. This makes the sport interesting and challenging for the players. The game of basketball is played by two teams, where each team consists of five players (Mulyawan, 2019). When learning about basketball, there were several students who found it difficult to follow the bounce pass material. It is hoped that games

in learning can add to the movement aspect of students, where the range of movement for these students is very broad (Yulita, 2016). The causes of difficulties faced by students are related to problems with mastering subject matter, but are also related to psychological problems such as lack of motivation. An interesting and varied learning process will create a pleasant learning atmosphere for students in participating in learning activities (Adi Kesuma, Yoda, & Hidayat, 2021). Students are given challenges related to the use of bounce passes in real game situations. The basketball learning model implemented directly in the field can be used as an initial observation of students' playing abilities (Nurjasman, Prasetyo, Rahayu, & Surherman, 2023). The observation sheet to find out the results uses a series of basic basketball technique tests (Ramadhan & Sofyan, 2023). Techniques for using the bounce pass effectively in defensive situations or how to integrate the technique in certain game scenarios. This way of learning can help students to see the relevance of technique in the context of the game of basketball. Components of students, teachers, resources, media and learning environment as an effort to improve the quality of learning during learning (Dhiana Putra, I Putu Darmayasa, & Ni Luh Putu Spyanawati, 2023). As a means for students to understand how this technique can influence the flow of play and improve communication within the team

The Problem Based Learning (PBL) method is a way of learning that illustrates the importance of skills in the context of games. Technology in the sports learning process can increase innovation in learning (Septiana, Kurnia, & Friskawati, 2022). As well as encouraging students to develop a deeper understanding of the subject matter by applying knowledge in real contexts. Supporting aspects in increasing success in the process and results of learning sports at school (Mabrur, Setiawan, & Mubarok, 2021). Students are given a challenge related to basketball, such as improving team performance, creating a new strategy for a game, or identifying things that influence the outcome of a game. Working in a team to plan solutions to given challenges, shows significant motivation in sports learning (Jalil, 2023). By analyzing match videos, discussing game tactics, or holding training sessions to apply the ideas that have been developed. The game-based learning model allows students to learn more relaxedly and increases values such as responsibility, honesty, cooperation, healthy competition and learning involvement (Panuntun, 2020). This process can help students understand how the basic concepts of cooperation, communication, strategy, and individual skills in the game of

basketball relate to each other in the context of the actual game.

The aim of applying the PBL method in learning basketball is to help Ar-Rohmah Girls Middle School students not only master technical skills, but also develop a deeper understanding of game strategy, collaboration abilities, and analytical skills. Where the passing techniques of the game of basketball consist of various kinds (Riskayani, 2022). Using different learning, such as drills, game simulations, or situational scenarios that are similar to game conditions. Constructive feedback to improve technique, body position, or other identified problems. improvements achieved, challenges still faced, and effective strategies to continue improving bounce pass skills. Apart from understanding skills, students must also understand knowledge about the game (Sabhara, Irfan, & Amir, 2022). Encourage students to apply the skills learned in actual basketball games, as well as evaluate abilities in game situations and identify areas where they have improved and areas where they still need further improvement.

METHOD

This research uses classroom action research (PTK), which can offer new methods and procedures to improve and increase teacher professionalism in the teaching and learning process (learning) in the classroom by considering various indicators of the success of the process and student learning outcomes. PTK aims to: (1) improve the quality of learning in the classroom; (2) improving professional services in the context of classroom learning, especially services to students; (3) giving teachers the opportunity to act in planned learning; and (4) give teachers the opportunity to conduct an assessment of the learning activities they carry out (Arikunto, 2021). This research was carried out at Ar-Rohmah Girls Middle School and was carried out in two cycles, with two meetings and an evaluation of learning outcomes carried out at the end of each cycle..

RESULTS AND DISCUSSION

In connection with the learning process in the initial conditions, student learning outcomes are also influenced. The learning results of students in the initial conditions showed that of the 26 new students, the majority (73.1%) reached the completion standard, while the majority (26.9%) had not yet completed.

This PTK research consists of two cycles. In the first cycle, the student's score was considered complete but had not yet reached the KKM, so the researcher continued to the second cycle, where the student's score reached the 100% completion criteria..

Table 1. Results of students' bounce pass skills in cycle I and cycle II

	N	Lowest Value	The highest score	Average	KKM	Completion percentage %
Cycle Skill Value 1	32	71	95	81.38	75	73,1
Cycle Skill Value 2	32	81	96	92.31	75	100

Even though the actions in the first cycle were not optimal, students have experienced improvement. While the number of students who achieved completeness was only 16 in the pre-action stage, it increased to 19 in the first cycle. The results of the action test in cycle I increased on average from 69 before the cycle to 71, and the learning completeness score increased from 61.5% to 73.1%. However, because the minimum standard for student learning completion results is 90%, the researcher only got 52%, which shows that there were still deficiencies in cycle I, the researcher then continued the research.

Based on the results of the skills that have been carried out, it can be concluded that the results of learning sports in the bounce pass material in the student basketball game are in line with expectations and reach above KKM 75. This is shown by the fact that, compared to the first cycle test, the results of the students' skills has shown quite significant improvement. One proof of this is that the average student is 81 and the material completeness is 100%.
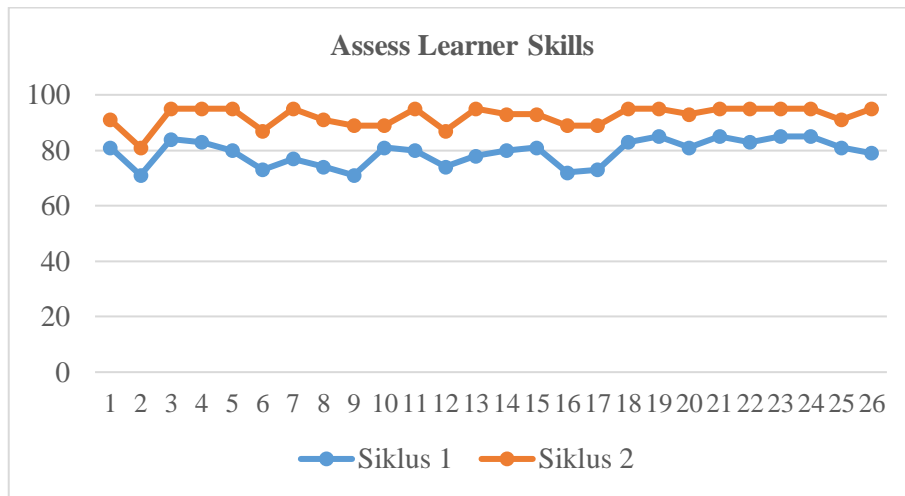
Figure 1. Student Skills Values

Figure 2. Percentage of Student Skills Completeness

The Problem Based Learning (PBL) method can improve sports learning outcomes in basketball material for students on bounce pass skills (Dhiana Putra et al., 2023). In basketball it can yield a lot of valuable information, specific problems faced by individuals or groups in making bounce passes. Learning in audio visual form can increase students' knowledge of basketball material (Aji, Anhar Fahmi, & Setiyawan, 2020). This could be a technical problem, such as ball control, throwing angle, or problems reading the opposing player's movements. Students can share their experiences in overcoming difficulties when doing a bounce pass. There may be some strategies that work for one individual but have not been tried by others.

Factors that hinder an individual's ability to learn or improve bounce pass skills. For example, lack of focused practice, lack of understanding of proper technique, or lack of constructive feedback. The learning model using drill techniques also influences the results of students' skills (Rohman, 2018). Alternatives that can be applied in learning to overcome specific problems. The use of learning technology with application media can be used specifically in the classroom environment (Irwanto, 2019). This could be more structured learning, a focus on certain techniques, or a different learning method. the importance of consistent practice in improving skills. Explain that basketball skills, including the bounce pass, require regular practice and focus.

PBL can help improve students' abilities to analyze technical problems and formulate better solutions. The cooperative method stimulates students' learning interest and motivation so they can be actively involved in learning activities (Supriatna & Afriansyah, 2018). This builds skills that are useful not only in basketball but also in everyday life. By being involved in discussions and planning solutions, participants will feel more actively involved in the learning process. An interactive classroom situation creates a pleasant atmosphere, so that it can improve and improve the quality of teaching materials (Eliza, 2020). This can increase their motivation and dedication to improving their bounce pass skills.

CONCLUSION

From the Problem Based Learning (PBL) approach in improving bounce pass skills in basketball, there are several conclusions that can identify specific problems faced by players when performing bounce passes, allowing focus on appropriate improvements. Students share experiences and successful strategies, enrich collective knowledge to improve skills, encourage students to find solutions independently and together, promote active participation in finding ways to overcome problems. emphasizes continuous feedback, allowing players to continuously improve their skills through consistent evaluation. The PBL method is an effective approach to improving bounce pass skills in basketball, providing a solid foundation for students to continue to develop and improve performance on the court.

THANK-YOU NOTE

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