



Basketball Playing Skill Level of Class XI Students of SMA Negeri 1 Hampan Perak

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Abstract.

Background

Basic techniques in basketball fall under the skill execution aspect, so not only are basic techniques assessed, but other aspects are also assessed to determine the level of basketball ability.

Objectives

This study aims to determine the level of basketball playing skills of 11th grade students at SMA Negeri 1 Hampan Perak.

Methods

This research is a quantitative descriptive study using a survey method. The population in this study was 352 eleventh-grade students at SMA Negeri 1 Hampan Perak, both male and female. The sample was selected using proportionate stratified random sampling from a total of 78 students. Data analysis was conducted using descriptive analysis with percentages.

Results

The results showed that 5 students were in the "very good" category (6%), 17 students were in the "good" category (22%), 21 students were in the "sufficient" category (27%), 32 students were in the "poor" category (41%), and 3 students were in the "very poor" category (4%).

Conclusion

The basketball skills of 11th-grade students at SMA Negeri 1 Hampan Perak are in the "poor" category.

Keywords: Playing Basketball, Skills, Students

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INTRODUCTION

Sport is a form of planned and structured physical activity that involves repetitive body movements. Sport is a human movement activity carried out using specific techniques, containing elements of play, enjoyment, and pleasure, and is usually performed during leisure time to provide personal satisfaction. Sport is one of the basic necessities of daily life because it can improve a person's physical endurance. Sports can be practiced by people of all ages, including children, adolescents, and adults. Essentially, humans cannot be separated from sports activities, whether as a profession, entertainment, recreation, livelihood, health maintenance, or cultural practice. Sport is a fundamental human need, as engaging in regular sports activities has a positive impact on physical development (Khairuddin, 2022).

Currently, many sports are popular among the general public, one of which is basketball. Basketball is a team ball game consisting of two teams, each composed of five players, with the objective of scoring by putting the ball into the opponent's basket. Basketball is a sport that requires speed and coordination of the hands and feet at the right moment (Kosasih, 2023). Basketball was invented by Dr. James A. Naismith, a physical education teacher at the Young Men's Christian Association (YMCA) in Springfield, Massachusetts, United States, in 1891 (Oliver, 2023). Basketball spread rapidly by 1920 and became a national sport in the United States. After experiencing significant development and socialization, basketball spread beyond the United States, including to Indonesia.

Basketball has now developed rapidly in Indonesia. Along with its development, the national governing body for basketball in Indonesia, the Indonesian Basketball Association (Persatuan Bola Basket Seluruh Indonesia / PERBASI), was established. The growth of basketball has been supported by the increasing number of regularly organized competitions across different age levels, ranging from small-scale events such as LIBALA for junior high school students, HSBL and DBL for senior high school students,

LIBAMA for university students, to the National Basketball League (NBL) at the national level. In basketball, effective and efficient movement must be based on good mastery of fundamental techniques. Mastery of basic technical skills is essential for every player, in addition to tactical ability, so that performance during play can be optimal (Malik et al., 2023).

In playing basketball, each player must possess movement ability. Ability refers to proficiency or mastery of an activity that requires body movement and is acquired through repeated training (Hapsari et al., 2023). Ability is viewed as an action that serves as an indicator of skill level and can be used to describe a person's capacity to perform a task. Basketball playing ability must be supported by good physical condition, technical skills, and mental strength. According to Prasetyo (2022), there are two factors influencing basketball playing ability: internal and external factors. Internal factors include technical skills, psychological aspects, and physical condition, while external factors include facilities, motivation, and environment.

Basketball playing ability is a fundamental component that must be mastered by every player. A player's performance in basketball is greatly influenced by the level of mastery of playing skills. To achieve effective and efficient movements in basketball, good mastery of basic technical skills is required. Basketball playing ability involves several fundamental techniques, including dribbling, shooting, passing, defense, lay-up, rebound, and pivot. Similarly, in learning and competition, basic techniques serve as essential initial capital in the learning process. Every basketball player must apply these basic techniques to perform well in the game.

Dribbling is the act of advancing the ball by bouncing it on the floor using one hand or alternating hands while walking or running. Passing is the act of delivering the ball to a teammate. Shooting is a coordinated movement that involves basic mechanics, including visual focus, balance, hand positioning, elbow alignment, and shooting rhythm (Wissel, 2022). A lay-up is a type of shooting technique in basketball that requires a two-step movement and a hop during execution (Hanna, 2021, p. 6). A pivot is a movement in which a player rotates the body while keeping one foot as a pivot point while holding the ball. A rebound refers to a situation in which a player retrieves the ball after a missed shot that does not enter the basket.

Basketball learning in schools is aimed at enabling students to play the game by applying various fundamental techniques. Through basketball learning activities, students are expected to deepen and broaden their knowledge related to physical education subjects, as well as enhance their talents, interests, abilities, and achievements (Prasetyo & Sukarmin, 2022). Physical Education (PJOK) teachers consistently apply varied teaching models so that students can learn optimally, particularly in basketball learning.

At the senior high school level, particularly at SMA Negeri 1 Hamparan Perak, basketball is one of the physical education materials that must be implemented in the learning process from grade 10 to grade 12. In the Merdeka Curriculum, basketball material for grade XI is included in the learning objective: "Students are able to practice movement skills in various invasion games," with indicators stating that "Students are able to demonstrate the ability to practice designed movement skills such as passing, catching, dribbling, shooting, rebounding, and pivoting in basketball games." The implementation of the Merdeka Curriculum in PJOK learning aims for students to demonstrate basic movement skills in basketball, namely dribbling, passing, and shooting.

Knowledge competence and mastery of fundamental techniques are important foundations for basketball players. Students can apply proper and correct techniques through an understanding of these techniques and repeated practice. Fundamental skills strongly determine the flow of the game during basketball matches, as playing ability depends on several performance aspects. Students must repeatedly practice technical movements so that their execution becomes correct and fluid. To achieve good performance in basic techniques, students should perform movements according to demonstrations provided by PJOK teachers or by referring to books and social media resources to obtain correct and effective techniques.

Basketball learning is conducted through the introduction of basic techniques and gameplay by dividing students into two teams. In initial meetings, students are introduced to fundamental techniques and practice these skills. Students who perform basic movement skills well will achieve better results, and vice versa. In every school learning process, learning outcomes are assessed by teachers, particularly in PJOK subjects. According to the Ministry of Education and Culture Regulation (Permendikbud, 2016), "Assessment is a process of collecting and processing information to measure students' learning achievement." Assessment involves assigning and determining values to specific objects based on certain criteria (Sudjana, 2020).

Assessment in learning can be viewed from three aspects: cognitive, affective, and psychomotor. The cognitive domain includes levels such as knowledge, comprehension, application, analysis, synthesis,

and evaluation. The affective domain includes receiving, responding, and value characterization. The psychomotor domain relates to skills or the ability to perform actions (Khotimah & Darwati, 2020). Assessment in basketball games can be conducted using several components, including decision making, skill execution, adjustment, covering teammates, providing support, guarding opponents, and returning to base.

Based on observations at SMA Negeri 1 Hamparan Perak, it was found that grade XI students already possess theoretical knowledge and understanding of basketball material. Students have learned basketball since grade X, where practice focused mainly on the introduction of basic techniques. However, during gameplay in grade XI, not all students were able to properly execute fundamental techniques, and some students still performed basic basketball skills inaccurately. This was evident during PJOK learning in large ball game material, both when applying basic techniques and during gameplay.

Another component observed in basketball games was that some students made incorrect decisions during play (decision making). For example, when a long-distance pass should have been executed using an overhead pass, students instead used a bounce pass, making it easier for opponents to intercept the ball. In addition, some students were passive during the game, resulting in insufficient support for their teammates. One important aspect of basketball is building players' attitudes, in which providing support is essential for every player.

Assessment conducted at SMA Negeri 1 Hamparan Perak, particularly in PJOK lessons, generally focuses only on the execution of basic techniques. In basketball material, assessment is often based on how many times students successfully score through shooting techniques. Dribbling skills are assessed through zig-zag dribbling around cones, and passing skills are evaluated based on passing accuracy over distances determined by the PJOK teacher.

With this basic technique-focused assessment, PJOK teachers have not yet fully evaluated students using broader aspects included in comprehensive performance assessment. These aspects include decision making during play, skill execution, and support for teammates during basketball games. Fundamental basketball techniques fall under the skill execution aspect; therefore, assessment should not be limited to basic techniques alone, but should also include other aspects to accurately determine students' overall basketball playing ability.

METHOD

Research Design

A research method is a method used by researchers to obtain data relevant to the problem being investigated. According to Sugiyono (2020), "A research method is a scientific way to obtain data for a specific purpose and purpose." This research is descriptive, describing the research situation or event without seeking or explaining relationships, testing hypotheses, and emphasizing observation and the natural setting.

Participant

Penelitian ini dilakukan di Medan, Indonesia, dan melibatkan mahasiswa S1 program Pendidikan Jasmani di Sekolah Tinggi Olahraga dan Kesehatan (STOK) Bina Guna Medan. Sebanyak 60 partisipan (35 laki-laki dan 25 perempuan) dipilih secara purposive sampling. Semua partisipan aktif terlibat dalam kegiatan ekstrakurikuler olahraga dan memiliki setidaknya dua tahun pengalaman dalam sesi pelatihan terorganisir. Sebelum pengumpulan data, semua partisipan telah mendapatkan persetujuan (informed consent), dan penelitian ini mengikuti standar etika penelitian yang telah disetujui oleh dewan peninjau kelembagaan STOK Bina Guna Medan.

Data Analysis

In quantitative research, the steps involved in calculating and analyzing data collected from the sample. The purpose of data analysis is to collect, present, and determine the value of the research results. The data analysis technique employed was descriptive statistics with percentages based on basketball skill standards.

Statistics are intended to collect, present, and determine values. The assessment criteria used refer to established norms for assigning values to each test item, with categories ranging from excellent, good, sufficient, poor, and very poor. This research used an observation sheet, a student observation sheet containing components of basketball skill, as seen in decision-making, skill execution, and support.

RESULTS AND DISCUSSION

Results

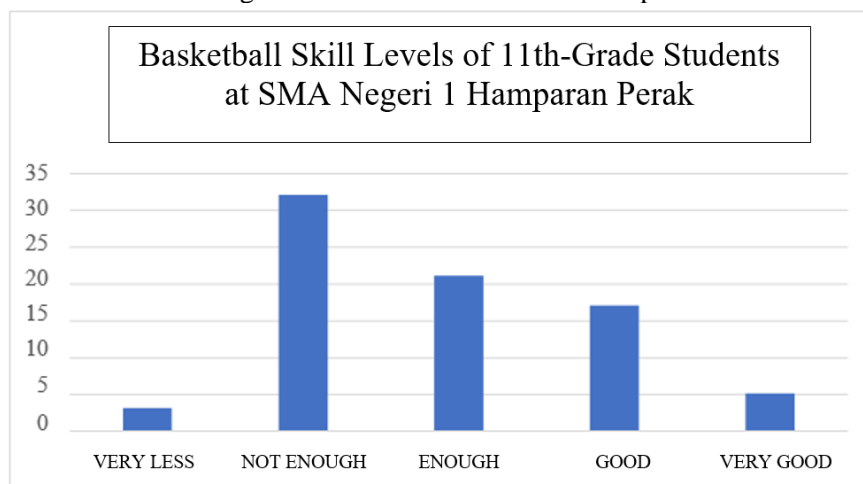
This study employed a survey method, with data collection carried out using the Game Performance Assessment Instrument (GPAI). The GPAI assessment was conducted using an observation sheet, in which the assessment components covered three basketball playing skill components: decision making, skill execution, and support. These three components were subjected to validity testing, with validity coefficients for each indicator of 0.77536 (decision making), 0.85678 (skill execution), and 0.80964 (support). All three components were categorized as valid and reliable; therefore, the GPAI assessment was deemed appropriate for use as a data collection instrument.

The population of this study consisted of Grade XI students at SMA Negeri 1 Hamparan Perak, totaling 78 students, both male and female. The data in this study were obtained through basketball game play, which was assessed using the GPAI instrument (Game Performance Assessment Instrument). After data collection, the researcher processed and analyzed the data using the SPSS program.

The results of the basketball playing skills data of Grade XI students at SMA Negeri 1 Hamparan Perak showed that the lowest overall score was 68, while the highest score was 82. The mean score was 73.6538, the median was 73, the mode was 72, and the standard deviation was 3.10771.

The distribution of basketball skills among eleventh-grade students at SMA Negeri 1 Hamparan Perak shows the highest scores in the 70-72 range, with 32 students performing "poor". When displayed in graphical form, the basketball skill data for 11th-grade students at SMA Negeri 1 Hamparan Perak is as follows:

Figure 1. Basketball Skill Level Graph



Discussion

This study aimed to determine the level of basketball playing skills among Grade XI students at SMA Negeri 1 Hamparan Perak. Based on the analysis presented, the results indicate that the basketball playing skills of Grade XI students at SMA Negeri 1 Hamparan Perak fall into the "very good" category for 5 students, representing 6% of the total sample. This indicates that these students obtained the highest scores compared to others. During the testing process, the researcher observed that students categorized as "very good" were active and able to master fundamental techniques. These findings are consistent with the opinion of Wardanis and Pratama (2020), who stated that individuals who wish to engage in basketball must first master several basic basketball skills, such as passing, dribbling, and shooting.

The "good" category consisted of 17 students, accounting for 22% of the sample. This indicates that these students performed well in the assessed components, which include decision making, basic techniques (skill execution), and teamwork (support), and made only minor errors when executing fundamental techniques. In the interval data, 21 students (27%) were classified in the "fair" category. These students demonstrated adequate performance across the three assessed components but still required improvement, particularly in executing basic techniques. Among these 21 students, many showed inaccuracies in skill execution, while their decision making and teamwork were relatively good, and vice versa.

Meanwhile, the "poor" category included 32 students, representing the highest percentage at 41%, indicating that the overall result of this study falls within the poor category. Students in this category still

require considerable practice to properly and accurately apply fundamental basketball techniques. During the testing process, these students made frequent errors in executing basic techniques. Additionally, some students in the “poor” category were less active in teamwork during gameplay, which resulted in lower assessment scores.

The “very poor” category consisted of 3 students, representing 4% of the sample. Students in this category were inactive during the testing process. Due to their lack of participation during gameplay, their assessment scores were low. Observations during testing showed that these students exhibited minimal teamwork, limited decision making, and rarely performed fundamental techniques during play.

According to Nasihudin and Hariyadin (2021), skill is a measure of a person’s ability to create or produce something, whether material or non-material, which can serve as capital in achieving goals. Mastery of sport-specific skills is essential for every athlete (Karisman, 2020). Skill refers to an individual’s capacity to perform tasks in a particular job (Robbins et al., 2018). In basketball, playing skills require mastery of fundamental techniques, including passing, dribbling, and shooting (Devita, 2013). Passing is the action of throwing the ball to a teammate to create scoring opportunities and ensure the ball is within shooting range (Wissel, 2000). Dribbling involves advancing the ball by bouncing it on the floor, with the ball’s movement preceding foot movement (Wissel, 2000). Shooting is the action of scoring points by attempting to shoot the ball into the opponent’s basket (Wissel, 2000).

Based on the above perspectives, it can be concluded that fundamental basketball techniques are movements performed effectively and efficiently to achieve optimal results. The research data indicate that differences in skill categories among students are influenced by various factors. Each individual may possess different levels of skill depending on experience and ability. Several factors influence skill development, including: (1) individual desire or motivation to master the taught skills; (2) the teaching and learning process, which determines how learning conditions align with individual potential; and (3) situational factors, which refer to the methods and techniques used in training or practice (Santoso, 2012).

From the research findings, it can be concluded that the overall level of basketball playing skills among Grade XI students at SMA Negeri 1 Hamparan Perak falls within the “poor” category. The factors influencing basketball playing skills among Grade XI students at SMA Negeri 1 Hamparan Perak include the following:

1. **Individual Factors**

Individual factors consist of students’ physical and mental conditions. Poor physical condition negatively affects skill performance, while good physical condition supports mental readiness. Based on observations, the physical condition of Grade XI students at SMA Negeri 1 Hamparan Perak during games was generally inadequate, which influenced their basketball performance.

2. **Teaching and Learning Process Factors**

Some students only learn and practice basketball during PJOK lessons, limiting practice to class time only. Due to insufficient physical training, the execution of fundamental techniques and overall performance were not optimal.

3. **Situational Factors**

Situational factors include the availability of facilities. Many basketballs were deflated and unusable, making practice of fundamental techniques during lessons ineffective.

CONCLUSION

The basic basketball skills of 11th-grade students at SMA Negeri 1 Hamparan Perak were categorized as “very good” by 5 students (6%), “good” by 17 students (22%), “sufficient” by 21 students (27%), “poor” by 32 students (41%), and “very poor” by 3 students (4%).

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AUTHOR CONTRIBUTION STATEMENT

This research was conceptualized and designed by Ramdani Wijaya Agora, who developed the research objectives and methodology, managed data collection, coordinated with participants, and supervised fieldwork at STOK Bina Guna Medan. Eka Abdurrahman and Hafiz Yazid Lubis performed data analysis, interpreted the findings, and contributed significantly to the preparation of the manuscript. All authors participated in the revision of the manuscript, approved the final version for submission, and take full responsibility for the integrity and accuracy of the work.

CONFLICT OF INTEREST AND FUNDING

The authors declare no conflict of interest related to the conduct, authorship, or publication of this study.

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