Implementation of Playing Approach in an Effort to Improve Basic Passing Skills in Basketball Games

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Abstract
Objective. Physical education is an educational process that is designed to enhance the overall development of individuals by fostering their physical, mental, and social well-being. Physical education encompasses a diverse array of physical activities, including running, leaping, and exercising, that contribute to the enhancement of an individual's overall physical fitness. The objective of this investigation is to evaluate the enhancement of learning outcomes associated with particular chest pass movements in basketball games by employing a play-based methodology. The learning outcomes of chest transfers in basketball games will be examined in this study in relation to the play approach.   **Materials and Methods**. This investigation implements the classroom action research (CAR) methodology, employing class XF of SMA Negeri 6 Semarang, which comprises 21 female students and 15 male students. Data was gathered through the use of data collection instruments, such as observation sheets and tests, during the observation and measurement stages.   **Results.** The study's findings indicated that the play approach method can enhance the chest pass skills of students. Prior to employing the play approach, the average value indicated that 39% of students had completed the course, while 61% had not. The percentage of students who completed cycle I increased to 67% after the play approach was implemented, while the percentage of students who did not complete cycle I was 33%. The percentage of improved chest pass learning outcomes in basketball games was achieved through the play approach during the second cycle stage, which made use of the same treatment.   **Conclusion**. The results of the treatment cycles I and II indicated that the learning outcomes for chest passes in basketball games were improved through a playing approach.
Keywords : Implementation, Playing Approach, Improve, Basic Passing Skills Basketball Games

Introduction

Basketball is a sport that is widely embraced by individuals worldwide, including in Indonesia. Modern basketball is a sport that is gaining popularity, particularly among young people, and is undergoing accelerated development. The advancement of basketball in Indonesia is accelerating on a daily basis. The game of basketball has undergone numerous modifications as it has evolved. Basketball is a sport that is performed by two opposing teams, each of which consists of five players. In order to ensure that each team has a

maximum of 12 participants, there are also seven Reserve players. Basketball is played on a hard-textured field that is specifically designed for the sport, both indoors and outdoors. In this basketball game, physical abilities such as endurance, speed, accuracy, and strength are combined with cooperation and individual skills. A basketball player must possess fundamental technical skills in the game, including the ability to pass and receive the ball (passing/catching), dribble, and shoot, in addition to their physical abilities. In general, basketball necessitates that players acquire proficiency in these fundamental skills. A person's ability to elevate their skills to a higher level is significantly influenced by their proficiency in fundamental techniques.

The chest pass is a frequently employed passing technique in basketball. Chestpass is a critical component of every basketball contest. According to Ambler (2006:11), the capacity to execute a chest pass or transfer the ball to a teammate is one of the most critical abilities in basketball, as it has a tangible and immediate effect on the game. In this instance, the chestpass has a significant impact on basketball, as it can determine the team's level of composure in game play, thereby enabling the team to achieve the best possible results. Consequently, the chest pass is of paramount importance in the game of basketball. The basketball game will be more engaging if the right pass (chestpass) is executed in team play and mastered. Furthermore, players will have an increased number of opportunities to transfer the ball to their teammates and process the ball by mastering the chest pass technique. Modern basketball game strategies are currently evolving at an accelerated pace. In basketball games, there are numerous varieties of passes. According to Steve Nash (2015), basketball contests involve a variety of passes, including overhead passes, close-range passes with chest targets, and bounce passes. A chest pass in basketball games necessitates precision, accuracy, and talent to propel the ball to teammates. It is known that students' abilities to pursue basketball learning are still inadequate, as evidenced by the results of observations at State Senior High School 6 Semarang.

Many students continue to struggle with the theory and practice of basketball, particularly when it comes to the chest pass material. Following the completion of learning observations, a variety of factors contribute to the suboptimal learning outcomes in the chest pass material. These factors include students' inability to comprehend the teacher's explanation, which disrupts the learning environment, and students' deficiencies in basketball skills. The average score of students has not met the minimum completion criteria (KKM) of 80, as indicated by the observation results in physical education learning. Based on the student learning scores, a maximum of 15 students have attained the completion score out of

36 students in a single class (42%), while up to 21 students continue to receive scores below the KKM established by the school (58%). It is evident from this data that there are still a significant number of students who are unable to comprehend the chest pass material used in basketball contests.

Consequently, the learning process necessitates new innovations, particularly in the context of chest pass material. The learning method that was previously monotonous with lectures and demonstrations has been transformed into a more interactive approach through the use of games. Children learn to adapt to their environment and the objects around them through the process of playing, as per Pontjopoetro (2004). The application of the play approach method as an innovation in physical education learning by physical education instructors remains significantly restricted. This leads to a decrease in the creativity of instructors in their teaching. In fact, the implementation of the play approach method can significantly enhance the delivery of material by physical education instructors. Additionally, students are more attentive during the learning process due to their ability to observe firsthand. Innovation and development are required because sports in schools are regarded as a pedagogical tool that is crucial in the pursuit of overall learning objectives. Consequently, the researcher is eager to incorporate the play approach method as a learning innovation in order to facilitate the proper and thorough mastery of the fundamental chest pass technique by students. The researcher is intrigued by the prospect of conducting a study titled "Implementation of the Play Approach in an Effort to Improve Basic Passing Skills in Basketball Games" in light of the aforementioned issues and explanations.

Materials and Methods

Study Participants.

The primary source of data for this study is primary data, which is obtained through direct observation and testing conducted by the researcher. In other words, the data was directly collected from the research object, which is class XI-F at SMA Negeri 6 Semarang. This class is comprised of 15 male students and 21 female students, and it is supervised by a single PJOK teacher.

Study organization.

The following are the data acquisition techniques employed in this study: 1) Direct Observation Technique, which involves the direct observation of the teacher. Observation is a data collection technique that has specific physical characteristics when compared to other techniques, as stated by Sugiyono (2018:229). Consequently, observation is one approach to data acquisition. In the data collection process, an observation guide is required as a checklist

to monitor the planning and implementation of chest pass learning in basketball by instructors through a playing approach. This investigation's examination is designed to evaluate students' proficiency in employing the chest pass technique during basketball games. The data analysis in this study will be qualitative, utilizing the results of the observation, contemplation, and data analysis. Steps to address the research formulation are as follows: 1) The first and second problem formulations will be analyzed using a narrative descriptive approach (qualitative data), and 2) The third problem formulation will be analyzed using descriptive statistics (percentage). It is anticipated that this investigation will enhance the chest pass ability of class XI students at SMA Negeri 6 Semarang in basketball games by employing a playing strategy. This is evident in the observed increase in the percentage of student learning completion following the action in comparison to before the action. The study's indicators consist of the following: 1) The capacity of teachers to plan, implement, and evaluate underhand passing learning activities through paired practice strategies; 2) The development of students' chest pass abilities following the application of the play approach by the teacher.

Statistical analysis

In data analysis, the techniques applied refer to the analysis model developed by Miles and Huberman (Mengist et al., 2020). This approach includes several steps, such as data grouping, data presentation, and the process of drawing conclusions or verification. The data presentation process involves organizing summarized information into charts, diagrams, or tables to facilitate understanding of patterns and relationships in the data. Finally, at the conclusion or verification stage, researchers analyze data to draw conclusions or confirm hypotheses. This holistic approach to data analysis helps ensure that the findings are robust and reliable, and provides important insights for decision-making and further research.

Results

Initial Conditions of the Pre-Cycle The enhancement of chest pass ability in basketball through the playing approach was still very low prior to the implementation of the action. This is evident in the initial observation, where the teacher employed the traditional method of teaching basketball passing. The method consisted of a lecture, a demonstration of movements, and assignments. Due to the lack of appropriate instructions and the haphazard execution of the methods that were previously implemented, a significant number of students achieved a score below the KKM 80 on the ability test. In the initial conditions, only 39% of students had completed the course, while 61% had not. The results improved to 67% of

students completing and 33% not completing after the play approach was implemented in cycle I. In cycle II, 81% of students effectively completed the course, while only 19% had not yet completed it, with a similar treatment. This demonstrates an improvement in the learning outcomes of basketball chest passes when a playing approach is employed.

Table 1. Frequency Distribution of *Chest Pass* Learning Outcome Test in Pre-cycle Basketball Games

Class interval	Frequency	Presentation
60 – 69	13	36%
70 – 79	9	25%
80 – 89	13	36%
90 – 99	1	3%

According to the pre-cycle frequency distribution data in Table 1, 13 students receive scores within the 60-69 interval, 9 students receive scores within the 70-79 interval, 13 students receive scores within the 80-89 interval, and 1 student receives scores within the 90-99 interval.
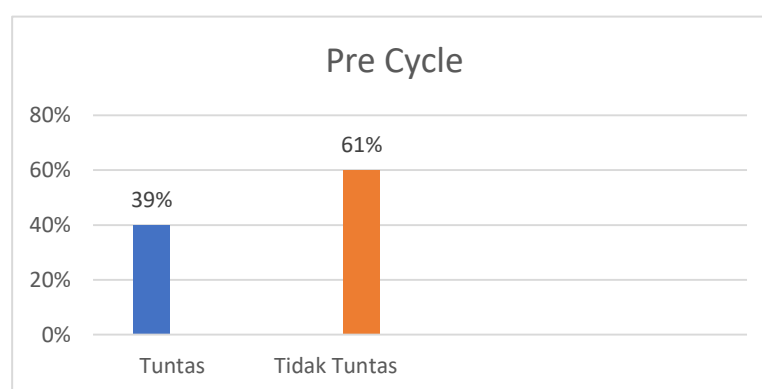

Figure 1. Initial Condition Graph

Based on initial observations, only a number of students successfully met the criteria for learning chest pass in basketball games according to the established indicators. Of the 36 students, only 14 people or 39% were recorded as having completed *chest pass* learning in basketball learning and 22 students or 61% had not yet met the criteria for completing *chest pass learning* in basketball learning.

Cycle I Data

The presentation of the level of completion of the results of the chest pass learning test in basketball games in cycle I can be seen in Table 2.

Table 2. Frequency Distribution of *Chest Pass Learning Outcomes* in cycle I basketball games

Class interval	Frequency	Presentation
60 – 69	7	19%
70 – 79	5	14%

80 – 89	22	61%
90 – 99	2	6%

According to the pre-cycle frequency distribution data in Table 1, there are 7 students who achieve a score in the 60-69 range, 5 students in the 70-79 range, 22 students in the 80-89 range, and 2 students in the 90-99 range.
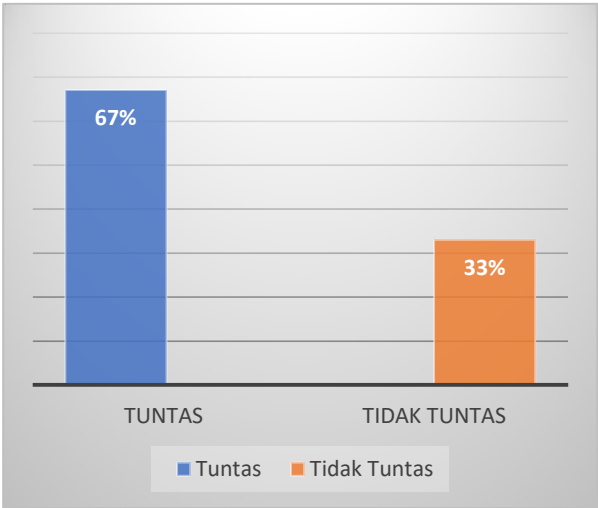

Figure 2. Cycle I Graph

36 students are represented in figure 2, with 24 students (67%) having met the completion criteria and 12 students (33%) not having entered the completion category. This indicates an increase in the number of students who successfully completed treatment in cycle 1. Data from Cycle II Table 3 displays the results of the chest pass learning process evaluation concluded in basketball games during cycle II.

Table 3. Frequency Distribution of *Chestpass* **Learning Outcome Test Cycle II**

Class interval	Frequency	Presentation
60 – 69	2	6%
70 – 79	5	14%
80 – 89	25	69%
90 – 99	4	11%

Based on the frequency distribution data in cycle II, it was obtained that for the interval range 60-69 there were 2 students, the interval range 70-79 there were 5 students, the interval range 80--89 there were 25 students, the interval range 90-99 there were 4 students.
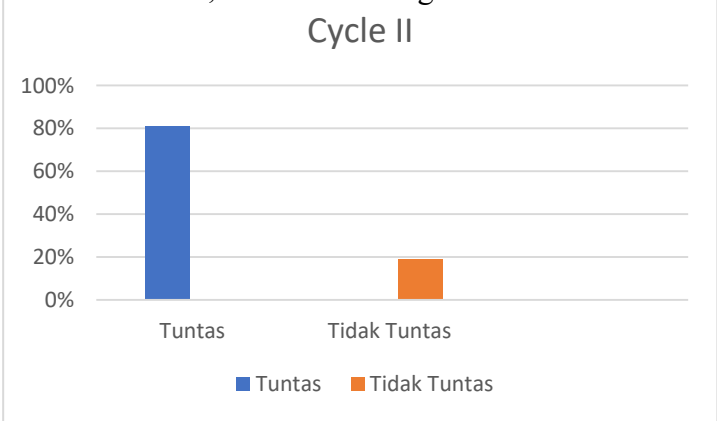
Figure 3. Cycle II Graph

Based on the learning outcomes in cycle II above, the percentage of students was obtained. From a total of 36 students, it was recorded that 29 students (81%) had achieved the completion criteria, while 7 students (19%) had not met the criteria.

Cycle I
Action Planning

On Monday, October 7, 2024, Class XI-F at State Senior High School 6 Semarang conducted action planning activities for cycle I. During two meetings, researchers and physical education teachers deliberated on the action plan to be implemented in this study. Initial data were acquired by monitoring the learning process and learning outcomes prior to the action. The recording demonstrated that 22 students in Class XI-F of State Senior High School 6 Semarang in the 2024 academic year had not met the learning completion threshold, out of a total of 36 students. The researcher and teacher developed an action plan for cycle I that included the following: (1) the development of a learning scenario that utilized a play approach method to enhance the learning outcomes of chest passes in basketball games; (2) the compilation of a Learning Implementation Plan (RPP) for chest passes in basketball games; (3) the preparation of the necessary tools for the chest pass learning process in basketball games; and (4) the compilation of assessment standards for chest pass learning outcomes in basketball games. This plan was derived from the measurement results.
Execution

On Wednesday, October 9, 2024, the implementation phase of cycle I will commence. The teacher delivered the learning material during the initial meeting in accordance with the steps that had been previously prepared and agreed upon during the discussion with the researcher. In the interim, the researcher served as an observer and aided the teacher in the preparation of all necessary materials for the learning process. Two meetings were conducted to administer this treatment.

Observation

The initial meeting, which occurred on Wednesday, October 9, 2048, was conducted on a playing approach to the acquisition of specific chest pass movements in basketball games. The session lasted for three consecutive 30-minute sessions. On Wednesday, October 14,

2024, the second meeting was conducted with the same emphasis on specific chest pass movements that were executed using the method play. The teacher had implemented learning according to plan, as evidenced by the results of direct observation of their activities during cycle I. Nevertheless, there are numerous areas in which the implementation of this learning can be enhanced. The aspects in question can be observed in the observation data of the chest pass learning process in basketball with a playing approach that has been implemented. Specifically, the following are present: (a) The teacher instructs students to prepare equipment such as balls and fields, which leads to some students being tardy and not comprehending the teacher's previous explanation; (b) The teacher has not provided a warm-up in the form of games that can increase students' enthusiasm and interest in participating in the learning process; (c) Student test results. Based on the findings of the observed process and outcomes of the learning of specific chest pass movements in basketball games using the playing approach method on Class XI-F students at State Senior High School 6 Semarang. Introspection According to the data analysis and observations from the observation sheet on the learning process that was conducted in cycle I, the research data indicates that the quality of learning in the context of the chest pass technique in basketball games with the playing approach method is still not operating at an optimal level. The purpose of this reflection was to address the deficiencies that were identified in cycle I, enabling them to be implemented in the subsequent cycle with the various enhancements that have been implemented. Both researchers and educators conducted this reflection. In the subsequent cycle, the subsequent items necessitate enhancement: (1) In order to prevent students from being tardy in their participation in the learning process, teachers must ensure that they have prepared all necessary materials to facilitate the acquisition of specific chest pass movements in basketball games. (2) In order to increase students' confidence and enthusiasm for learning, teachers must implement a more engaging warm-up in the form of games.

Cycle II
Cycle II Action Planning

This planning activity was conducted on Monday, October 21, 2024, in order to facilitate the implementation of cycle II. The implementation will be identical to cycle I, in which the researcher serves as an observer and students and instructors are the subjects of observation. In cycle II, the process continues to encompass four stages: planning, implementing actions, observation, and reflection. The research plan that had been agreed to be implemented in two meetings was the subject of discussion between researchers and instructors prior to the implementation of cycle II. The researcher presents the observation

results from cycle I during this planning stage, and the extant deficiencies will be rectified in cycle II. The researcher and teacher reached an agreement to enhance cycle II in order to address the numerous deficiencies identified. Cycle II implementation The second meeting was held on Monday, October 21, 2024, and cycle II was implemented on the same day. The researcher's responsibilities in this instance included assisting in the preparation of all necessary apparatus for the learning process in accordance with the predetermined plan and serving as an observer.

Observation Cycle II was executed in accordance with the established schedule, which included two meetings that each lasted for three lesson hours or three 30-minute sessions. The researcher's focus and information were the situation during learning, the activities conducted by the teacher during instruction, and the chest pass technique learning outcome evaluation in basketball games that students performed during the learning process. During the action procedure, it is implemented during this observation stage. The objective of this observation is to recognize a variety of factors that transpire both prior to and during the action in the pre-cycle. The learning process that transpired during the cycle II action was successful. This is evident in the students' increased enthusiasm and orderly participation in the learning of the chest pass technique in basketball games using the playing approach method, as compared to the learning process in cycle I.

Discussion

At the final stage of the learning process that has been implemented. This reflection activity is carried out based on the results of observations obtained from the results of the chest pass technique learning test in basketball games carried out by students showing progress. Several aspects that need to be reflected include weaknesses and deficiencies in learning in cycle I, which have been successfully improved in cycle II. Researchers and collaborators have successfully implemented the play approach method. Teachers are also able to guide and motivate students during the chest pass learning process, which is seen from the increasing activity and enthusiasm of students.

Variations in learning that were previously not applied by teachers related to chest pass material attracted students' interest, so they felt happy to follow the learning and the learning outcomes were satisfactory. Reflection on the learning outcomes of teachers in implementing the learning process in cycle II showed that the activities carried out had achieved optimal results. In other words, the previously expected learning objectives could be

achieved well, and the desired results in the learning process were successfully achieved. Based on reflection in cycle II, it can be concluded that teachers have carried out their duties very well, which can be seen from the increase in teacher activity during teaching in class.

Conclusions

The conclusion of this study is as follows, as indicated by the research and discussion results: (1) The average learning outcomes of Class XI-F students at State Senior High School 6 Semarang in conducting chest passes in basketball games were 39% prior to the implementation of the action with a play approach. (2) The average learning outcomes of students in cycle I increased to 67% and to 81% in cycle II after the action was implemented with a play approach. (3) The learning outcomes of Class XI-F students at State Senior High School 6 Semarang showed an increase in learning outcomes in performing chest passes in basketball games through a play approach, as evidenced by the learning outcomes that developed from pre-action, cycle I, to cycle II.

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Conflict of interest

The author has no conflicts of interest to declare.

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