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Students`Knowledge Level About Small Ball Games (Badminton) at Junior High School 2 Banjarbaru

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Abstract

The purpose of this study is to find out the level of knowledge of Junior High School 2 Banjarbaru students about the basic rules and techniques of the game of badminton. This research is included in Quantitative Descriptive research. The researcher used the Knowledge Population test method in the study of all students of Junior High School 2 Banjarbaru totaling 950 students, and the sample amounted to 200 students The researcher used the Porvosive Sampling Technique. The results of the students' knowledge level about the game of small ball (badminton) at Junior High School 2 Banjarbaru, the very High category amounted to 18 students with a percentage of 9%, the High category amounted to 59 students with a percentage of 29.5%, the medium category amounted to 77 students with a percentage of 38.5%, the low category amounted to 34 students with a percentage of 17%, and the very low category amounted to 12 students with a percentage of 6%. The conclusion of the research results these findings indicate that although badminton has been taught as part of the physical education curriculum, there are still obstacles in mastering basic techniques such as serving, forehand, backhand, and footwork.

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INTRODUCTION

Badminton is one of the dominant sports in demand in Indonesia. In addition to being easy to play, badminton also provides great benefits for body health, especially in improving physical fitness. Therefore, this sport is taught at various levels of education, ranging from primary to secondary education (Rahmawati & Adityatama, 2025). In the learning, students are taught various technical skills, such as serving, forehand shots, backhand, and footwork techniques that are the basis of the game of badminton (El Hawa & Suryobroto, 2018).

In addition to the technical aspect, badminton also contributes to the development of students' character. This sport not only trains physical endurance, but also forms positive values such as discipline, teamwork, and sportsmanship (Lestari & Aryani, 2024). This game that demands speed, precision, and strategy also trains concentration and mental toughness. Thus, badminton is one of the sports that is not only beneficial for health, but also plays a role in the formation of a better personality for the players.

JUNIOR HIGH SCHOOL In line with that, the cognitive theory of Piaget (1970) in Ardiati (2021) Explain that students need to understand basic rules and techniques before they can develop motor skills in a game. In the context of badminton, this understanding includes basic techniques such as serve, forehand, backhand, and footwork. Understanding this concept is important where students are not only playing by default, but are able to develop effective strategies for the match. Because mastering basic concepts and skills in badminton not only contributes to improving physical fitness, but also helps form the character of students who are active, healthy, and more skilled in the technical aspects of the game(Fallo dkk, 2020).

In addition to physical and technical benefits, badminton also has a positive psychological and social impact for students. The sport teaches important values such as discipline, teamwork, sportsmanship, and mental toughness in the face of challenges.According to research (Lestari & Aryani, 2024), This sport, which is played in individual and dual formats, trains students' ability to set strategies, control emotions, and increase confidence. Thus, badminton is not just a physical activity, but also a means of learning that can shape the character and social skills of students in the school environment and daily life.

In addition, badminton extracurricular activities also have an important role in improving students' skills. However, the quality of learning provided in extracurricular activities is often not enough to build a deeper understanding.Fajar (2020) stated that the lack of intensity of teaching basic techniques can lead to low quality of students' games, which can be seen from the ability of students to perform basic strokes. In addition, students often experience difficulties with variations of techniques, such as long forehand serves, which of course are skills for the game of badminton. Therefore, even though students certainly have an interest in badminton, without adequate teaching support, students will certainly experience difficulties in developing their skills to the maximum in it.

Junior High School 2 Banjarbaru as one of the junior high schools in Banjarbaru City also teaches badminton as part of the physical education curriculum. However, the level of understanding of students about the game of badminton still needs special attention. This is certainly related to their basic ability to play the game and their understanding of the techniques that support effective and efficient games. Based on observations on the court, many students certainly have difficulty mastering basic badminton techniques, such as serving, basic punching, and footwork, which are important parts of this game.

The results of a survey conducted at Junior High School 2 Banjarbaru revealed several main problems that need to be considered. First, many students do not understand the basic theory of the game of badminton, such as the rules of the game, the position of the players on the court, and the types of strokes. Secondly, although learners show interest in this sport, their technical skills are still relatively low, especially in terms of eye-hand coordination and the speed of foot movements that support the smooth running of the game. These findings show that although basic theory and knowledge have been taught, their application in practice in the field is still not optimal.According to Irawan dan Supriyanto (2020), Students' difficulties in mastering basic badminton techniques can affect students' ability to play effectively in match situations. Therefore, it is necessary to evaluate the level of understanding of students in order to design a more effective and targeted teaching strategy.

The theory is in line with research Syafutra dan Hidayat (2022) which shows that the use of QR-Code-assisted modules increases learning accessibility, so that students can more easily access information and learn basic badminton techniques independently. In addition, research Huda dan Kurniawan (2021), shows that the use of di-

gital learning media, such as interactive applications, can help teachers in teaching basic badminton techniques more effectively. The use of this application not only provides variety in learning but also increases students' understanding of basic badminton techniques. Therefore, a combination of more structured teaching methods and the use of learning technology can be a solution in Improving the Mastery of Basic Badminton Techniques at Junior High School 2 Banjarbaru.

Based on the limitation of the problem above, the formulation of the problem in this study is:

What is the level of knowledge of students about the basic techniques of badminton at Junior High School 2 Banjarbaru?.

To answer this question, this study aims to: to find out the level of knowledge of students of Junior High School 2 Banjarbaru about the basic rules and techniques of the game of badminton.

In addition, based on previous research, this study hypothesizes that:

H_0: There was no significant difference in the level of students' knowledge about the basic techniques of badminton.

H_1: There is a significant difference in the level of knowledge of students about the basic techniques of badminton.

The latest in this research is that the researcher used a different method from previous researchers, namely using a questionnaire instrument and using a larger sample, namely 200 sample.

METHODS

The research method used in this study is a quantitative descriptive method, as explained by Sugiyono (2019) that the research method is a scientific method by obtaining data with the aim of finding out the level of students' knowledge of the game of small ball (badminton) at Junior High School 2 Banjarbaru. The variables in the study were contained in the free variable, namely the small ball game (badminton), then in the bound variable, namely the level of students' knowledge about the game.

This research was carried out on Tuesday, February 4, 2025, starting at 08.00 until finished at Junior High School 2 Banjarbaru. The population in this study is all students in the school which amounted to 950 people, then in the sample taken was as many as 200 students using the purposive sampling technique. The technique was chosen by considering certain criteria based on research objectives with more accurate data obtained in it.

The researcher uses a research instrument in the form of a questionnaire which of course has been tested for validity against previous researchers. The data collection technique used by the researcher is in the form of a questionnaire method in which a number of questions are written which are used to obtain information based on the relevant respondents at their level of knowledge. The data obtained will be analyzed to get an overview of the level of students' understanding of the game of badminton.

The data analysis technique used was in the form of quantitative descriptive analysis. The study contains a formula used to calculate respondents who are included in a certain category which is determined based on the class of research data intervals for each aspect (Sudjono, 2015) as follows:

$$P = \frac{f}{N} \times 100\%$$

Information:
p = Percentage.
f = Observation frequency.
n = Number of respondents.

RESULTS AND DISCUSSION

Table 1. Distribution of Students' Knowledge Levels Based on the Number of Answer Scores

Total score of answers	Frequency	Percentage (%)	Category
≥ 24	18	9%	Very High
23 - 21	59	29,5%	High
20 - 18	77	38,5%	Medium
17 - 15	34	17%	Low
≤ 15	12	6%	Very Low
Total	200	100%	-

Table 1 shows the distribution of students' knowledge levels based on the number of answer scores obtained from the questionnaire. In this table, the answer scores are categorized into 5 categories in the form of Very High, High, Medium, Low, and Very Low. Of the 200 students who were the research sample, as many as 18 students (9%) had a Very High level of knowledge, while 59 students (29.5%) were included in the High category. Most of the students, namely 77 people (38.5%) were in the Medium category, which showed that they had a sufficient understanding of the game of badminton.

Furthermore, as many as 34 students (17%)

were included in the Low category, which indicates that they have limitations in understanding this small ball game. The 12 students (6%) are classified in the Very Low

category, which has a very low level of knowledge about the game of badminton. From this data, it can be concluded that the majority of students have moderate to High understanding, but there are still some who have low understanding, so that efforts to improve the learning process or more effective teaching methods are included.

Table 2. Distribution of Students' Knowledge Levels Based on Statistical Category Intervals

Intervals	Frequency	(%)	Category
X ≥ M + 1,5 SD	18	9%	Very High
M + 0,5 SD ≤ X < M + 1,5 SD	59	29,5%	High
M - 0,5 SD ≤ X < M + 0,5 SD	77	38,5%	Medium
M - 1,5 SD ≤ X < M - 0,5 SD	34	17%	Low
X < M - 1,5 SD	12	6%	Very Low
Total	200	100%	-

Table 2 presents the distribution of students' knowledge levels based on statistical intervals using the mean and standard deviation (SD). The categories in this table follow more accurate statistical calculations in grouping the data, using intervals such as X ≥ M + 1.5 SD for the Very High category to X < M - 1.5 SD for the Very Low category. From the results of the analysis, as many as 18 students (9%) were in the Very High category, and 59 students (29.5%) were in the High category, showing that around 38.5% of participants had a high level of understanding of the game of badminton.

Meanwhile, the majority of students (77 people or 38.5%) are in the Medium category, which means that the understanding is still sufficient but not fully optimal. A total of 34 students (17%) are in the Low category, and 12 students (6%) are categorized as Very Low, which shows that there are still a small number of students who have a low level of knowledge. The use of statistical intervals in this table helps to give it a more objective picture related to the level of students' understanding, so that it can be a reference in designing more effective learning strategies to improve students' understanding of the game of badminton.

The pie chart in **Figure 1** above illustrates the distribution of students' knowledge levels related to the game of badminton based on the research conducted. This diagram shows five main categories, namely Very High (9%), High (29.5%), Average (38.5%), Low (17%), and Very Low (6%). From this visualization, it can be seen that the majority of students, namely 77 people (38.5%), are in the A Medium category, which is indicated by the color blue. The Good category, consisting of 59 students (29.5%), is shown in orange, while the Low category, with 34 students (17%), is represented by the color gray.

In addition, the Very High category, consisting of 18 students (9%), is shown in yellow, while the Very Low category, consisting of 12 students (6%), is shown in dark blue. From this diagram, it can be concluded that most students have a moderate to good understanding of the game of badminton, but there is still a small group who have a low to very low level of knowledge. Therefore, steps are needed to improve learning so that the understanding of students in the low and very low categories can be improved.

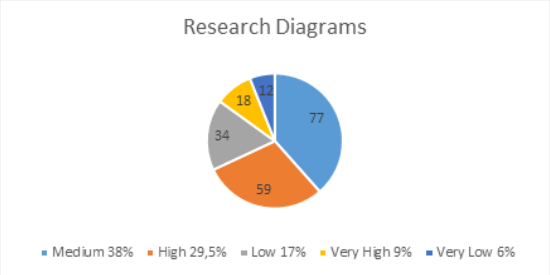

Figure 1. Data Tabulation Result.

Based on the results of research data on the level of knowledge of students about basic badminton techniques at Junior High School 2 Banjarbaru, it can be seen that the majority of students have an understanding that is in the Moderate and High categories. Of the total 200 students who were respondents, 77 people (38.5%) were in the Moderate category, while 59 people (29.5%) were in the High category. This shows that most students have a fairly adequate understanding of basic badminton techniques, although they have not reached a very good level. With a fairly large percentage in this category, it can be concluded that most students certainly understand basic badminton techniques, but still need improvement in order to be more proficient in applying the correct techniques.

On the other hand, as many as 34 students (17%) are in the Low category, which means they still have difficulty in understanding basic badminton techniques. In fact, there are 12 students (6%) who fall into the Very Low category, which shows that they have limitations in understanding the basic techniques of this game. Meanwhile,

only 18 students (9%) fall into the Very High category, which indicates that they already have a very high understanding and are able to apply basic badminton techniques correctly. The number of participants in the Very High category is still relatively low compared to other categories, which means that only a few students have truly mastered the basic techniques of playing badminton well.

Based on this data, it can be concluded that the level of knowledge of students regarding basic badminton techniques at Junior High School 2 hh is mostly in the Moderate and High categories. This shows that their understanding is quite adequate, although it still needs improvement so that more students reach the Very High category. Students in the Very Low and Low categories are likely to have difficulty understanding basic techniques due to lack of playing experience or limitations of the learning methods they receive. Meanwhile, participants in the Very High category are likely to get more intensive playing experience through extracurricular activities or independent practice.

Several factors that influence this level of knowledge can come from various aspects, such as the learning methods used by teachers, participation in extracurricular activities, availability of school facilities, and students' personal interest in badminton. According to Sukardi (2022), Understanding basic techniques in a sport is very dependent on the learning approach applied in schools and how often students practice directly.

Students who actively participate in badminton extracurricular activities or have a habit of playing outside of class hours tend to have a better understanding compared to those who only study with the material in class. This is in line with research Prabowo & Yudha Prawira (2021) which states that direct experience in practicing can improve students' understanding of basic game techniques. In addition, more interactive teaching methods, such as demonstrations of techniques, practical exercises, and the use of interesting learning media, play an important role in improving students' understanding. (Nasution dkk, 2024). If this approach is applied consistently, it is likely that the level of student understanding can increase significantly.

In the context of badminton learning at Junior High School 2 Banjarbaru, it is important for schools and teachers to re-evaluate teaching methods and find more effective strategies in improving student understanding. As stated by Purwowidodo & Zaini (2023), increasing understanding of a concept does not only depend on how often students study the theory, but also on how students apply the theory in practice. Therefore, schools may consider providing more practice sessions, adequate sports facilities, and additional training for students who still have difficulty in understanding basic badminton techniques.

In addition, students who already have a good level of understanding can be involved as mentors or companions for their friends who still need guidance. This strategy is known as a collaborative learning method that has proven effective in improving students' understanding and skills in various fields of study, including sports. (Susanti dkk, 2024). With this approach, not only do students experience increased understanding, but also a more active and dynamic learning atmosphere is created. If these steps are implemented properly, it is hoped that the level of knowledge of students about basic badminton techniques at Junior High School 2 Banjarbaru can continue to develop and increase in the future.

CONCLUSION

Based on the research results these findings indicate that although badminton has been taught as part of the physical education curriculum, there are still obstacles in mastering basic techniques such as serving, forehand, backhand, and footwork. Therefore, more effective learning methods are needed, including the use of digital learning media and a more interactive approach in teaching. With the right strategy, it is hoped that the level of understanding of students towards badminton can increase, so that they not only have better playing skills, but can also understand the importance of sports in maintaining physical fitness and building discipline and sportsmanship.

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