



**Level of Knowledge of Big Ball Games of Students State Junior High School 1,  
Simpang Empat, Martapura, Banjar Regency, South Kalimantan**

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**Abstract**

The purpose of this study was to determine the level of knowledge of big ball games of students at State Junior High School 1 Simpang Empat Martapura, Banjar Regency, South Kalimantan. The method used in this study was descriptive quantitative. The population in this study was 300 and the sample was 124 (purposive sampling). The results of the study showed that the level of knowledge of big ball games of students at State Junior High School 1 Simpang Empat Martapura, Banjar Regency, South Kalimantan was in the very low category of 9 people (7%), the low category was 29 people (23%), the moderate category was 48 people (39%), the high category was 28 people (23%), and the very high category was 10 people (8%). The conclusion of the results of the study showed that the level of knowledge of big ball games of students at State Junior High School 1 Simpang Empat Martapura, Banjar Regency, South Kalimantan was in the moderate category.

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## INTRODUCTION

Large ball games such as soccer, basketball, and volleyball are popular sports in various circles, both at the formal education level and in everyday life. This sport not only functions as a healthy physical activity, but also has educational values, such as teamwork, game strategy, and motor skill development. Students of State Junior High School Negeri 1 Simpang Empat are a representation of the potential of children in the area. Evaluation of their Knowledge About Large Ball Games is important to instill insight into the knowledge of large ball games in everyday life. Large ball games are one of the sports that are favored by the community both in school institutions and outside of school (Pahala, Nurwansyah, and Ahmad 2022). Large ball games are a type of sport that is played with a large ball and involves teamwork in certain rules. Large ball games include various sports that are played in groups with the help of primary tools or media, such as balls with a diameter of 50 cm. Large ball games include sports such as soccer, basketball, and volleyball, which emphasize aspects of physical skills, strategy, and teamwork. In today's era of globalization, big ball sports, which consist of several sports and are played through football media, starting to become popular in Indonesia from elementary school to college level.

According to (Amroni and Triatmojo 2024) that "football is a type of sport played by two teams, each consisting of eleven players, football is a type of team sport that played by two teams, each with eleven players with the main objective of the game being to score goals by putting the ball into the opponent's goal, and this game is played on a rectangular field with two goals at the ends". According to (Aji, Sumantri, and Martiani 2022) officially the beginning of the game of football was born in mainland China, this was stated by FIFA as the world football body, namely originating from the Chinese community game in the 2nd to 3rd centuries BC known as *thu-shu*. Traders from the Netherlands brought football to Indonesia in 1602 AD.

On April 19, 1930, Soerasion Sosrosoegando founded the All-Indonesian Football Association (PSSI) in Yogyakarta. Some basic techniques in football such as passing, kicking, stopping, long passes, movement, and space, protecting the ball, turning, kicking, volleying, dribbling, heading, tackling, throw-ins, defense, shooting, and goal-keeping (Ahmad Atiq, Mimi Haetami 2022). The basic rules of football are as follows: the game consists of two halves lasting 45 minutes, other

players must use their feet or other body parts to touch the ball, the goalkeeper is the only player allowed to use his hands to touch the ball, and violations can result in free kicks and penalties if the violation occurs in the penalty box.

According to (Shaqrkra j deva 2023) that "Basketball is a game that uses a large ball, which is played with the hands and aims to put the ball as much as possible into the opponent's (basket) and prevent the opponent from rarely putting the basketball (basket) themselves, and then basketball is a team sport played by two teams with five players, because the goal of the game is to put the ball into the opponent's basket at a certain height to score points". The history of basketball began with the creation of the game by a Canadian educator, Dr. James Naismith, in Springfield, Massachusetts, in 1891. To ensure that students remained active, Naismith created basketball as a type of sport that could be played indoors, especially during the winter. In Indonesia, the history of basketball began when the Dutch colonialists brought this sport to Indonesia in the 1920s in Batavia (now Jakarta). This is the result of the influence of Dutch culture. After that, basketball began to develop and became one of the most popular sports in society, especially among students. Many basketball fans continue to increase and are currently one of the most popular sports in Indonesia. In addition, many school clubs, colleges, and basketball communities continue to emerge to promote the sport in various regions. Basic techniques basketball game namely Dribbling (dribbling the ball), Passing (throwing the ball), Shooting (shooting with hands), Rebounding (catching the rebound), Defending (defending), Footwork (footwork), and Screening (blocking the opponent's movement). The basic rules of the game of basketball are as follows: the number of players, with 5 main players for each team on the court, and the duration of the game, which consists of 4 quarters, each lasting 10 minutes (FIBA) or 12 minutes (NBA).

According to (Shaqrkra j deva 2023) that "the object of the game is to score points by putting the ball in the opponent's basket, and there are three points for a shot from beyond the three-point line, two points for a shot from inside the three-point line, and one point for a free throw". There is a twenty-four-second timeout to make a shot, and if it exceeds that time, the ball is awarded to the opposing team. In addition, a foul—if a player commits five (FIBA) or six (NBA) fouls—is ejected.

According to (Ruslan et al. 2024) Volleyball is a large ball game played by two teams,

each team consisting of six players who bounce the ball over the net and try to stop the ball from being hit or bounced by the opponent. Volleyball is a game played on a rectangular court measuring 18 meters long and 9 meters wide (Halstead 2016). Volleyball has entered the realm of education and professional clubs today (Suryana Nasution 2015).

William G. Morgan, who was born in 1870 in Lockport, New York, was the first person to invent the game of volleyball and named it Mintonette. On February 9, 1895, Morgan was the director of physical education in Holyoke, Massachusetts, USA. Morgan found inspiration when he met James Naismith, the creator of basketball, who was born on November 6, 1861. On the same date, a new sport called Mintonette was created. Morgan graduated from Springfield College of YMCA and has dedicated his life to becoming a sports instructor. He created this game in approximately four years with a combination of various types of games. The Mintonette game is a combination of four types of sports which are then made into one game (Rifki and Syarizar 2019). With the entry of the Dutch colonial period through trade routes in 1928, volleyball became more popular. Due to the great need of the Indonesian people for sports, volleyball developed very rapidly. Thus, volleyball was included in the 2nd National Sports Week (PON) in 1952 in the city of Jakarta.

According to (Kardiyanto & Sunardi, 2020, p. 5) in (et al. 2022) that "In volleyball there are several basic techniques that must be mastered by each player, including serving, passing, smashing, and blocking". Knowledge can be interpreted as the capacity to take action effectively (Sagala et al. 2020). In the cognitive domain, knowledge consists of three main components: factual knowledge (such as the history and rules of the game) and conceptual knowledge (such as strategy and playing techniques).

According to (Ramdani et al. 2023) that "there are several factors that influence the level of student knowledge of the game, including Learning Methods, Methods are common ways to teach students or apply theories that have been learned to achieve learning goals". Student Interest and Motivation: Interest is a person's drive or desire to achieve goals in the best way. Motivation is a force or pull that causes behavior towards a particular test (Laras and Rifai 2019). High interest in sports can increase student involvement in learning big ball game theory.

According to (Arifin 2023) that "The main objective of learning physical health education

in schools is to develop awareness of the importance of physical activity to achieve growth and development of the body and an active lifestyle throughout life, develop self-management skills in efforts to develop and maintain physical fitness". Not all students have knowledge and understanding of big ball games. Many students do not know the official rules of big ball games such as soccer, basketball, and volleyball so that understanding of basic techniques, such as passing, dribbling, and shooting, is still less than optimal. Not all schools have adequate facilities to support learning big ball games so that the limited number of balls, fields, or other equipment can affect the learning process. Some students have a high interest in big ball games, while others are less interested, which affects their level of understanding. Understanding big ball games not only contributes to improving sports skills, but also supports character development such as cooperation, discipline, and sportsmanship. Good physical education must instill these values in students from an early age. Basically, students should know a lot about big ball games. They should not only know about techniques such as passing, dribbling, shooting, smashing, and more. They should also know about the history of the big ball game, its creator, the first time it was played, and much more about this sport that can be adapted to their learning.

Relevant research in this study is research by Juang Pahala in an article entitled "Analysis of Student Knowledge in Learning Big Ball Games of Physical Education during the Pandemic".

"The purpose of this study was to determine students' knowledge in big ball games which was measured based on five factors, namely understanding big ball games, basic techniques, big ball game rules, big ball organization, field size. The sample used in this study was 85 students of public vocational secondary schools 1 Leuwiliang. The data collection technique used in this study was a quantitative descriptive technique. The method used was a survey, the data collection technique used a questionnaire in the form of a guttman scale. The results showed that the analysis of students' knowledge in big ball games stated that they were in the "very high" category with a percentage of 8%, "high" 6%, "moderate" 54%, "low" 28%, "very low" 4%. Based on these results, it can be said that students' knowledge of big ball games is in the good category".

This study aims to determine the level of knowledge of students of State Junior High School 1 Simpang Empat regarding big ball games which are part of the Physical Education

subject in State Junior High School. Some students have a low level of knowledge regarding the rules, basic techniques, and history of big ball games. Various factors such as interest and motivation, availability of facilities and infrastructure, and learning methods affect the level of knowledge of big ball games in these students. If the learning method is applied more interactively, encouraging high interest and motivation in students and the availability of adequate facilities and infrastructure allows students to practice more often and understand big ball games better. Based on the relationship between the problem and the theory, the study aims to measure the level of knowledge of big ball games of students of State Junior High School Negeri 1 Simpang Empat. This framework of thinking will be the basis for developing research instruments, such as questionnaires and observations in order to obtain valid data that is relevant to the research objectives.

The novelty from this study is knowing the level of knowledge of big ball games based on student problems such as lack of understanding of the rules and basic techniques in big ball games, supporting facilities and infrastructure as well as the diverse interests and motivations of students in big ball games.

## METHODS

This type of research is quantitative descriptive According to (Ansori, M. 2020) in (Ummah 2019) is to collect data or information and study it, researchers use research methods. The research process depends on the research method, which determines how data is collected and analyzed. To obtain valid and reliable results, it is very important to choose the right technique. Researchers can design effective studies and make meaningful contributions to the field of science they are studying by understanding the various types of research methods and the processes involved.

The method used in the study is the survey method. Data can be collected through tests or questionnaires that measure students' understanding of various big ball games, such as football, basketball, and volleyball, with this method. This method involves the use of questionnaires intended to determine the level of knowledge and understanding of respondents about big ball games. The questionnaire used in this study used a previous researcher's questionnaire named Al Amin Rois. According to (Subhaktiyasa 2024) Population is a group of individuals who have the same

characteristics, which is the basis for collecting research data. The population in this study was 400 students. According to (Suriani, Risnita, and Jailani 2023) Sample is part of the population, for example (monster) which is taken using certain methods. The number of samples in this study was 124 students. The technique used to determine the sample was purposive sampling technique (classes that have big ball game subjects, namely class VII, as many as 5 classes). According to (Hakimah 2016) that "Research instruments are tools or facilities used by researchers in collecting data so that their work is easier and the results are better, in the sense that they are more accurate, complete and systematic so that they are easier to process". The instrument used in this study was the Al Amin Rois questionnaire with 30 questions.

Data collection in this study was carried out by collecting data in the form of Questionnaires and Knowledge Tests: Using questionnaires to collect demographic data and general information, and knowledge tests to measure students' understanding specifically. The steps taken to collect research data are as follows: students were given instructions on how to fill out the questionnaire; assessments were conducted in grade VII during physical health education; students were given directions on how to fill out the questionnaire; and researchers provided answer sheets.

**Table 1.** Big Ball Game Knowledge Questionnaire Instrument.

| Chapters/<br>Aspects<br>Assessed   | Statement<br>Indicator                              | Sample Questions  |
|------------------------------------|---|---|
| Understanding<br>Big Ball<br>Games | Knowing the<br>definition of big<br>ball games      | What is big ball<br>game?   |
| History of Big<br>Ball Games       | Know the<br>origins of the big<br>ball game         | Modern football<br>originated in<br>England in the 19th<br>century.   |
| Basic Football<br>Techniques       | Know the basic<br>techniques of<br>kicking the ball | There are 3<br>categories of football<br>playing techniques<br>that must be mas-<br>tered, namely:  |
| Basic<br>Basketball<br>Techniques  | Know the basic<br>dribbling tech-<br>niques         | How many types of<br>passing techniques<br>are there in<br>basketball?  |
| Basic<br>Volleyball<br>Techniques  | Know the basic<br>service tech-<br>niques           | The initial attack in a<br>volleyball game that<br>aims to get points so<br>that a team can win<br>is an advantage of<br>which technique? |



|                           |  |   |
|---------------------------|--|---|
| Big Ball<br>General Rules | Know the<br>number of<br>players in each<br>game | This is a big ball<br>game that uses a net<br>in the mid-dle of the<br>field as a barrier and<br>is played by 6 people<br>in one team |
|---------------------------|--|---|

According to (Anas Sudijono, 2015: 43) that "Data Analysis used in this study is descriptive analysis used to provide an overview of the data collected, to this includes calculating frequency, percentage, average, median, and mode". The analysis technique in this study uses quantitative descriptive analysis. The formula used to calculate the percentage of respondents included in a certain category determined from the class interval of research data for each aspect, as follows:

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

P= percentage, F= frequency sought, N= total frequency

The categorization is arranged into 5 categories, namely using the category technique of very good, good, sufficient, less good, and very less (Anas Sudijono, 2015: 175). The formula used in compiling the categories can be seen below.

**Table 2.** Shows the interval formula and 5 categorizations

| Interval Formula                              | Category  |
|---|-----------|
| $X > M + 1,5 \text{ SD}$                      | Very high |
| $M + 0,5 \text{ SD} < X < M + 1,5 \text{ SD}$ | High      |
| $M - 0,5 \text{ SD} < X < M + 0,5 \text{ SD}$ | Medium    |
| $M - 1,5 \text{ SD} < X < M - 0,5 \text{ SD}$ | Low       |
| $X < M - 1,5 \text{ SD}$                      | Very low  |

## RESULTS AND DISCUSSION

This study was conducted by collecting data in the form of a knowledge test questionnaire to collect demographic data and general information and to find out students' understanding specifically.

**Tabel 3.** Categorization data results

| Criteria  | Interval         | Frequency | Percentage |
|-----------|------------------|-----------|------------|
| Very low  | $X < 28$         | 9         | 7%         |
| Low       | $28 < x \leq 38$ | 29        | 23%        |
| Medium    | $38 < x \leq 49$ | 48        | 39%        |
| High      | $49 < x \leq 59$ | 28        | 23%        |
| Very High | $X > 59$         | 10        | 8%         |
| Total     |                  | 124       | 100%       |

In the **Tabel 3** above, the very low category is 9 people (7%), the low category is 29 people (23%), the medium category is 48 people (39%), the high category is 28 people (23%), and the very high category is 10 people (8%). The results of the study on the level of knowledge of big ball games in students of State Junior High School Negeri 1 Simpang Empat Martapura, Banjar Regency, South Kalimantan, totaling 124 samples are in the medium category. This is similar to the results of research by Juang Pahala in an article entitled "Analysis of Student Knowledge in Learning Big Ball Games of Physical Education during the Pandemic". The purpose of this study was to determine students' knowledge in big ball games which was measured based on five factors, namely understanding big ball games, basic techniques, big ball game rules, big ball organizations, and field size. The sample used in this study was students of public vocational secondary schools 1 Leuwiliang totaling 85 people in the study conducted (Pahala et al. 2022) with an average value of 67.25 which shows that students' knowledge of big ball games is quite good. Based on the relationship between the problem and the theory, the study aims to measure the level of knowledge of big ball games of students at State Junior High School 1 Simpang Empat. This study will be the basis for developing research instruments, such as questionnaires and observations in order to obtain valid data that is relevant to the research objectives. From the results of the study, the level of knowledge of big ball games in students at State Junior High School 1 Simpang Empat Martapura, Banjar Regency, South Kalimantan is in the moderate category.

Based on the results of the questionnaire consisting of 30 questions regarding the level of knowledge of big ball games, the average respondent score was 15. If converted into a percentage, the average level of respondent knowledge is 50%. Based on the assessment criteria that have been determined, the results are in the medium category. This shows that in general, the level of respondent knowledge regarding big ball games is at a sufficient level, but there is still room for a deeper understanding. Factors that influence it are students' lack of understanding of the basic rules and techniques, supporting facilities and infrastructure, and diverse student interests and motivations. Several factors can cause students to not understand the basic rules and techniques of big ball games. First, materials related to big ball games are often not taught thoroughly. Instead, they often only provide brief theoretical or practical explanations. This reduces students' un-

derstanding of important elements such as game rules, player positions, and basic techniques such as passing, dribbling, and serving. Second, the main obstacle for schools to teach PE is limited time. Teachers have limited time in one semester to teach various sports, including big ball games. As a result, learning is not optimal and not focused. Third, the lack of learning resources and facilities also has an impact. Some schools may not have enough fields, balls, or other equipment for practice. However, students' understanding of basic techniques can only be improved if they get direct practice. In addition, weak understanding is also supported by students' interests and desires for PE subjects. Some students only see big ball games as physical activities, not learning processes that require an understanding of theory and strategy.

According to (Pahala, Nurwansyah, and Ahmad 2022) Basically, students' knowledge and understanding of big ball games is very broad. They not only have to know techniques such as passing, dribbling, shooting, and smashing, but also have to learn the history of big ball games, their creators, the first time they were played, and much more about what students should know, and learning can be adjusted to the current curriculum and implemented by schools to achieve and get the best results.

There are several ways that can be done to improve the knowledge of students of State Junior High School 1 Simpang Empat about big ball games. For example, they can use more interesting learning media, such as interactive presentations, game simulations, or video tutorials. They can also conduct group discussions and quizzes about big ball games so that they are more active in understanding the rules and basic techniques of the game. They can also hold seminars or workshops about big ball games.

## CONCLUSION

The conclusion of the research results on the level of knowledge of big ball games among students at State Junior High School 1 Simpang Empat Martapura, Banjar Regency, South Kalimantan is in the medium category. The medium category in this study means that students have sufficient knowledge about big ball games, but still need to be improved in order to achieve a deeper understanding.

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