

**Increasing Basketball Passing Learning Results Through Modifications of  
Traditional Games of Fort And Drive Cart in High School Students****Raden Klid Marhenes<sup>1✉</sup>, Sri Sumarni<sup>2</sup>, Hartati<sup>3</sup>, Herri Yusfi<sup>4</sup>, Iyakrus<sup>5</sup>**Program Study of Master Sport Education, Faculty of Teacher Training and Education, Sriwijaya University, Palembang, Indonesia<sup>1</sup>Department of Master Sport Education, Faculty of Teacher Training and Education, Sriwijaya University, Palembang, Indonesia<sup>2,3,4,5</sup>**Article History**

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**Abstract**

The purpose of this study was to determine the improvement of basketball passing learning outcomes through modification of the traditional fort and pushcart games for junior high school students. The method used in this research is Classroom Action Research with Kemmis and Mc.Taggart models through 2 cycles with stages: planning, implementation, observation and reflection. The subjects in this study were High School Students 1 Talang Kelapa and the research sample amounted to 32 people. The results showed that there was an increase in basketball passing learning outcomes through modifications to the traditional fort and pushcart games for junior high school students. The results of the pre-cycle of students who were able to achieve a completeness score were 13 people with a graduation percentage of 41%. After learning cycle 1 the number of students who achieved completeness scores was 23 people with a passing percentage of 71%. Meanwhile, after cycle 2, there were 29 students who achieved the completeness score with a percentage of 91%, which means that the target of classical learning success, namely 85% of students who passed, had been achieved. It can be concluded that the modification of the traditional game fortification and pushcart can be used as a learning model to improve basketball passing for junior high school students.

**How to Cite**

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## INTRODUCTION

Physical education is education that prioritizes physical activities designed to improve and maintain physical fitness as well as train and develop motor skills, increase knowledge about various kinds of motion and familiarize yourself with healthy and active living behavior by including sportsmanship that is applied in it and also able to master emotional intelligence. Physical education also directs students in determining their interest in physical activity or the world of sports so as to enable them to develop themselves not only in the field of knowledge but also in the field of sports. In his book, Suherman (2010) reveals that physical education is an educational effort by using large muscle activity so that the ongoing educational process is not hampered by health problems and body growth, he also reveals the world of education, especially institutions that produce physical education teachers. tend to have a reference value for the types of sports and games. As an integral part of the overall educational process, physical education is an effort aimed at developing organic, intellectual, and social neuromuscles. That way physical education as a subject that must be found at every level of education can no longer be taken lightly or as a complement. In the junior high school curriculum there are teaching materials about the big ball game. The eighth grade teaching and learning process in this study focuses on basketball material.

The fact is that not all junior high school students master the basketball passing technique, from the observations made by researchers in junior high school, many students are not able to achieve the KKM value of 76 in basketball passing learning, several factors that influence this are:

1. The lack of availability of facilities in learning such as balls so that students are minimal to practice often because they have to wait their turn.
2. Less active students in participating in learning, because they feel learning is too monotonous and fixated on guidebooks.
3. Students are confused in following the learning material.
4. The passing strength of students is less powerful so that the ball does not reach the intended friend resulting in the essence of the excitement in playing being reduced.

One learner to do is cooperative learning Think Pair Share. The steps of cooperative learning Think Pair Share is Thingking, Pairing, and Sharing. Their stage of students presented their

work and other students to respond to the results of his work can train students to express ideas. This learning model emphasizes that students can develop the potential of actively by creating groups of two people who will create the optimal interaction patterns, develop team spirit, motivation and fostering the emergence of effective communication. Through cooperative learning Think Pair Share students can actively express itself in the classroom (Sumarni, 2016).

Physical and physiological performance of students in different levels have been an interesting area of research in sport science. Body size and body shape are apparent among different sports in specialist positions within the sports. There some students activities in sports where use height as a key determinant of success, such as basketball, volleyball, high jump, and swimming (Kusnanik & Hartati, 2017). Basketball is one of the sports that is studied in junior high school level physical education. This sport which is played by 2 teams with 5 people in each team when competing has been very developed in Indonesia, the enthusiasts also come from teenagers such as at the junior high school level. At the junior high school level, students are directed to master the basic techniques in basketball, such as passing, shooting, dribbling and pivoting. These basic techniques must be mastered by them in the provision of knowledge to play this basketball sport, especially passing or passing, this basic technique is a basic technique that is very often used, this technique is used to facilitate the transfer of the ball in play, Several types of passing in Basketball that must be mastered for beginners are Chest pass, Bounch pass and Overhead pass.

Learning is a word that is not foreign to most people, but in its true essence many do not really understand how it is described, some experts have suggested how to learn according to their respective interpretations, as is the case according to Aep Rohendi (2017; 1) Learning is a change in behavior behavior or appearance, with a series of activities for example by reading, observing, listening, imitating and so on.. Learning as a vital need because of the rapid progress of science and technology that causes various changes that affect all aspects of human life and livelihood. references, and habits of mind, as a result of reflection of experience and the existence of different classes of reflection, can determine the difference in reflection and the purpose of learning is formed. Another opinion Learning is the result of the interaction between stimulus and response. A person is considered to have learned something if he can show a change in his beha-

viour. According to this theory, what is important in learning is input in the form of a stimulus and output in the form of a response (Mursyidi 2020:3). The right learning approach can when delivering learning materials make students more happy and active in participating in learning (Anwar, 2018: 2). Hasil belajar merupakan perubahan prilaku atau tingkah laku yang umumnya dapat dilihat dan diukur dalam bentuk nilai, sikap, pengetahuan maupun keterampilan (Hamalik 2013:155; Suprijono 2010:5). The small-sided 3x3 game rules are employed in this study to raise the training intensity. The implemented rules increase intensity and interest in the training which triggers the athletes training harder and performing maximum skill without mental disturbance (Zamzami, Solahuddin, dkk, 2020).

Passing and Catching is a dual skill, to be able to liven up the game of basketball. The term throwing implies passing the ball and catching means receiving the ball. There are several passing techniques that can be learned, for example passing the ball at chest level or chest pass, passing the ball from above the head or overhead pass and passing a bounce pass (Nuril Ahmadi 2007:13). Passing technique in basketball is the basic pass that must be mastered by basketball players because by passing the players can move closer to the basketball hoop to make it easier to score points through close range. Improving the ability of basketball passing techniques, regular practice will make players proficient, and players need dexterity and agility in playing (Pranatha 2017:33; Prasetya et al. 2018:3). Classroom action research, presents a development in the field of educational research that directs the identification of the characteristic pragmatic needs of practitioners into classroom teachers. Classroom action research is where the research concerned acts as a manager and implementer of routine activities, especially as a teacher in the learning process at school. Classroom action research is carried out in the course of physical education learning with the help of others on the team or as part of a "community of practice" to improve the way they solve problems and solve problems. The following is the definition of classroom action research according to several experts:

Classroom action research is research that describes the causes and effects of treatment, as well as describes what happens when the treatment is given, and describes the entire process from the beginning of the treatment to the impact of the treatment (Arikunto, 2002:1). physical condition which is thought to be dominant is the explosive power of the arm muscles and flexibility,

so that movement will be more flexible (Anggara, 2021:3). According to Widayati (2014:2-3) Classroom Action Research (CAR) is a research activity with a classroom context that is carried out to solve learning problems faced by teachers, improve the quality and learning outcomes and try out new things in learning for the sake of improvement. quality and learning outcomes. Classroom action research is carried out using a spiral step consisting of planning, action, observation, reflection and planning act. Action research not only helps people and organizations behave toward the outside world, but also changes and reflects on their own systems. By carrying out the stages of CAR, teachers can find solutions to problems that arise in their own class, not other people's classes, by applying a variety of creatively relevant theories and learning techniques (Wiganda 2014:2). According to (Paizaluddin and Ermalinda 2014) Classroom Action Research (CAR) comes from English Classroom Action Research, which means research conducted in a class to find out the consequences of actions applied to an object of research in that class.

## METHODS

The action research model used in this study uses the Kemmis and Mc Taggart model, this model is considered in accordance with the consideration of dealing with only one problem. The research is limited to improving basketball passing learning outcomes with reciprocal teaching styles. The research steps consist of planning the first stage, action, observation, reflection. While the second stage is revision of plans, actions, observations and reflections (Muhammad A.R. and Ridwan A. Sani 2017:7). The data collection instrument used in this research is to use observation sheets and student learning outcomes which are carried out through learning tests which are comparative data on the success of teachers in carrying out learning. The observation sheet was carried out to find out the success of the learning activities carried out by the teacher, and to find out what the students did during the learning process until the end of the action cycle. The initial observation sheet is carried out at the beginning of the action process to determine the extent of the initial results of students in understanding the joint decision material. The observation sheet at the end of the results of the action cycle as a result of the necessary actions to students during the assessment process. Action monitoring is obtained by the teacher's activities in the learning process carried out, direct obser-

vation or observation of implementation when carrying out learning. And do documentation by taking photos of students when carrying out the learning process, including things that need to be added and considered when the process of implementing the action occurs. Meanwhile, at the end of the cycle, the researcher collected data using the test instrument for passing basketball learning outcomes which was compiled by the researcher himself with the aim of knowing the knowledge ability of students in understanding the material that had been given during the implementation of the action cycle. In this study, the data were obtained through improving the results of basketball passing learning by testing the initial ability (Pretest) and the end in learning (posttest). Development of an initial and final assessment instrument for students' basketball passing skills.

**RESULTS AND DISCUSSION**

This research was not continued to the next cycle, because the problem had been answered, namely through learning research by modifying the traditional game of fortification and pushcart. After teaching during the first cycle and the second cycle, the results obtained from the observations made during the learning process in the form of quantitative figures that can be compared between the initial data, cycle I and cycle II. Meanwhile, during the observation during the lesson, the initial data, cycle I and cycle II can be seen from the observations during the learning process. The data collected is in the form of data that compares the cycle I and cycle II mentioned above. The results of the observation that student activities during the learning process continue to increase and become more active. The following is a comparison of student learning activities from cycle I and cycle II, can be seen from the **Table 1-3** below.

Table 1. Comparison of Initial Data Observation Results, Cycle I and Cycle II (Chest Pass)

No	Test List	Amount and Percentage	Attitude Early				Motion Execution				Results						
			1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	Preliminary data	Amount	0	6	12	13	1	0	7	13	10	2	0	5	11	10	6
		Percentage	0	19%	38%	41%	3%	0	22%	41%	31%	6%	0	16%	34%	31%	19%
2	Cycle I	Amount	0	2	11	13	6	0	2	6	14	10	0	2	8	16	6
		Percentage	0	6%	34%	41%	19%	0	6%	19%	44%	31%	0	6%	25%	50%	19%
3	Cycle 2	Amount	0	0	7	15	10	0	0	3	14	15	0	0	0	8	24
		Percentage	0	0	22%	47%	31%	0	0	9%	44%	47%	0	0	0	25%	75%

Source: Data processed, Year 2021

Table 2. Comparison of Initial Data Observation Results, Cycle I and Cycle II (Over head pass)

No	Test List	Amount and Percentage	Attitude Early				Motion Execution				Results						
			1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	Preliminary data	Amount	0	2	15	9	6	0	4	10	13	5	0	10	7	13	2
		Percentage	0	6%	47%	28%	19%	0	13%	31%	41%	16%	0	31%	22%	41%	6%
2	Cycle I	Amount	0	1	8	11	12	0	0	8	17	7	0	3	7	16	6
		Percentage	0	3%	25%	34%	38%	0	0	25%	53%	22%	0	9%	22%	50%	19%
3	Cycle 2	Amount	0	0	1	17	14	0	0	3	16	13	0	0	0	5	27
		Percentage	0	0	3%	53%	44%	0	0	9%	50%	41%	0	0	0	16%	84%

Source: Data processed, Year 2021

Based on **Table 1** **Table 2**, the comparison

of the results of the first cycle and second cycle observations during the learning process has increased. The percentage of observations of passing basketball chest pass techniques at the initial attitude stage after the second cycle was over increased from previously only 13 people (41%) who met 4 criteria and 6 people (19%) who met perfect scores to 15 people (47%) who met 4 criteria and 10 people (31%) who got perfect scores, in the previous implementation stage only 14 people (44%) met 4 criteria and 10 people (31%) met perfect scores to 14 people (44%) who met 4 criteria and 15 people (47%) who met the perfect score and in the previous results stage only 16 people (50%) met the 4 criteria and 6 people (19%) who met the perfect score became as many as 8 people (25%) who met 4 criteria and 24 people (75%) who met the perfect score. While the percentage of observations of passing basketball over head pass techniques at the initial attitude stage after the second cycle was over increased from previously only 11 people (34%) who met 4 criteria and 12 people (38%) who met perfect scores to 17 people (53%) who met 4 criteria and 14 people (44%) got perfect scores, in the previous implementation stage only 17 people (53%) met 4 criteria and 7 people (22%) met perfect scores to 16 people (50%) who met the 4 criteria and 13 people (41%) met the perfect score and in the previous result stage only 16 people (50%) met the 4 criteria and 6 people (19%) met the perfect score to 5 people (16%) who met the 4 criteria and 27 people (84%) who met the perfect score.

Table 3. Final Comparison of Basketball Passing Learning Scores

Hasil Penilaian Pembelajaran Passing bola basket								
No	Kategori	Nilai Kelulusan	Data Awal		Siklus 1		Siklus 2	
			F	%	F	%	F	%
1	Lulus	> 80	13	41%	23	71%	29	91%
2	Tidak Lulus	< 80	19	59%	9	29%	3	9%
3	Jumlah		32	100	32	100	32	100

Source: Data processed, Year 2021

**Table 3.** shows the comparison of the final results of basketball passing learning scores from the initial data, there are 13 students who achieved a passing grade with a percentage of 41% and 19 students who have not graduated with a percentage of 59% after learning the modification of the traditional game of fort and pushcart was given in the cycle. 1, there was an increase in the results of the basketball passing score, namely 23 students who managed to achieve the completeness score with a percentage of 71% and leaving 9 students who had not finished with a percentage of 29%, although there had been quite a lot of good changes to this value but had not reached the target of classical learning success, namely

85% of students who passed, the research continued to cycle 2 and after cycle 2, the passing learning scores of students became 29 students who managed to achieve a mastery score with a percentage of 91% and left only 3 students who had not finished with pers percentage 9%.

The discussion of the results of this study is based on observations made during the learning activities, the results of analysis and reflections carried out by researchers and observers as teachers and researchers in research. (Imam Sodikun, 1992: 48). Passing has special uses, namely 1) diverting the ball from crowded areas of players, 2) moving the ball quickly on a fast break, 3) building offensive play, 4) passing to a partner who is open for shooting, and 5) passing and cut to fire themselves (Wissel, 2000: 71). There are several basic elements in passing that must be taught so that the turnover percentage can be reduced according to Danny Kosasih (2008: 25), including: 1) Speed, the ball being passed must be sharp, fast, not too hard, and not too slow, 2) Target, each passing must be precise/accurate on a specific target. Not only the person who will be passed, but the target/target of the ball requesting hand, 3) Timing, the ball must arrive at the recipient at the right time, not before or after, 4) Tricks, players who pass must try to use tricks to trick the defender. Usually defenders are deceived when we use eye tricks, 5) Communication, communication between players is very necessary to reduce the risk of turnover (eye communication, voice, signal, and others).

This pass is a throw that is very much done in play. This throw is very useful for short-range passes calculated for speed and accuracy and the receiving partner is closely guarded. This throw is done on a fast break throw, because with a good chest throw good teamwork can be done as well. This is balanced by a good catch so that it will quickly throw the ball quickly (Imam Sodikun, 1992: 50) This pass is very effective when it is high and when it is necessary to pass the ball immediately when receiving the ball in a high position. To make this throw is basically the same as making a two-handed shot from above the head, only the direction of the ball is straight according to the height of the player who is blocking it (Imam Sodikun, 1992:5).

### Discussion of Cycle I

The results of the analysis in cycle I and cycle II need to be studied further, because in that cycle there is a link between the results of the analysis achieved and the theories that underlie this research. This explanation is needed in order to

know the suitability of the theories put forward with the research results obtained. Learning basketball passing with modifications to traditional games can have a positive impact on students with an increase in students' basketball passing results using learning with modifications to traditional games as evidenced by the results of the initial test which initially only had 13 students (40.62%) who passed for passing. chest pass technique and 14 people (43.75%) who passed for the over head pass technique increased to 23 people (71.87%) for the chest pass and 25 people (78.12%) for the over head pass but the increase in results did not occur significantly or had not reached the expected target is 80% of students who complete.

Less than optimal modification of traditional games carried out in cycle I there are shortcomings including 1) students feel too tired because of the size of the field used; 2) there are still many students who often throw using one hand during the modified fortification game; 3) the less precise order of the games used in the meeting. To get maximum basketball passing learning results, modifications or adjustments are made to the situation in the second cycle stage.

### Discussion of Cycle II

Learning from the evaluation carried out after cycle one was over, in cycle 2 the researcher made several modifications or further adjustments in order to achieve the expected target, some of these adjustments were changing the size of the field for learning the modification of the fortification game which in cycle 1 used a basketball court, in Cycle 2 uses a volleyball court because when students play games with large fields such as basketball, they tend to use one hand to pass to friends who are also quite far away, while in the wheelbarrow game there are also some changes such as the order of the game used. in the cycle, if in cycle one the wheelbarrow game was used at the second meeting, in cycle 2 the wheelbarrow game was used in the first meeting because many students complained of being tired before they measured their passing ability in cycle one. after previously they did learning to pass basketball with a wheelbarrow game.

Good responses are seen in the field from students who enjoy this learning, their enthusiasm in playing games is an important factor in realizing the expected targets, and sure enough, the results obtained after running cycle 2 are very satisfying where as many as 29 students (91% ) in the chest pass technique and 30 students (94%) have completed it means that the achievement has exceeded the desired target.

This research is considered successful if there is an increase in student learning outcomes of more than 80%. This is an indicator of the success of the research conducted. The results showed that through learning with modifications to traditional games fortifications and pushcarts had increased from before. Before carrying out the research, the researcher had made initial observations on the ability to learn basketball passing. Initial observations were made as a reference in designing modified learning which is expected to be one of the solutions in the learning process to improve basketball passing learning outcomes. The limitation in the research is the lack of research time so it requires additional time in the research process of basketball passing learning so that it takes hours on other materials in learning physical education and sports.

## CONCLUSION

The results of the research that have been described, in general it can be concluded that:

There is an increase in students' basketball passing learning outcomes through learning with modifications to the traditional game of fort and wheelbarrow for junior high school students, especially in this study, class VIII students of SMPN 1 Talang Kelapa. In the first cycle the students were quite enthusiastic in participating in basketball passing lessons. In accordance with the reflection, of the 32 students who took part in the research, the number of students who completed at the end of cycle one were 23 students who managed to achieve a completeness score with a percentage of 71% and left 9 students who had not completed with a percentage of 29%, although it was sufficient there are many good changes to these values but have not reached the target of classical learning success, namely 85% of students who pass, so the research continues to cycle 2 and after cycle 2 is over, the students' passing learning scores become 29 students who managed to achieve completeness scores with a percentage of 91 % and leaving only 3 students who have not finished with a percentage of 9%, so the percentage of completeness of 85% is fulfilled and it can be concluded that there is a significant increase in learning outcomes in cycle II.

With the application of learning modifications to traditional games that researchers have designed, namely traditional games fortifications and wheelbarrows according to student needs to improve learning outcomes of basketball passing, students are more active in participating in the physical education learning process, so that

optimal results can be obtained in mastering the material, especially passing technique chest pass and over head pass.

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