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The Influence of Coordination, Agility and Motivation Against Basketball Dribbling Skills in High School Extracurricular Participants

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Abstract

This study aims to determine information related to the influence of coordination, agility, and motivation on basketball dribbling skills in high school extracurricular participants. This thesis uses quantitative approach methods, survey methods and correlational techniques. The research for this thesis was conducted at SMA Islam Terpadu Raudhatul Jannah Kota Cilegon, Banten. The population in this study was 30 female basketball extracurricular participants. Based on the results of data analysis, description, examiner of research results, and discussion, conclusions can be drawn from this thesis research. Based on the t-test results of the first hypothesis, there is a direct effect of coordination on basketball dribbling skills by 44.1%. The results of the second hypothesis, that there is a direct influence of agility on basketball dribbling skills by 36.4%. The results of the third hypothesis, that there is a direct influence of motivation on basketball dribbling skills by 10.7%. The result of hypothesis four, there is a direct effect of coordination on motivation in extracurricular participants by 0.004%. The result of hypothesis five, there is a direct effect of agility on motivation in extracurricular participants by 87.2%. The results of hypothesis six, then the results of the motivation variable were not able to mediate the coordination variable on basketball dribbling skills and did not have a real mediating influence on the independent and bound variables. The results of hypothesis seven, then the results of the motivation variable were not able to mediate the agility variable on basketball dribbling skills and did not have a real mediating influence on the independent and bound variables. Thusly there is a direct influence on several variables studied so that there is a significant influence.

How to Cite

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INTRODUCTION

Education is a conscious effort to prepare students through consultation, teaching and training activities that become references or benchmarks and have a role in the future that will last a lifetime. Education aims to improve the quality of personal and social life in society and education can make a person more mature in thinking (Azura et al., 2022).

Physical education through a well-planned program, the benefits of sport can be felt. Physical education will continue to provide space for learning, exploring new things and learning about the environment so that children understand what they are interested in. In this physical education children also find the right channel to move freely and find joy because they are motivated to grow all-round. During physical education lessons, teachers must teach various basic movement skills, game or sport techniques and strategies, as well as develop personality values (responsibility, sportsmanship, honesty, cooperation, etc.) so that they become healthy habits (Gunadi, 2018). The implementation does not involve conventional face-to-face teaching which is theoretical in nature, but includes various elements such as physical, mental, intellectual, emotional and social elements. The activities offered in class must have a touch of the didactic method, so that educational goals are achieved through the activities carried out (Basundoro & Asmawi, 2022).

Extracurricular activities as program activities outside school hours, we can see that extracurricular activities are used as a supporting part of the learning process which is not only theoretical but also directly practical, making it easier to understand theory and also train concentration (Nuraini et al., 2020). Extracurricular activities include various learning activity programs outside school hours which aim to improve and encourage students' horizons of thinking and foster students' talents, interests and dedication to the surrounding community (Pratama, 2021). Sports extracurricular activities are a vehicle or forum for accommodating, channeling and fostering students' interests, talents and passions in certain sports. If you pay attention to the development process, basketball players in their teenage years aiming to reach elite and professional levels really need to develop performance such as a high level of physiological aspects (Mancha & Gonzalez, 2019).

The game of basketball in Indonesia is a popular sport and is chosen for extracurricular activities at school. There are also a lot of people interested in the extracurricular sport of basketball among students in schools, it is even a very favorite extracurricular in the majority of schools, one of which is at the high school level. With the existence of extracurricular basketball, extracurricular sports activities that are physical activities can deepen and broaden knowledge related to physical education subjects. Apart from that, extracurricular sports activities are a vehicle or forum for accommodating, channeling and developing students' interests, talents and hobbies in certain sports (Beller, 2022).

Through these extracurricular activities at the senior secondary level, it is hoped that a team can be formed that can represent the school in basketball competitions and can also form a great national team for Indonesia in the future. The sport of basketball is a sport that prioritizes various component aspects such as speed, agility, endurance, coordination and balance in carrying out all kinds of training both in the attacking and defensive phases. The complex structure of basic and additional motor skills is used by developing them at a high level (Wibowo et al., 2020). Sports games that have good physical components will be able to master basic techniques very well, including dribbling, passing and shooting (Adil et al., 2018).

The physical component of hand-eye coordination is the ability to perform movements precisely and measurably in one overall movement (Ambarwati et al., 2017). The physical component is that if someone has a good level of coordination then that person will be able to carry out movements efficiently and measurably (Nugraha & Bakhtiar, 2022). Eye and hand coordination is very useful in terms of improving the physical components of students who take part in extracurricular activities. Apart from eye and hand coordination, there is also the physical component of agility, where this physical component also has an important role in the development of basketball dribbling skills.

Agility is an important factor in increasing technical improvement in sports activities (Septianwari, 2020). Agility becomes one form training that will be able to support the results of dribbling skills and will be a benchmark for the training carried out.

Achievement motivation is an important factor both in the learning process and in the training process, both at the extracurricular level and at the national scale. Motivation must be applied since they are still at the elementary level (Kunvarsing, 2019). Motivation is an internal energy force that determines all aspects of our behavior

because it also impacts how we think, feel and interact with other people.

Based on the results of observations, observations and interviews with coaches that the author conducted at the SMAIT Raudhatul Jannah basketball court in Cilegon City during extracurricular activities. Researchers found that dribbling skills in the sport of basketball are one of the main elements for achieving victory and scoring in addition to shooting into the ring, because by having good dribbling skills you will be able to easily distribute the ball from your own zone to your opponent's zone, so you can score points. However, on the one hand, dribbling skills in the game of basketball are still many extracurricular participants who are still not correct in carrying out dribbling techniques, one of which is from time records where dribbling movements are still seen by extracurricular participants having difficulty and often losing the ball. Judging from the population of female students who take part in basketball extracurricular activities, there are 30 students. Seeing that there are still students who perform dribbling techniques slowly in dribbling basketball, based on the researcher's analysis, there are 10 students who already have a good level of dribbling skills, 7 students are quite good and 13 students are still not good at performing basketball dribbling techniques. Most extracurricular basketball practice times are twice a week from 15.30 WIB to 17.00 WIB. From the incidents presented in the discussion above, the lack of intensity of training certainly affects the level of physical fitness of an athlete. Someone who will carry out sports activities regularly and according to their needs will have good physical fitness. Talented athletes will spend hours in practice improving skills that are critical in their chosen sport (Rosita et al., 2019). Someone who will carry out sports activities regularly and according to their needs will have good physical fitness. Talented athletes will spend hours in practice improving skills that are critical in their chosen sport (Rosita et al., 2019). Someone who will carry out sports activities regularly and according to their needs will have good physical fitness. Talented athletes will spend hours in practice improving skills that are critical in their chosen sport (Rosita et al., 2019).

Paying attention to existing problems, researchers want to research the influence of coordination, agility and motivation on basketball dribbling skills so that they show good and correct dribbling results. Because in basketball dribbling skills there are still many extracurricular participants who don't do it correctly and are too slow. There are still many basketball extracurricular participants who have not mastered dribbling skills well and fluently. SMAIT Raudhatul Jannah School has fairly good infrastructure, with 1 permanent basketball court, 15 basketballs, 3 agility ladders and 20 cones. This is a positive thing in supporting students' basketball dribbling skills in extracurricular activities.

The aim of this study was to compare dribbling accuracy, consistency, and coordination patterns of body segments according to motor skills and tempo. To achieve this, we had eight basketball experts and eight novices perform static dribbling at three different speeds for 20 seconds. The force plate measured radial error while the motion capture equipment measured the finger, wrist, and elbow angle data of the right arm. Measurements obtained from the force plate were used to analyze participants dribbling performance, including accuracy, consistency, and coordination patterns.

METHODS

The research method used in this research uses an associative quantitative approach, with test and measurement techniques. Meanwhile, the analysis technique uses a path analysis research approach (Path Analysis). Path Analysis, namely research that will study or analyze the relationship between research variables by measuring the direct influence between exogenous (independent) variables, namely $\mathbf{X_1}$, $\mathbf{X_2}$, $\mathbf{X_3}$, and endogenous variables (dependent variables) is **Y**. This research uses a quantitative approach, survey methods and correlational techniques. The dependent variable is Y and the independent variables are $\mathbf{X_1}$, $\mathbf{X_2}$, $\mathbf{X_3}$.

In this study, the population taken was all active members of basketball extracurricular participants in high schools. The sample for conducting the research was SMAIT Raudhatul Jannah Cilegon City extracurricular basketball participants, specifically female, who actively practiced with the total sample size. In this study, all 20 SMAIT Raudhatul Jannah Cilegon City women's basketball extracurricular participants were used as research samples.

This research requires data after the research design has been created, so an instrument is needed as a means of collecting research data. This research uses test instruments and the instruments in this research are developments of existing instruments and there are also new test instruments that are created according to the needs of this research.

RESULTS AND DISCUSSION

In this research there are four variables consisting of three exogenous (free) variables and one endogenous (dependent) variable. These variables include: eye and hand coordination (X_1), agility (X_2) and achievement motivation (X_3) Andbasketball dribbling skills (Y).

To obtain data from these four variables, researchers used test and non-test measuring instruments. The test is used to measure hand eye coordination, agility and basketball dribbling skills, while the non-test is in the form of a statement questionnaire made on a Likert scale to measure achievement motivation.

Basketball Dribbling Skills (Y)

The results of the descriptive statistics for the basketball dribbling skill variable obtained a minimum score of 29, a maximum score of 38 with a mean of 34,37, a standard deviation of 2,62 and a variance of 6.86.

Table 1. Conversion of basketball dribbling skill data distribution

Class Interval	Lower Limit	Upper Limit	Frek. Absolut	Frek. Relatif
29 - 32	28,5	32,5	7	23%
33 – 35	32,5	35,5	13	43%
36 - 38	35,5	38,5	10	33%
	Total		30	100%

Eye and hand coordination (X_1)

The descriptive statistical results of hand eye coordination obtained a minimum score of 15, a maximum score of 30 with a mean of 22,67, a standard deviation of 4.35 and a variance of 18,92.

Table 2. Conversion of hand eye coordination data distribution

Class Interval	Lower Limit	Upper Limit	Frek. Absolut	Frek. Relatif
15 - 19	14,5	19,5	7	23%
20 - 25	19,5	25,5	15	50%
26 - 30	25,5	30,5	8	27%
	Total		30	100%

Agility (X_2)

The results of the descriptive statistics for agility obtained a minimum value of 32, a maximum value of 42 with a mean of 36,33, a standard deviation of 2,94 and a variance of 8,64.

Table 3. Agility data distribution conversion

Class Interval	Lower Limit	Upper Limit	Frek. Absolut	Frek. Relatif
32 - 35	31,5	35,5	13	43%
36 - 39	35,5	39,5	12	40%
40 - 42	39,5	42,5	5	17%
	Total		30	100%

Achievement motivation (X_3)

The descriptive statistics results for agility obtained a minimum score of 60, a maximum score of 88 with a mean of 78,13, a standard deviation of 8,66 and a variance of 74,95.

Table 4. Conversion of achievement motivation data distribution

Class Interval	Lower Limit	Upper Limit	Frek. Absolut	Frek. Relatif
60 - 69	59,5	69,5	5	17%
70 - 79	69,5	79,5	8	27%
80 - 88	79,5	88,5	17	57%
	Total		30	100%

The results of decision making regarding all proposed hypotheses can be explained as follows:

Sub Structure I

Table 5. Structural Model Summary I

Model	R	R Square	Adj. R Square	Std. Error of the Estimate
1	.937[a]	.877	.868	3.14339

Predictors: (Constant), X_2, X_1

Based on the R Square number (r_2) is 0,877. This figure can be used to determine the influence of hand eye coordination and agility on achievement motivation, namely 87%, while the remaining 13% is influenced by other factors. In other words, the variability in achievement motivation that can be explained using hand eye coordination and agility variables is 87%, while 13% of the influence is caused by variables outside the model.

As a result of data processing, the path coefficient will be displayed in the standard coefficient column (Beta). The path coefficient (X_1) to (X_3) or (p_13) = 0,539 and p-value = 0,000, so the value 0,000 < 0,05, or H_o is rejected, which means there is an influence of hand eye coordination (X_1) on achievement motivation (X_3). The next test, namely (X_2) to (X_3) or (p_{23}) = -0,934 and p-value = 0,007, so the value is 0,007 < 0,05 or H_o is rejected, then there is an influence of agility on

achievement motivation. From the results of testing structural model 1, it is significant.

Sub Structure II

Table 6. Structural Model Summary II

Model	R	R Square	Adj. R Square	Std. Error of the Estimate
1	.963[a]	.928	.920	.74292

Predictors: (Constant), X_3, X_2, X_1

Based on the R Square number (r_2) is 0,928. This figure can be used to determine the influence of hand eye coordination, agility and achievement motivation on basketball dribbling skills, namely 92.8%, while the remaining 7,2% is influenced by other factors. In other words, the variability of eye-hand coordination, agility and achievement motivation on basketball dribbling skills is 92,8%, while the influence of 7,2% is caused by variables outside the model. Tergot an F value of 111,498 with a significance of 0,000. because the significance number is 0,000 < 0,05, the research hypothesis is Hand eye coordination, agility and achievement motivation influence basketball dribbling skillsacceptable. In other words, the sub-structural model is acceptable. The magnitude of the influence of other factors is (1-0,928) = 0,072, or an error coefficient of 0,072.

Based on the structural test results, the path coefficient is obtained which is shown in the standardized coefficient column. Consecutive data coefficients:

The influence of hand eye coordination on basketball dribbling skills is shown by a beta coefficient of -0,664. The results of testing using the t test obtained a t value of -2,636 with a significance of 0,014 < 0,05, so it can be concluded that there is an influence of hand eye coordination on basketball dribbling skills.

The influence of agility on basketball dribbling skills is shown by a beta coefficient of 0,603. The results of testing with the t test obtained a t value of 2,091 with a significance of 0,046 < 0,05, so it can be concluded that there is an influence of agility on basketball dribbling skills.

The influence of achievement motivation on basketball dribbling skills is shown by a beta coefficient of 0,327. The results of testing using the t test obtained a t value of 2,178 with a significance of 0,039 < 0,05, so it can be concluded that there is an influence of achievement motivation on basketball dribbling skills.

The results in the discussion will be presented regarding the results of data panelization that has been carried out on each variable as well as support from several theories and previous research. Based on the results of testing all hypotheses that have been carried out in this hypothesis testing section, it can be stated that:

There is a Direct Influence of Hand Eye Coordination on Achievement Motivation

Based on the results of the analysis test of the hand eye coordination variable on achievement motivation, the path coefficient p_{x3x1}= 0,002 with a value of Sig. = 0,009, then the value is 0,009 < ᵅ = 0,05, so H_1 it is accepted and H_o rejected, meaning that there is a direct influence of hand eye coordination on achievement motivation in high school level extracurricular participants.

There is a Direct Influence of Agility on Achievement Motivation

Based on the test results of the analysis of the agility variable on achievement motivation, the path coefficient p_x3x2= -0,934 with a value of Sig. = 0,007, then the value is 0,007 < ᵅ = 0,05, so H_1 it is accepted and H_o rejected, meaning that there is a direct influence of agility on achievement motivation in high school level extracurricular participants.

There is a Direct Influence of Hand Eye Coordination on Basketball Dribbling Skills

The results of the hand eye coordination research on 30 basketball extracurricular students at high school level in Cilegon City, obtained results with a score of 15-19 for 7 people (23%), a score of 20-25 for 15 people (50%), a score of 26 -30 as many as 8 people (27%). Based on the results of the research conducted, there is a direct influence of hand eye coordination on basketball dribbling skills in high school level extracurricular participants with the path coefficient p_{yx1}= -0,664 with a significance value = 0,014, then 0,014 < ᵅ = 0,05, so there is a direct influence of coordination Hands on basketball dribbling skills in high school level extracurricular participants.

There is a Direct Influence of Agility on Basketball Dribbling Skills

The results of agility research on 30 basketball extracurricular students at high school level in Cilegon City, obtained results with a score of 32-35 as many as 13 people (43%), a score of 36-39 as many as 12 people (40%), a score of 40-42 as many as 5 people (17%). Based on the results of research conducted, there is a direct influence of agility on basketball dribbling skills in high school level extracurricular participants withpath

coefficient results p_{yx2}= 0,603 with a significance value = 0.046, then 0,046 < ᵅ = 0,05, so there is a direct influence of agility on basketball dribbling skills in high school level extracurricular participants.

There is a Direct Influence of Achievement Motivation on Basketball Dribbling Skills

The results of research on achievement motivation in 30 basketball extracurricular students at high school level in Cilegon City, obtained results with a score of 60-69 for 5 people (17%), a score of 70-79 for 8 people (27%), a score of 80- 88 as many as 17 people (57%). Based on the results of research conducted, there is a direct influence of achievement motivation on basketball dribbling skills in high school level extracurricular participants withpath coefficient results p_{yx3}= 0,327 with a significance value = 0,039, then 0,039 < ᵅ = 0,05, so there is a direct influence of achievement motivation on basketball dribbling skills in high school level extracurricular participants.

There is an indirect effect of coordination through motivation on basketball dribbling skills

Based on the results of the Sobel test using the online Sobel Test Calculator for the Significance of Mediation, the Sobel test statistic value was -0,006 < t_{tabel} 1,96 and p_{value} 0,9950 > 0,05, so the results of the achievement motivation variable were not able to mediate the hand eye coordination variable on dribbling skills. basketball and has no real mediating effect on the independent and dependent variables.

There is an indirect effect of agility through motivation on basketball dribbling skills

Based on the results of the Sobel test using the online Sobel Test Calculator for the Significance of Mediation, the Sobel test statistic value was -0,155 < t_{tabel} 1,96 and p_{value} 0,8766 > 0,05, so the results of the achievement motivation variable were not able to mediate the agility variable on basketball dribbling skills. and does not have a real mediating effect on the independent and dependent variables

- There is a direct influence of coordination (X_1) on motivation (X_3).
- There is a direct influence of agility (X_2) on motivation (X_3).
- There is a direct influence of coordination (X_1) on basketball dribbling skills (Y).
- There is a direct influence of agility (X_2) on basketball dribbling skills (Y).
- There is a direct influence of coordination (X_1) on agility (X_2).
- There is an indirect effect of coordination (X_1) through motivation (X_3) on basketball dribbling skills (Y).
- There is an indirect influence on agility (X_2) through motivation (X_3) towards basketball dribbling skills (Y).

CONCLUSION

The results of this research can be used as a basic reference in efforts to develop research in other places that have problems or conditions similar to the research model. Based on the results of this research, it can be stated that basketball dribbling skills are determined by several factors, including (coordination, agility and motivation) which are components that need to be developed optimally and to achieve good performance in basketball extracurricular participants at school level. Upper Intermediate. With good (coordination, agility and motivation), basketball dribbling skills can be improved with practice.

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